

APPALACHIAN STATE UNIVERSITY SAFETY COUNCIL REPORT

2012-2013 (August 1, 2012 – July 1, 2013)

The University Council on the Safety of the Campus Community which manages the University safety plan continued in 2012-2013 with regularly scheduled meetings once a month. The members of the committee for 2012-2013 were: J. J. Brown, Tony Carey, Dayton Cole, Jake Cox, Gunther Doerr, David Hayler, Doug Justice, Barb Krause, Donna Lillian, Kevin Madsen, Martha Marking, Patrick McCoy, Cameron Muir, Jane Nicholson, Alan Rasmussen, Stacy Sears, Brad Vest, and Cathy Ziegler. Cindy Wallace and Greg Lovins continued to serve as co-chairs of the Committee. The council reviewed the accomplishments from the 2011-2012 report and discussed and identified goals for the 2012-2013 academic year. Those goals and a summary are listed below, along with a description of events and activities which occurred throughout the academic year relative to each goal.

1. **Review and Update the University's Tailgate Policy. ON GOING**

Policy was reviewed and the following recommendations were submitted as input to the Alcohol Summit: Next Step to help reduce problems in student tailgate sites, especially Raley Lot.

- a. That SGA require all Student tailgate lottery winners to be present at their tailgate site at all times and be responsible for the actions of those attending their tailgate. In years past, all too often when a Police Officer has had an issue with a student tailgate site and asks to speak to the person in charge no one knows whose tailgate site it is. In addition, that SGA send the University Police Chief a list of lottery winners by name and tailgate space number so Officers working the tailgate site could verify who was in charge of the site should any violations occur.
- b. That SGA and Student Conduct ban students who violate the tailgate policy from entering the tailgate lottery for at least the next home game.
- c. That SGA require lottery winners to sign and acknowledge their responsibility for ensuring no one underage consumes alcohol in their tailgate site.
- d. Because the tailgate sites in Raley are parking spaces overcrowding has become a real safety concern. Overcrowding creates conflict when one site spills over into another site and this has in the past lead to arguments and confrontations. Consider establishing a limit on the number of people that can be in one tailgate site to reduce the likelihood of this happening.

2. **Establish an Early Intervention Team (EIT) for faculty and staff. ON GOING**

No formal action has been initiated on this goal. This should be a project for Human Resources and Academic Affairs to work on.

3. **Re-evaluate the Safe Ride program with input from SGA. ON GOING**

Data from fall and spring semesters shows a 78% increase in ridership from last year. In 2010/2011 we had 47,684 riders, for 2012/2013 ridership was 61,328. It is clear that a new approach to meet this demand is needed. The following are recommendations we will be submitting to SGA:

- a. Establishment of a route service. Basically creating pick-up and drop off sites on campus where students can wait for a Safe Ride van. To be successful we will need to ensure that students wait-time for the next van is no longer than 10 minutes. This will allow us to be more efficient and in serving more students. We believe this change will offer more assistance to students in reducing their wait time.

4. **Design a training strategy for faculty that supports the Chemical Management System and other safety and health initiatives. ON GOING**

The Chemical Management System (inventory/regulation) now has over 5,000 chemicals entered. Several departments have completed the inventory and training, including but not limited to, HLES, TED; and over 50-70% in Chemistry and Biology. Once completed, the system will account for over 200 laboratories on the University campus, 76% of which are Academic areas. Additionally the system takes the University closer to compliance with OSHA and EPA standards on hazardous waste management. Coordination with local first responders allows for awareness and preventative measures in response to building with hazardous materials.

5. **Continue to add security cameras to key locations throughout campus. ON GOING**

This remains an ongoing project. State Farm parking lot has been identified as the next parking lot to add cameras in but the project has been put on hold pending a photovoltaic (PV) System RFI that was submitted as part of the ASU Renewable Energy Initiative.

6. **Continue to educate students, faculty, staff and parents about AppState-ALERT and what they should do during an actual emergency on campus. ON GOING**

Increased awareness of the tools to push and pull information about campus emergencies is a priority. Better education prior to an emergency reduces the impact on systems during an emergency. To better share information and resource, the University has transitioned to using Blackboard Connect5 as the vehicle to create and send all AppState-ALERT messages; including voice, text, email, social media (Facebook and Twitter), RSS feeds (posting to webpages), and a CAP feed to activate the desktop notifier. A full system test of the Blackboard Connect5 emergency notification system and Appalachian State siren system is scheduled for July 3, 2013.

7. **Continue to promote the showing of the video Shots Fired and Occupational Safety and Health training videos to students, staff and faculty. ON GOING**

ASU Police conducted 16 Shots Fired presentations in 2012 to over 500 students, staff and faculty members. In 2013 we started also showing the Shots Fired video to all RAD classes and our goal is to incorporate the Shots Fired video into other campus safety presentations we do in the coming years.

8. **Develop programs designed to reduce harm associated with drug/alcohol abuse on campus; programs to promote shared responsibility with the university, community and provide possible consequences in crisis situations; amend the Code of Student Conduct on campus relative to the "Dear Colleague Letter" and OCR requirements. ON GOING**

The ASU Police Department has conducted internal reviews of our Sexual Assault Policy to better align it with current campus policies and procedures. We are also reviewing department drug and alcohol policies as well as statistics to improve our overall role in combating these two challenging problems.

Crisis discussions, the Dear Colleague Letter review and OCR requirements were followed up with:

- Development of the Red Flag Campaign, a national model of bystander intervention strategy.
- Adoption of “See something, say something” encouraging bystander intervention.
- Lengthy, in-depth conversations of shared responsibility and community consequences – with underlying strong messages of drugs and alcohol when welcoming new students and parents.
- Discussions with colleagues from UNCC and UNC-CH relative to situations seen by our Dean of Students, Case Manager and others.
- Began fall semester with a new Case Manager position, Associate Director of Student Conduct and a Staff Psychiatrist, and the reinstatement for the Wellness Coordinator position.
- Incorporation of discussions in new Residence Life training programs.
- Hired Sex Signals per recommendation from SGA. This is an interactive, live performance targeting different groups of individuals/students.
- Formation of the Interpersonal Violence Task Force. (APPENDIX A)
- Discussions relative to a “Public Health” model relative to alcohol offenses instead of a Student Conduct matter and implementation of new interventions based on this model.
- Safe Ride was added to the Safety Festival participants, fall 2012
- Three learning outcomes for Safety Festival: Students will identify 3 actions they can take to be safer at home, school or in the community; students will practice one new behavior to be safer, students will recognize where to get information about safety on campus and in the community.
- “It’s Up To Me” campaign developed and launched during Safety Week in September, Bracelets were given out at Walk for Awareness with this phrase, posters were all across campus, a homepage blackout with a takeover for a day with this campaign, and a video from the Walk for Awareness posted on the homepage.
- Launch of mobile application “AppCares” a free download in “App Store” and in “Google Play Market” connecting students to mobile resources.
- Development of safety folders with the theme “It’s Up To Me” for faculty and staff to have as a reference for contacts and phone numbers for different situations they may encounter.
- In February, an Alcohol Summit was held with around 100-120 participants throughout the day and all areas of campus were represented. Information from this summit has been posted on ASULearn and presented to the Appalachian Board of Trustees.
- Initiation of a “Climate Survey” for campus with over 4,000 responses (APPENDIX B)
- “One Billion Rising” initiative – a reminder that we are all in this together and it takes all of us working together for the prevention of violence.

- Spring Break Initiatives included messaging via AppCares web page, facebook and twitter regarding Safety. (APPENDIX C)
 - A draft of a policy on workplace violence was distributed to the Campus Planning committee of Faculty Senate for feedback. This group generated questions which were forwarded to Human Resources. Information was provided and a presentation was made to Faculty Senate, along with a document summarizing the responses to questions. The Staff Senate Policy Committee also reviewed the draft. From these reviews, other questions have been forwarded to HR for follow up.
 - Discussion and review of Safety Apps for Smart Phones for those walking alone, which provides a “blue light” at one’s fingertips, and vendors are being considered.
9. **Seek Funding for the initial accreditation fee for the University Police Department.**
ON GOING
 This goal has been put on hold due to operational, budgetary and manpower challenges. Our goal is to create a part-time accreditation manager position in 2013.

10. **Identify faculty perception of health and safety in the laboratory and research areas through a sample group survey. ONGOING**
 Appalachian State University Environmental Health, Safety and Emergency Management (EHS&EM) staff are conducting hazard assessments and assisting with laboratory inventory and organization to better engage the faculty on laboratory safety and research. Education and survey discussion occur with a variety of academic and research leadership throughout the process, as well as inclusion of new faculty and graduate students. From the sample of faculty responses, a positive movement for better safety and regulatory compliance is occurring; however, continued movement and further progress is contingent on the continued support for the program.

11. **Conduct on-site surveys of sample laboratories and research areas to identify compliance with selected federal, state and/or university regulations and/or policies. ONGOING**
 In addition to the progress stated above in goal number 10, the university is ensuring that faculty are in compliance with regulatory agencies and relevant polices. There are some deficiencies based on available resources, but a forward movement exists. The chemical inventory management system in the roll out phase has contributed to this compliance and will continue to do so as full implementation is completed. Additionally the faculty awareness of compliance and regulatory needs has increased as more education and outreach has been delivered by university staff.

CLERY REPORT

On June 24, 2013 Brent Herron and Tom Shanahan, UNC GA Legal Affairs, had an opportunity to do a short presentation to the Chancellors Administrative Council during their monthly meeting with President Ross. The presentation focused on Clery with the major point being Accountability. We emphasized the fact that Clery Compliance is an institutional responsibility and not the sole responsibility of the campus PD's.

Five (5) Safety Council members attended a full two-day training in February (February 13-14) on Title IX and Campus Security Authority Video Workshop. (See Agenda, APPENDIX D)

CARE TEAM

The 2012-2013 academic year saw an increase of students on the CARE list. For fall semester 2012, the total number of student cases reached 245 compared to 137 students for fall 2011. Spring semester 2013 had an even greater increase with 289 students compared to 113 from last year.

The team helped to handle a diverse array of difficult situations ranging from suicidal ideation or attempt, severe alcohol abuse, significant mental health issues or hospitalization, sexual assault, conduct or legal concerns and student deaths. Loss was another recurrent theme for students landing on the CARE Team. On average, a few students a week were added to the list due to loss of a parent or sibling, or news of a parent recently diagnosed with a terminal illness.

The CARE Team implemented a new follow up strategy to help with the increasing numbers. Students that were followed by the CARE Team were triaged and placed on one of three tiers depending on severity. The most imminent cases would be placed in tier 1. This would usually mean that there is on-going follow up on a weekly basis. Students whose situation would require check in's at least every other week would be placed on the second tier. Students who need a check in a couple of times a semester would be on the third tier, and once a case is finished, or requires no further follow up, it is closed. The tiered system allows for students to progress through the different stages either working towards case resolution or being reassigned to another tier in order to receive the proper follow up and support.

The severity and complexity of the issues presented through CARE this past year reinforces the benefit of a multi-disciplinary team made up of members from the Dean of Students Office, Office of Student Conduct, Counseling Center, ASU PD, University Housing, Health and Wellness, Office of Disability Services and other Student Development professionals. The increase in cases highlights the importance of collaborative work when navigating these multifaceted student concerns.

For the 2013-2014 Academic Year, the CARE team is focusing on the following:

1. Examining the team's threshold process with regards to volume of student referrals based on the 2012-2013 academic year.
2. Training of CARE team members at an extended meeting on July 31st, 2013 with a focus on policy/procedures of the team.
3. Enhance use of Maxient (notes, etc.)
4. Assessing the trends of the past year.
5. Evaluating the follow up aspects of the tiered system.

EARLY INTERVENTION TEAM

The Early Intervention team had a very busy year this year receiving more referrals each semester than any semester to date.

- 361 referrals
- Referral sources
 - 29 Dean of Students/Case Manager/CARE
 - 261 Faculty
 - 23 Staff (including Academic Advisors)
 - 18 Other (Parents, Student Conduct. ODS, etc.)
- 121 Interventions
- Gender (In some cases gender identification may differ than that found in demographic information)
 - 209 Males
 - 152 Females
- Class Status
 - 60 Seniors
 - 57 Juniors
 - 82 Sophomores
 - 158 Freshman
 - 3 Graduate
 - 1 Non-Degree Seeking
- GPA of Students Referred
 - Fall Starting 2.47, Ending 2.03
 - Spring Starting 2.15, Ending 1.96
- All F Policy Affected 6 Students
- 2 Students That Had Interventions Graduated at the End of the Term in Which They Were Referred.

Changes to process have occurred as we are using Maxient for record keeping. This is helping with more regular communication. Academic Affairs purchased a laptop for Martha Marking during the spring semester and that assisted with more effective record keeping as well.

Challenges include identifying tenured or tenure track faculty members to replace those team members that are rotating off after a three-year service to the committee. We have had some excellent faculty that have rotated off and we are having a difficult time finding faculty that have a desire to do this work and have availability during our Monday meeting times. J.J. Brown and I have discussed having a conversation with the Deans Council and/or the Council of Chairs about this issue. Another challenge is to have a more regular process of identifying graduate students who might want to do an assistantship with the team. We are currently without a graduate student to start fall semester although we are meeting with Cathy Clark to be considered for inclusion in the GAPP weekend on a regular basis.

Nikki Crees has stepped down from being the staff co-chair for the team after 3 years of service. She has been a remarkable resource for the team. Jessie Fletcher will be replacing Nikki starting in the fall. Jessie has been a team member for quite some time so the transition should be relatively seamless.

The Early Intervention Team works very closely with many entities on campus including the Dean of Students office, Housing and Residence Life, CSIL, Academic Advising, ODS, the Counseling and Psychological Services, the Wellness Center and others. We feel supported by the university community and wanted to especially thank Alan Rasmussen, J.J. Brown, Mike Mayfield and Sonya Long for their support of our mission.

EMERGENCY MANAGEMENT TASK FORCE (EMTF)

Please see the below information for EMTF accomplishments for the 2012-2013 school year:

- Annual update to the university All-Hazards Emergency Operations Plan (EOP), Emergency Support Functions (ESFs), and Annexes to ensure the planning documents are in compliance with state and federal regulations, in addition to complying with university policy and procedures for emergency management.
- Each lead department for ESFs provided updated documentation and included department level guidance for additional direction and support.
- The EOP has been shared with General Administration to ensure compliance and support at from GA.
- EMTF members facilitated the development of a Homeland Security Exercise Evaluation Program (HSEEP) tabletop exercise to generate discussion amongst senior leadership, faculty, staff and students in the event of a severe weather event; more specifically winter weather impacting campus.
- Discussion included the potential for infrastructure failure, partial evacuation, shelter of essential personnel, and other pertinent topics related to maintaining limited operations on campus.

- After action review was completed and several participants provided feedback on survey forms.
- Monthly siren tests were completed, in addition to the Fall and Spring full AppState-ALERT system tests.
- EMTF members participated in a functional Emergency Operations Center (EOC) exercise to test and evaluate design options and familiarize staff with use of technology and planning documents.
- AppState-ALERT received a system upgrade allowing for increased capabilities and provided opportunities to reach more students, faculty and staff in a more streamlined emergency notification system.

OCCUPATIONAL SAFETY AND HEALTH COMMITTEE

See the below information for Health and Safety Committee accomplishments for the 2012-2013 school year:

- Members of the Occupational Safety and Health Committee began reviewing best practices amongst peer institutions and discussed opportunities to integrate those practices on campus.
- Safety Committee reviewed workplace safety accidents and provided direction on how to reduce hazardous situations or create additional opportunities for education and training.
- Integration of the Physical Plant Safety Committee by having a representative attend Occupational Safety and Health Committee meetings.
 - Physical Plant Safety representative provided best practices and outlined the process for developing a department level safety team.
 - Information shared at the Occupational Safety and Health Committee is shared with Physical Plant Safety Committee participants.

STAFF COUNCIL

As the Staff Senate liaison to the Safety & Security Council, Cathy Ziegler reminds Staff Senate about various forms of campus safety. Safety was a strong topic during the August 2012 Staff Senate meeting. Chief Gunther Doerr and Capt. Douglas Dugger, with the University Police, were highlighted speakers. This is from the Staff Senate minutes: “Chief Doerr presented information regarding campus safety and emergency preparedness, and reminded staff of additional information and resources available to staff, including the *Shots Fired* video, at the web address www.appstatealert.com.

Think more. Risk less. Help identify safety and health concerns on campus.” Later in the meeting, minutes stated: “Cathy Ziegler emphasized the first week in September is geared toward getting students and employees on board with safety. With the theme “It’s Up to Me” each person on campus is responsible for safety. Place Tuesday, September 4, 2012 on your

calendar for the 'Walk for Awareness.' The walk begins at 9 pm at Sanford Mall. Staff should wear some type of campus T-shirt to show unity.”

Safety was also a discussion during the Staff Senate January 2013 meeting. From those minutes: “Cathy Ziegler brings information from the University Safety Council. The campus climate survey takes about 10-20 minutes to complete. Topics covered in the survey include sexual assault, sexual harassment, and sexual misconduct. An exercise on March 7, 2013 involves a pretend blizzard in a room in the student union. A new app for Smartphones called AppCares will cover emergency information.” And from the February 2013 minutes: “Safety Council- Cathy Ziegler is looking for feedback regarding flooded parking lots and the need to move cars by the emergency planning team. Email your comments to Cathy. Secondly, Cathy explained we can arrange for particular faculty and staff training to learn ways to communicate with students regarding personal safety concerns such as sexual assault and how to handle harassment in the workplace; she asked for a show of hands of either the senator being interested or believe other staff in their area would be interested. A majority raised their hands.”

THREAT ASSESSMENT TEAM

During the period of August 2012- July 2013 the Threat Assessment Team conducted 3 formal Threat Assessments and 3 informal assessments. Two of the formal assessments were conducted on current faculty members, neither of which were deemed to pose any serious threats to harm self or others. The other assessment involved a former student who lived in Kingsport, TN and it was determined that he was not a serious threat to our campus as originally reported.

The informal assessments involved three individuals none of which had any formal affiliation with the University. Two of these individuals did make make strange and continuing attempts to interact with University officials which prompted their initial assessments. The other assessment was based on information received from WCSO on a person who was formally employed as a contractor by the Athletics Department. His company is no longer under contract with Athletics and it was determined that his contact with the University has been minimal and not threatening.

Training for the Threat Assessment Team is scheduled for August 14, 2013 and the University Police will be updating their internal Threat Assessment Policy in August 2013.

In response to President Ross' charge across the University system, Chancellor Peacock requested that the Chief of Police at Appalachian report on threat assessment and safety issues for the Chancellor's Cabinet meeting, February 27, 2013. The topics discussed were: Threats to Campus Safety; Safety Prevention, Preparedness and Response Measures, and; Future Safety Measures/Programs.

OTHER WORK OF THE COMMITTEE INCLUDED:

- A review and critique of reports, policies and procedures:
 - Clery Act Annual Report
 - Campus Free Speech/Facilities Use Policy
 - Safety Concerns and Incidents – bacterial meningitis, suicide, accidental death, off campus arrests
 - Adverse Weather Policy
 - Change of NC Gun Laws
 - Workplace Violence Policy
 - Clarification on Campus Security Authority and a power point presentation is provided on the University Police website under “Resources-Campus Security Authorities”
 - Demonstration of the “Blackboard Connect Emergency Message Templates” with explanation of how the emergency message system works and the 10 templates that have been developed for sending out emergency messages.

NEW GOALS/INITIATIVES FOR 2013-2014

- Focus on evaluation (what our numbers mean and the results from work locally and state-wide on practices and policy regarding high risk drinking)
- Focus on an exercise plan for next year; publish objectives from last year’s exercise plan and development of an evacuation plan, i.e. evacuation during a football game.
- Development of protocols relative to any farm or research animal impacted by flooding by the Safety and Health Committee.
- University contact with the legislature as an educational issue, not a political issue or agenda

APPENDIX A

FINAL REPORT – INTERPERSONAL VIOLENCE TASK FORCE

This report summarizes the work of the Interpersonal Violence Task Force during the 2012-2013 academic year.

Introduction

In April of 2012, Appalachian State University entered into a resolution agreement with the Office for Civil Rights (OCR) at the U.S. Department of Education to resolve a complaint that had been filed by an Appalachian student who was a complainant in a student conduct case involving sexual misconduct. The resolution agreement required the university to revise its procedures for addressing allegations of sexual harassment and gender-based discrimination, conduct new hearings in the complainant's student conduct cases, conduct a climate check of university students to assess the presence and effect of harassment based on sex and their awareness or their rights under harassment policies and procedures, and establish a working group to make recommendations to the university regarding the effectiveness of the university's anti-harassment programs.

In May of 2012, Chancellor Peacock appointed 24 faculty, staff and students to serve on the Interpersonal Violence Task Force, including the co-chairs, J.J. Brown, Dean of Students, and Linda Foulsham, Director of Equity, Diversity and Compliance. (See Appendix A) The task force was charged with the following:

1. Collect and analyze data on interpersonal violence at Appalachian and nationally;
2. Examine nationally known best practice involving prevention, education and support services;
3. Evaluate existing services at Appalachian which support victims of interpersonal violence;
4. Recommend short and long-term strategies, practices and policies regarding sexual assault and other forms of interpersonal violence; and
5. Respond to the following initiatives as outlined in the OCR resolution agreement:
 - a. Design and implement a climate survey of students to assess the presence and effect of harassment based on sex and their awareness of their rights under harassment reporting policies and procedures;
 - b. Make recommendations to address sex-based harassment;
 - c. Provide recommendations regarding strategies for preventing sex-based harassment and ensure that university students understand their right to be protected from discrimination, including harassment, on the basis of sex and to be protected from retaliation for reporting alleged discrimination; and

- d. Evaluate programming presented during new student orientation to determine if it is reasonably designed to prevent the establishment of a hostile environment based on sex for students.

Sub-Committees

Four working sub-committees – Survey, Policy, Programming, and Support and Outreach – evaluated the university’s current policies, procedures and practices and conducted research on best practices utilized by institutions of higher education to address interpersonal violence.

Policy Sub-Committee

The Policy Sub-Committee began meeting in the fall semester and reviewed the OCR “Dear Colleague” Letter from April of 2011, the UNC Policies related to addressing student conduct, as well as several templates of good practices from North Carolina Coalition Against Sexual Assault (NC CASA) and the National Association of College and University Attorneys (NACUA), in creating updated/revised university policy related to sexual misconduct. During the fall semester, the sub-committee also reviewed several policies from other institutions including: UC-Boulder, UNC-Wilmington, UNC-Chapel Hill, and UNC-Charlotte. Several members of the committee viewed and shared information from websites from other institutions addressing sexual misconduct and interpersonal violence.

Most of the work of the sub-committee focused on the Appalachian State University Sexual Misconduct Addendum. After reviewing and discussing the policies and procedures of other institutions and evaluating best practices, the sub-committee concluded that the addendum, though not perfect, has many of the elements required of a comprehensive policy.

The sub-committee conducted focus groups with faculty, staff and students in December through February. Various organizations at Appalachian were asked to review and provide feedback on the addendum. The committee created a template of questions that were asked of each group which allowed input from approximately 200 faculty, staff and students. (See Appendix B) A larger percentage of participants were students because their understanding and comprehension of the addendum seemed significant.

List of groups or organizations that participated in the focus groups:

Student Government Association Executive Board
Plemmons Leadership Fellows
RA Advisory Board
RA Interest Group
Red Flag Committee
Graduate Senate
Resident Directors
Athletic Department
IFC/NPHC Councils

Student Conduct Board
Women's Center
LGBT Advisory Board
Faculty Senate: Committee on Student Life
Staff Senate
Office of Student Conduct Wellness Center Mental Health Ambassadors
Black Student Association

In the course of the sub-committee's work, the following themes emerged:

- 1) the addendum, though informative needed to be arranged in a more user-friendly manner;
- 2) the addendum and the Code of Student Conduct need to merge as one document; should the merge occur, examples of violations need to stay in the Code;
- 3) if the addendum and the Code of Student Conduct are merged, a format for accessing this information needs to be clear and easy to follow;
- 4) an overarching policy in regard to Sexual Misconduct needs to be considered by the university if other policies do not address this behavior;
- 5) the campus community needs to be educated on the university's definitions of sexual misconduct and consent;
- 6) the campus community needs to be educated on how to report allegations of sexual misconduct;
- 7) the campus community needs to be educated on the impact of sexual misconduct on a complainant;
- 8) the campus community needs to provide education to faculty and staff on how to respond to a complainant and/or a respondent;
- 9) support for the respondent needs to match the support provided the complainant in the conduct process;
- 10) consistent campus messaging;
- 11) website identifiers for students, respondents or complainants to follow:
 - What do I do if:*
 - *I have been assaulted?*
 - *a friend has been assaulted?*
 - *I have been accused?*
 - *a friend has been accused?;*
- 12) increased education on healthy relationships; and
- 13) periodically asking the community for feedback.

The sub-committee is currently working on the modifications to the addendum. The Office of Student Conduct staff has been charged to add the addendum process into the Code of Student Conduct where applicable. When the Code is complete, the final review will occur over the summer by the Code of Student Conduct Review Committee which is comprised of faculty, staff and students. Several committee members have offered to use their campus connections and skills to assist in developing a user-friendly website to access resources, education, policy and practice once the Code and addendum are modified.

Programming Sub-Committee

The Programming Sub-Committee assessed the effectiveness of the university's harassment prevention programs, evaluated programming presented during new student orientation to determine if it is reasonably designed to prevent the establishment of a hostile environment based on sex for university students, and evaluated other campus programming – including programming in residence halls

The sub-committee met from September to February to discuss the following components of interpersonal violence programming and recommendations:

- Analyze the current state of interpersonal violence programming at the university
- Examine current literature regarding best practices in prevention and education
- Review current practices of the university, identified peer institutions, in-state institutions, and aspirational peers
- Recommend improvements to current interpersonal violence programming
- Recommend infrastructure needs to support necessary improvements to interpersonal violence programming efforts

The first task completed by the sub-committee was to evaluate and analyze the current programs and trainings offered, sponsored or hosted by the university. The sub-committee identified the strengths of the current programming efforts, including: 1) investment and involvement of many offices and departments across the campus; 2) programming offered on a variety of topics including: basic terminology, alcohol and sexual assault connections, understanding the Code of Student Conduct and sexual misconduct, and some additional effort for at-risk communities; and 3) clear identification of Title IX Coordinator.

The sub-committee also identified a number of weaknesses in the current programming efforts, including: 1) lack of evidence to support a coordinated and/or collaborative effort or “review body” for programming efforts; 2) variety of messages and formats for presentations; 3) confusing or unclear delivery of messages, resulting in a lack of clarity for participants; 4) emphasis on large-scale, single-event programming; 5) lack of processing or participation by attendees during programming; 6) victim-support programming emphasized over primary prevention programming; 7) lack of training, support, or programming for faculty and staff; and 8) program presenter emphasis placed on individually observed concerns, not learning objective based efforts.

The sub-committee identified several “best practices” by reviewing current literature and attending a state-wide conference.

- “The Evaluation of Campus-Based Gender Violence Prevention Programming: What We Know about Program Effectiveness and Implications for Practitioners” by Roberta

Gibbons in consultation with Julie Evans (January 2013), from Violence Against Women website

- Attendance at NC CASA – Sexual Violence Primary Prevention Summit – October 4-5th, 2013 Durham, NC
- “The Public Health Approach to Violence Prevention” from Centers for Disease Control and Prevention
- “Shifting the Paradigm: Primary Prevention of Sexual Violence” from American College Health Association, August 2008
- National Sexual Violence Resource Center – “Resources for Sexual Violence Preventionists Working to Create Safe and Healthy Communities”

The sub-committee developed a list of qualities, from the above resources and others, that would be integral to the creation of an effective programming model, programming components, and prevention of interpersonal violence.

- *Primary Prevention is paramount* – Efforts focused on survivor support, survivor defense, or survivor resources only address one facet of the issue. Primary prevention instead turns the focus to preventing the violence from occurring in the first place. Although the committee recognizes the need for survivor-focused programs, the majority of programs should work to prevent the violence from occurring.
- *Comprehensive, on-going, and multi-layered* – Large-scale and single instance events are effective in bringing awareness to an issue but do not address the desired outcome of changing a culture and working against social norms that blame victims, provide inaccurate statistics, and minimize the impact of interpersonal acts of violence. Programs should provide clear and manageable program content, offered repeatedly throughout the academic year, and speak to a variety of audiences including students of different classifications, staff and faculty.
- *Learning Outcomes* – Learning outcomes for programs should be developed. Too often the specific objectives or outcomes of a program reflect the view of a department or individual. Emphasis for outcomes also shifts and our ability to create opportunities for learning and comprehension is greatly compromised. Learning outcomes should be developed for the interpersonal violence programming overall as well as outcomes for specific program modules.
- *Evaluations* – Literature on the topic of prevention programming states that evaluation of programs can help to further hone the focus of programming as well as provide checkpoints for program effectiveness. Although nation-wide data has not been gathered on the “link between campus-based sexual assault programs and...campus-wide reduction in the incidence of sexual violence,” it does provide evidence that it creates an environment that is more supportive of individuals who report (Gibbons, 2013). Evaluations are also featured as a best practice in nearly all literature reviewed.

- *Common Language and Terminology* – Literature also stresses the need for campus-wide common language. Although the circumstances may change the language used in some cases (i.e., survivor for advocates vs. complainant in Title IX hearings), the university community should speak with a common language when referring to interpersonal violence. As much as possible, this should also mirror language used in the Code of Student Conduct and other documents that students, staff, and faculty review for information. Clear definitions around complex or loaded terms like consent, sexual violence, sexual misconduct, and others are a necessity.

In an effort to understand the challenges of implementing campus-wide change and to gather as much information on successes and pitfalls of other institutions, the committee members contacted a variety of institutions. The information was gathered through phone interviews with colleagues at these institutions and website review when necessary. The themes from this research are listed below.

- *Program Overview* – There is a great variety of programming efforts that are occurring within the institutions that were contacted. These programs range from traditional large-scale programs (i.e., Take Back the Night, R.A.D.) to peer education groups, and at-risk population special programming. Many campuses are engaged in a dialogue related to interpersonal violence.
- *Funding* – Funding for programming and prevention work also varies across the board. Many institutions that have promising practices receive grant funding, most schools receive some grant funding as well as institutional support for positions. The manner in which this is actualized across campuses varies greatly.
- *Department Reporting* – Organizational structure has a direct impact on programming and services provided to the campus community. Not surprisingly, services and programming housed within Campus Police Offices focus on self-defense, awareness of environment and other victim-focused efforts. Offices housed within women’s centers often focus on the impact of women on campus and have little or sporadic male involvement. The physical location of the office and services provided have a direct impact on the mission and focus. *Oversight* – Promising practices also suggest that a separate “stakeholder” or “steering committee” helps to anticipate and identify gaps in services, connect offices, and provide institutional clout to the work of the practitioner or office. Without oversight at this level, the pace of innovation and evaluation of existing services are greatly hampered.
- *Personnel* – There is great disparity in the amount of dedicated staff in each of the programs or departments that we evaluated. Below are some of the correlations between number of dedicated staff and prevention work.
 - o *No Dedicated Staff* – Without dedicated staff, services are handled by “more” trained or passionate individuals on campus. Programming is often large-scale single events; programs lack oversight and direction. Most importantly, campuses

are not able to add services and often see traditional programs that vary in effectiveness from year to year.

- *1 Dedicated Staff* – With a single dedicated staff member we see a division of time for this staff member between prevention/programming and direct service. This individual becomes all things interpersonal violence on a campus. This staff member might serve as an on-call advocate for any crisis reported on the campus and also conduct all trainings related to interpersonal violence. Individuals holding this position at other institutions shared that they do not have time for necessary improvements to existing programs and services.
- *2 Dedicated Staff* – Most institutions with two staff members see a clear distinction between programming and direct services — one staff dedicated to programming and one staff dedicated to direct services. Campuses in this position see the addition of a student group, better coordination between offices and an ability to focus on innovating programs and recruitment of invested student leaders.
- *3 or More Dedicated Staff* – This category ranged from three to five staff. The addition of these personnel show a wide range of focus and are based on campus-specific needs. Some of the most promising initiatives from this level of staffing are paid student staff, innovative population-specific programming, grant writing, much higher male involvement, research review and regular attendance at focused conferences and workshops.

After analyzing all of the above factors and spending extensive time discussing “institutional fit,” the sub-committee recommends the following changes to the current programming at Appalachian State University:

- All programming efforts should be coordinated through a review body and interpersonal violence staff member. These programming efforts should be focused and should capitalize on the collaborative nature of our existing work, but greater oversight is needed to ensure that necessary information is shared with all presenters.
- All terminology, definitions and messages shared with the campus community should be congruent. Our community members lack education in the area of interpersonal violence, which often results in mixed messages being communicated to students, staff, and faculty. The communication of mixed messages further confounds the issue of interpersonal violence and works against the goal of engaging members of the campus in being invested partners in prevention.
- Programming should be comprehensive, on-going and multi-layered. Furthermore, the multi-layered approach needs to be sensitive to the level of education of the participants and the likelihood of their being involved in a report of interpersonal violence. Large-scale events should have a small group component that allows individuals to further discuss issues that emerge during the event.

- Large-scale events are effective for first-year groups in bringing initial awareness about a topic, but they should not be viewed as a one-stop shop for education on the topic. This has to serve as a first step, not an only step.
- Primary prevention programming should make up the majority of interpersonal violence programming that occurs on campus. Although R.A.D. and other defense classes bring value, they should include components about definitions, recognition of non-violent predatory behavior, and reporting an act of interpersonal violence.
- Training needs to be provided to all campus personnel. Our recommendation is to require training first to any mandated Clery reporters and Campus Security Authorities. Because of their obligation to report any act of violence, we believe they should receive additional training on recognizing interpersonal violence. After these personnel have been trained, we recommend training for new faculty and staff first, followed by all remaining faculty and staff who have not received training.
- Program presentations should have learning objectives based on research and level of education of participants. The committee recommends four objectives that should serve as the over-arching objectives for all interpersonal violence programming.

Participants will:

- o Understand interpersonal violence, including definitions and why we educate on this topic.
- o Understand the harm of victim-blaming and develop greater sensitivity to the needs of victims.
- o Understand common myths around interpersonal violence and why they are inaccurate.
- o Gain knowledge of resources for further education and reporting interpersonal violence.

The sub-committee believes that to accomplish the above recommendations in programming and to bring us closer to promising and best practices, the following infrastructure changes are needed:

- *One Programming Coordinator* - This staff member would be dedicated to interpersonal violence programming, not to direct services to victims and respondents. This person's duties would include training faculty, staff and students and conducting primary prevention programming. This individual would be responsible for the creation of a student group, educating these student peer leaders and providing oversight to programs hosted by other departments.
- *Reporting Line* – A separate department should be created and report to the Dean of Students Office because of the emphasis on student education. This reporting structure would also prevent the mission or goals of other departments from driving the focus of efforts.

- *Funding* – This position should be funded by the university and not grant funded. Although grant funding is attractive, it is critical to receive university funding to prevent the sporadic nature of grant monies. This staff member should be responsible for locating and applying for grant money to supplement existing funding for innovative on-campus programming.
- *Oversight* – This staff member, although reporting to the Dean of Students Office, should also serve as a member of the standing committee that should be created to identify gaps in existing services across campus.

Support and Outreach Sub-Committee

The Support and Outreach Sub-Committee was charged with reviewing services that are currently offered at Appalachian State University and in the local community to support survivors of sexual assault and assessing their effectiveness. The sub-committee also discussed current methods of outreach to the campus community with respect to services and support, and reviewed practices at Appalachian's peer institutions.

Outreach – The sub-committee first reviewed how information about sexual assault services and support are shared throughout the university. The website content was outdated and some printed materials (such as the University Sexual Assault Protocol) were cumbersome and disjointed. The sub-committee reorganized and updated <http://www.sexualassault.appstate.edu> to make it more user-friendly and up-to-date. While the information is current, more content needs to be added to make the information more comprehensive.

The sub-committee also recommends that a shared “if you have been assaulted” icon be used on a variety of university web pages to make navigation to <http://www.sexualassault.appstate.edu> simpler. Other online resources that should be created include: a Facebook page, a sexualassault.appstate.edu mobile app, and updates to critical support resources such as the Counseling Center and Dean of Students web pages.

For print resources, the university would also benefit from making a one-page university protocol and/or flow chart. These one-page charts found at other universities are visually appealing and easy to follow. They include resources and contact numbers. Also, a one-page exploration of consent and its implications would help faculty, staff and students in a variety of settings facilitate discussion about consent and campus expectations for conduct. The sub-committee also recommends placing posters and handouts in Health Services, the Dean of Students Office, the Counseling Center and other likely reporting areas. The materials would define sexual assault and describe support services available on campus and in the community.

Lastly, a check-list for first responders should be created to make sure that all available options are given to students. If a student works with one or more offices after reporting an assault, it

can be unclear who has shared what information and whether all vital information has been covered. A shared checklist in a student's Maxient file could help clarify what information has been shared and what still needs to be reviewed in the next contact.

Training – Many sources report that students often first disclose a sexual assault to a trusted staff or faculty member who may or may not be trained in how to help and support survivors of sexual assault. The American Association of University Professors (AAUP) notes that:

As advisers, teachers, and mentors, faculty members may be among the most trusted adults in a student's life and often are the persons in whom students will confide after an assault. A faculty member may also be the first adult who detects changes in a student's behavior that stem from a sexual assault and can encourage the student to talk about it. Faculty members may thus find themselves in the role of "first responders" to reports of sexual assault, yet few consider themselves adequately equipped for the role—in part because they are the least likely campus constituency to receive information about sexual assault and guidance about reporting and responding to it. (<http://www.aaup.org/report/campus-sexual-assault-suggested-policies-and-procedures>)

In *Shifting the Paradigm: Primary Prevention of Sexual Violence*, developed in 2008 by the American College Health Association (ACHA) and supported by The Centers for Disease Control and Prevention (CDC), the ACHA recommends that colleges and universities "provide comprehensive training on all aspects of sexual violence for campus administrators; campus law enforcement; health and counseling services staff; faculty; staff; and student leaders that includes the dynamics of sexual violence, access to care, victim response, and federal/state statutes." (<http://www.acha.org>)

Because any campus employee could be the first person a survivor tells about an assault, and because students often believe any employee is acting on behalf of the university, the subcommittee recommends that mandatory training is necessary for all students, faculty and staff in order to be compliant with Title IX and to ensure sufficient information is given to anyone who discloses an assault to a university employee. Other likely first responders, such as University Police and Health Services staff, should receive discipline-specific training to ensure that departmental policies, protocols and screenings are inclusive and effective.

Staff for Support – During the 2012-13 academic year, the Dean of Students Office addressed over 30 student cases that involve relationship violence, stalking, harassment, and/or sexual assault. Each student/complainant has received multiple wellness and support check-ins, referrals, and case management. Several of these students need support as they go through legal and campus student conduct processes. Support services and case management must be accurately documented to ensure compliance with federal and state laws. As we experienced in

2011-12, complicated cases require hundreds of hours of staff time and attention and easily overwhelm our current system. With recent changes in the interpretation and enforcement of Title IX, we only expect our caseload of interpersonal violence incidents to grow. The university currently has no dedicated staff to provide sexual assault support or prevention.

The AAUP states:

Ideally, a single official or office should be charged with overseeing and coordinating the many responsibilities associated with allegations of sexual assault. This office or individual should be one with appropriate experience, established authority, and sufficient resources. Such duties would include responding to incident reports, coordinating communication and record keeping among offices and agencies, disseminating information to the campus through materials and training sessions, ensuring that the victim receives whatever immediate care and follow-up are needed, establishing procedures for classifying and counting incidents, and filing Clery reports that are as comprehensive and accurate as possible. (<http://www.aaup.org/report/campus-sexual-assault-suggested-policies-and-procedures>)

The sub-committee recommends hiring at least one full-time staff member to provide sexual assault support and response. (Please see Programming Recommendations for prevention staffing needs). In addition, hiring one or more graduate assistants would provide a great training experience for Clinical Mental Health Counseling and College Student Development graduate students as well as provide support and back-up for limited full-time staff.

Duties for support and response could include:

- Routine case management and follow up
- Support and advocacy in student conduct hearings
- Coordinate routine meetings of a multidisciplinary team to review cases
- Support and resources for friends/family
- Grant proposals

Title IX also requires that we provide equitable services for both the complainant (survivor) and the respondent (alleged). The university currently does not have an effective system for providing support for respondents as they go through the student conduct process. Current recommended practices suggest identifying a small pool of University employees who can serve as resource and referral support for alleged student perpetrators in the process. This pool could be coordinated by the support and response professional(s).

Last year we also saw the toll this challenging work can have on members of our staff who provide support and response to students as they report sexual assaults and go through the legal and student conduct systems. This work can lead to high stress, long hours, and ultimately

burnout and compassion fatigue. It is important that the university provide clinical supervision and processing for both individuals and offices that provide this service to the university community to provide adequate support for their well-being and professional development.

Currently at Appalachian, within the first few weeks of each semester, our Counseling and Psychological Services Center has a waiting list. While the Counseling Center tries to accommodate survivors of sexual assault, they may still have to wait one, two or even three weeks for a regular appointment schedule. A dedicated sexual assault specialist would make a tremendous difference in our ability to offer immediate and consistent support for survivors seeking counseling services. One cost-effective way to provide this service would be to hire a post-doctoral professional working toward licensure in this role.

Our final staff recommendation is to provide funding for a specially trained officer in the University Police department to interview and assist survivors of interpersonal violence and to provide campus trainings and community awareness of these issues.

Partnerships – A comprehensive approach to addressing interpersonal violence includes many campus and community offices and organizations. Many of them have been mentioned already.

Other important community partners include:

- Watauga County Alcohol Programming
- Area bars and restaurants
- OASIS
- NCCASA/NC Campus Consortium

We recommend that the university continue to support and foster positive relationships with our community partners.

Although many individuals and offices provide support and outreach, the lack of dedicated staff to manage campus sexual assault and interpersonal violence results in services being disconnected and puts a tremendous strain on systems and services that are already overloaded. Although economic concerns in higher education make allocating resources toward interpersonal violence challenging, ignoring this growing concern on college campuses has real consequences for the safety of our students as well as other institutional costs. The institutional costs have been summed up by the AAUP:

Beyond their destructive effects on individuals, incidents of sexual assault may have negative consequences for colleges and universities. First, they harm the institution's educational mission by undermining the safe and hospitable learning environment necessary for learning and teaching. Second, they cast doubt on stated commitments by

campus leaders to end campus violence. Third, cases exposed in the national media may bring scandal to the institution and its leaders, create distrust toward the administration among parents and alumni, and erode fundraising efforts as well as legislative and philanthropic support. Fourth, institutions found in violation of basic preventive measures may be fined. Finally, even incidents that stay local are likely to damage the institution's standing in the community. (<http://www.aaup.org/report/campus-sexual-assault-suggested-policies-and-procedures>)

Survey Sub-Committee

The Survey Sub-Committee reviewed literature related to best practices as well as instruments implemented by other higher education organizations. The sub-committee then developed a campus climate safety survey. (See Appendix C) The sub-committee was guided by expert advice and assistance from Dr. Amy Dellinger Page, Associate Professor of Sociology, and Vivian Thompson, Office of Institutional Research, Assessment and Planning. The survey was designed to obtain information from students, faculty and staff regarding the presence and effect of harassment based on sex at the university and awareness of their rights under university reporting policies and procedures, measure attitudes regarding harassment based on sex, including sexual assault, and assess how safe individuals feel on campus.

The survey was distributed electronically to all students, faculty and staff in late January and remained available for approximately one month. As an incentive, a number of prizes were selected at random for those who provided a name and contact information after completion of the survey. The prizes included a deck parking pass for the 2013-2014 Academic Year, an iPad Mini, an iPod Touch, \$75 gift certificates to the University Bookstore, gas cards, and \$75 added to a University Express Account. 4296 individuals completed survey.

Response Rate

There were 4,296 respondents to the Campus Climate Survey, with a response rate of 23.74%. Students comprised the majority of respondents (N=3050, 1102 males, 1940 females, 8 transgender), followed by staff (N=492, 172 males, 319 females, 1 transgender), then faculty (N=387, 163 males, 224 females). The data from the survey has been used to inform the on-going work of the task force and support the task force recommendations. (See Appendix D) Although Dr. Dellinger Page continues to analyze the data, there are some trends and themes that have emerged.

Policy Questions

Several questions on the Campus Climate Survey assessed an individual's awareness of their rights regarding sexual harassment, sexual misconduct, and Title IX. Though the majority of respondents indicated they were aware of their rights under these policies, a sizable minority

indicated they were not aware of how to report violations of these policies. The majority of respondents indicated they are unaware of Title IX and what rights it protects (56.3%), who the Title IX coordinator for the university is and how to contact him/her (88.7%), or that a Sexual Prevention Office exists on campus (75.8%).

	Yes	No	Very Familiar	Familiar	Unfamiliar
Aware of rights under Sexual Harassment policy?	74.3%	21.3%			
Know how to report Sexual Harassment?			10.4%	41.0%	44.2%
Aware of rights under Sexual Misconduct policy?	68.4%	26.1%			
Know how to report Sexual Misconduct?			10.4%	40.2%	43.9%
Aware of Title IX and what it protects?	37.7%	56.3%			
Know Title IX Coordinator and how to contact?	5.1%	88.7%			
Aware of Sexual Prevention Office?	18.2%	75.8%			

Given that only 10% of respondents indicated they were very familiar with how to report violations of sexual harassment and sexual misconduct, and only 5% knew the Title IX Coordinator and how to contact him/her, this would suggest a need to better equip the campus community with these policies, their rights under these policies, and how to report violations of these policies.

Rape Myth Acceptance

Rape myths are stereotypes or commonly held beliefs about the crime rape and/or its victims that are factually incorrect. Many rape myths blame the victim and/or excuse the offender for their behavior. Examples of rape myths include, “she was dressed provocatively, so she was asking for it”, “he was drunk”, “he couldn’t stop himself”, etc. Rape myths are very complex in that they are rooted in sexism and hold men and women to different standards and expectations. Accurate measures of the acceptance of rape myths are compounded by social desirability, or the need to appear more politically correct in one’s beliefs than they actually are. Research shows that this is particularly true of more controversial beliefs and topics like racism, sexism, etc.

Though belief systems are complex, individuals typically hold very definitive opinions with these more controversial areas. Social desirability can be indicated by individuals choosing the “neutral” category rather than indicating a “strongly agree” or “agree” option. cursory examination of the campus climate data reveals this trend. Respondents generally believe the crime of rape is terrible, however, they are more likely to endorse rape myths when it comes to

specific victims of rape (those who know their attacker) or scenarios that do not involve the “stranger jumping from the bushes” scenario (which represent only about 10% - 15% of rape scenarios).

Respondents did not generally endorse rape myths, however, sizable percentages still believe that 11% - 50% of women lie about rape, especially to cover up a pregnancy or provide an excuse for a sexually transmitted disease. The reality is that the false report rate for rape is around 2% - 4%, the same as for other crimes. Though this isn't necessarily a problem, it does represent the need for a more nuanced approach with programming and staffing that can address the true and complex underpinnings of rape myth acceptance. This is far more likely to be addressed with a prevention approach rather than a risk reduction approach.

Bystander Attitudes

Bystander attitudes involve the likelihood that one will intervene in a situation. This scale measured the likelihood one would intervene in specific situations ranging from asking for verbal consent for sexual activity, to reporting a friend who raped someone, to refusing to use words like “bitch” or “ho”, given their sexist roots. The campus community indicated they would be more likely to report a friend, and to stop their own sexual activity if consent was not given. However, they were far less likely to stop someone from telling a sexist joke or to stop using words like “bitch” and “ho”. This is likely due more to lack of knowledge about the roots of these words and how they create a rape supportive culture than malicious intent; however, it further supports the need for a more nuanced approach to training and education in order to make our campus community safer. Additionally, research indicates that despite an individual's best intentions to intervene as a bystander, particularly in sexual harassment and assault situations, they are unlikely to do so when given the opportunity. Again, this is not typically due to apathy, but to the fact they are unprepared with what to say and how to intervene, especially when it is someone they know. Prevention programming often includes bystander scenarios, particularly those that involve friends and acquaintances, and allows a safe space for individuals to practice what to say and the best way to intervene.

Additionally, the Campus Safety Council has used the data from the survey to develop a strategy for addressing safety concerns in four key areas – geography, reporting, attitudes and opinions, and personal experiences. The council is creating a comprehensive plan to enhance education and outreach efforts on reporting options on campus – including the Title IX Coordinator, the Office of Student Conduct, the University Police Department, AppCares and the Sexual Assault Prevention Office. There will be an increased use of web-based materials including an AppCares applications, mobile resources (information into cell phones), and an enhanced AppCares website – including the “It's Up To Me” Campaign, safety tips/resources and the Red Flag Campaign. The University Police Department intends to increase visibility on campus and campus safety efforts will be highlighted during the annual safety walk sponsored by the Student

Government Association. The Campus Safety Council will work to address the safety concerns reflected in the climate survey with key campus constituents.

Recommendations from the Interpersonal Violence Task Force

After considerable research, review and discussion of the information gathered by the sub-committees, the task force recommends the following action steps to address interpersonal violence in the campus community:

1. Create at least two new positions to address the programming, support and outreach needs of students, faculty and staff.
 - a. Prevention (1) – training and primary prevention programming
 - b. Direct Service (1) – direct service for support and response
 - c. Additional staff depending on availability of funding, including U.S. Department of Justice grant
2. Adopt a university policy that requires mandatory harassment and discrimination training, including policies and protocols on interpersonal violence, for all students, faculty and staff.
3. Develop a one-page sexual assault flow chart for campus distribution and a checklist for individuals providing direct services to complainants and respondents.
4. Provide specialized sexual assault training for at least one campus police officer.
5. Continue annual review and revision of the Code of Student Conduct and the Sexual Misconduct Addendum.
6. Ensure that comparable information, support and resources are provided to the complainant and the respondent in student conduct cases. Professional staff should receive specialized training and be offered support and resources to work with complainants and/or respondents in cases involving interpersonal violence.
7. Conduct a campus climate survey every two years (required by OCR).
8. Continue the work of the task force by appointing a working council to provide oversight and assistance with implementation of the recommendations. Appoint a sub-committee of the working council to assist with on-going evaluation of campus programming, including new student orientation, and to ensure consistent, effective messaging.

Next Steps

The co-chairs of the task force have been in regular communication with OCR and have provided OCR with summary reports from the sub-committees. In a conversation with OCR on April 17, 2013, the co-chairs agreed to notify OCR when the final report and recommendations are submitted to Chancellor Peacock. OCR also requested that the university provide OCR with 1) a list of the recommendations that have been adopted by the university, including the timeline for implementation and the university administrator responsible for implementation; and 2) a list of action steps that have or will be taken by the Campus Safety Council to address some of the safety concerns raised in the survey data, i.e., concerns about being in certain areas on campus after dark.

APPENDIX B

SPRING BREAK MESSAGES TO PARENTS AND STUDENTS VIA APPCARES WEBSITE, EMAIL, TWEETS

SPRING BREAK MESSAGE TO PARENTS

Subject:Your student's safety is our top priority

Appalachian is committed to the safety of our students. We all play a role in the safety of our community, and it truly takes all of us to make a difference. Last semester, the Office of Student Development launched an "It's up to Me" safety campaign with a specific focus on the impact of bystander intervention on the overall safety and well-being of our community. One component of this campaign is a website, <http://appcares.appstate.edu> , which encourages all of our students to Be Aware, Ask & Listen, Have a Plan and Say Something. On this site, you can find a list of resources, a blog communicating on matters of student health and safety, information on downloading a mobile app for iPhone and Android, and more.

Parents make a difference! Have a conversation with your students about what they can do to help keep themselves and others safe, visit appcares.appstate.edu for information and updates about matters of student health and safety, and as always, feel free to share your thoughts and ideas with me about how to make Appalachian and even safer campus.

Sincerely,
JJ Brown
Dean of Students

SPRING BREAK MESSAGE TO STUDENTS

Subject:Spring break message from the Dean of Students

Dear Students,

Spring Break always comes when time away from class, projects and campus is much needed. I hope that you will be able to relax and enjoy the break so you can come back ready for the final push of the semester.

Whether you are picking up extra shifts at work, embarking on an alternative service trip, staying home or traveling, we want you to get some rest and be safe during the break.

Wherever you are, please keep these thoughts in mind:

BE AWARE of your surroundings and of what is going on with your friends.

ASK AND LISTEN, and be sure you are being respectful of others.

HAVE A PLAN. You don't have to have all the answers, follow this

link for safety tips (<http://appcares.appstate.edu/safety-tips>).

SAY SOMETHING, Active bystanders stop violence. HOWEVER, any situation that threatens physical harm to yourself or another student should be assessed carefully. Call the police if you need help to defuse the situation.

I wish you a fun, restful, and above all, a safe break.

Sincerely,

JJ Brown

Dean of Students

SCHEDULED SPRING BREAK TWEETS

Friday, March 8- 9pm

Keep your hotel address and room # in your phone, not on Facebook. Safety tips: appcares.appstate.edu. #safespringbreak #appcares

Saturday, March 9- 8pm

Designate a sober driver tonight! Safety tips: appcares.appstate.edu. #safespringbreak #appcares

Sunday, March 10- 10pm

Did you tell someone where you're going & when you expect to be back? appcares.appstate.edu. #safespringbreak #appcares

Monday, March 11- midnight

Just met? Get the # but don't go anywhere with them. Safety tips: appcares.appstate.edu. #safespringbreak #appcares

Tuesday, March 12- 2pm

Hydrate! In the sun, at a party, at a club- keep the water coming. Safety tips: appcares.appstate.edu. #safespringbreak #appcares

Wednesday, March 13- midnight

Remember to check on your friends. Safety tips: appcares.appstate.edu.
#safespringbreak #appcares

Thursday, March 14- 11pm

Be respectful of yourself and others- ask and get consent before sex.
appcares.appstate.edu. #safespringbreak #appcares

Friday, March 15- 11pm

Don't take any risks you wouldn't take if you didn't have your phone with you. appcares.appstate.edu. #safespringbreak #appcares

Saturday, March 16- 9pm

Don't give anyone access to your open drink. Safety tips:
appcares.appstate.edu. #safespringbreak #appcares

Campus Climate Survey

Statement of Anonymity/Statement of Consent

The purpose of this survey is to further understand perspectives on and experiences with interpersonal violence. Research results will add to existing knowledge of attitudes and experiences of interpersonal violence and how Appalachian can work to prevent it. The survey will take approximately 15 – 20 minutes to complete. All responses will be kept anonymous and will not be linked to you in any way. All information collected on the survey will be used only for the purpose of this research and will be presented in group form.

Participation in this survey is voluntary and you may withdraw at any time. No one will know who participated in the study and who did not. Again, all survey responses are anonymous. If you wish to participate in this study, and are at least 18 years of age, please continue with the questionnaire. By returning the completed survey, you acknowledge that you are at least 18 years old, have read the above information, and provide consent to participate.

THANK YOU!

Instructions

Please answer all questions honestly, completely, and to the best of your ability. It is estimated that the survey will take approximately 15 - 20 minutes to complete.

Thank you in advance for your cooperation.

Members of the Interpersonal Violence Task Force
Appalachian State University

PLEASE NOTE: OASIS, Inc. provides crisis-intervention, counseling and support to survivors of sexual and intimate partner violence. They can be contacted at 828-264-1532, M-F, 8am-5pm and at 828-262-5035, 24 hours a day, 7 days a week. The ASU Counseling & Psychological Services can be contacted M-F, 8am-5pm at 262-3180 and after hours through the campus police dispatcher at 828-262-2150.

Part 1. Perceptions of safety on campus

The following questions ask about how safe you perceive campus to be.

1. Is there a particular program, event, or geographical area of campus that has a larger number of incidents of sexual harassment and sexual violence?

Yes

No (Skip to #3)

2. Please identify the program, event, or geographical area.
text box

3. The following questions are about how safe you feel on campus. For each situation please tell us how safe you feel or if this situation does not apply to you.

How safe do you feel...	Very Unsafe	Somewhat Unsafe	Neither Safe Nor Unsafe	Reasonable Safe	Very Safe	Does not apply to
walking alone on campus during daylight hours?						
waiting alone on campus for public transportation during daylight hours?	1	2	3	4	5	NA
walking alone in parking lots or garages on campus during daylight hours?	1	2	3	4	5	NA
walking alone on campus after dark?	1	2	3	4	5	NA
waiting alone on campus for public transportation after dark?	1	2	3	4	5	NA
walking alone in parking lots or garages on campus after dark?	1	2	3	4	5	NA
in the library late at night?	1	2	3	4	5	NA
while alone in classrooms?	1	2	3	4	5	NA
in Plemmons Student Union during the day?	1	2	3	4	5	NA
in Plemmons Student Union at night?	1	2	3	4	5	NA

4. Are there any specific areas on campus where you do not feel safe? If so, please specify which areas and when; for example, evenings only or any time.

Text box

5. Do you have any special needs related to safety on campus?

Text box

Part 2. Knowledge about university policies, related services, and experiences

The next set of questions asks about university policies and services and your experiences. Please answer the questions to the best of your knowledge.

6. Did you ever feel there is gender inequality on campus?

Yes

No

The university defines **sex-based discrimination** as *adverse treatment of a person based on sex or sex-stereotyping, including adverse treatment based on gender identity and expression.*

7. Are you aware of your rights under the university's policy on sex-based discrimination?

Yes

No

If no, why not? _____

8. How familiar are you with how to report incidents of sex-based discrimination?

Very familiar

Familiar

Unfamiliar

9. Would you report an incident of sex-based discrimination to university authorities?

Yes

No

If no, why not? _____

10. Where or to whom would you report it?

Text box

11. Have you ever experienced sex-based discrimination on campus? If yes, please explain, including whether by a student, employee, faculty member, or third party.

The university defines **sexual harassment** as *unwelcome and unsolicited speech or conduct of a sexual nature which may include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal or other physical conduct of a sexual nature; gender-based harassment which may include acts of verbal, nonverbal or physical aggression, intimidation, or hostility based on sex or sex-stereotyping, even if those acts do not involve conduct of a sexual nature.*

12. Are you aware of your rights under the university's policy on sexual harassment?

Yes

No

13. How familiar are you with how to report incidents of sexual harassment?

Very familiar

Familiar

Unfamiliar

14. Would you report an incident of sexual harassment to university authorities?

Yes

No

If no, why not?

15. Where or to whom would you report it?

Text box

16. Have you ever experienced sexual harassment on campus? If yes, please explain, including whether by a student, employee, faculty member, or third party.

17. Has sexual harassment (including sexual assault) ever interfered with your academic performance or participation in extracurricular activities at the University? If yes, please explain.

The university defines **sexual misconduct** as *any sex act against someone's will, without their consent, or when they are unable to freely give consent.*

18. Are you aware of your rights under the university's policy on sexual misconduct?

Yes

No

19. How familiar are you with how to report incidents of sexual misconduct?

Very familiar

Familiar

Unfamiliar

20. Would you report an incident of sexual misconduct to university authorities?

Yes

No

If no, why not? _____

21. Where or to whom would you report it?

Text box

22. Are you aware of the Sexual Assault Prevention Office?

Yes

No

23. Since starting at the University, have you received any training and/or education on sex-based discrimination, sexual harassment, or sexual misconduct?

Yes

No

24. Please describe the training, any training materials you received, when and where you received them.

Text box

25. Do you believe the University takes complaints of sex discrimination/sexual harassment seriously and responds effectively to the complaints it received? If no, please explain.

26. Do you know what Title IX is and what rights it protects? If yes, please explain below.

Yes

No

Text Box

27. Do you know who the University's Title IX coordinator is or how to contact the Title IX coordinator?

Yes

No

28. How did you learn this information?

Text box

29. If you experienced any form of sex discrimination (including sexual harassment), did you report it to someone in authority? To whom did you report? Was the response effective?

30. Have you ever experienced sexual assault on campus? If yes, please explain, including whether by a student, employee, faculty member, or third party.

Part 3. Bystander Attitudes

31. Please rate these items based on a 5-point scale between 1 (not likely) to 5 (extremely likely).

How likely would you be to:

Not likely Less Likely Indifferent More Likely Extreme Likely

Ask for verbal consent when I am intimate with my partner, even if we are in a long-term relationship

Stop sexual activity when asked to, even if I am already sexually aroused

Check in with my friend who looks drunk when s/he goes to a room with someone else at a party

Challenge a friend who made a sexist joke

Express my concern if a family member makes a sexist joke

Use the word "ho," "bitch," or "slut" to describe women

Confront a friend who plans to give someone alcohol or drugs to get sex

Refuse to participate in activities where girls' appearances are ranked/rated

Listen to music that includes "ho," "bitch," or "slut"

Confront a friend who is hooking up with someone who has passed out

Confront a friend if I hear rumors that s/he forced sex on someone

Report a friend that committed rape

Stop having sex with a partner if s/he says to stop, even if it started consensually

Decide not to have sex with a partner if s/he is drunk

Part 4. Attitudes toward sexual assault

32. Please indicate your level of agreement with each of the following statements.

(Display a grid with column titles: Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree)

1. Any woman can be raped.
2. Any victim can resist a rapist if s/he really wants to.
3. Women who dress provocatively are inviting sex.
4. Any man can be raped.
5. Many women secretly wish to be raped.
6. A woman is responsible for preventing her own rape.
7. A woman that goes to the home of a man on their first date is willing to have sex.
8. Women falsely report rape to call attention to themselves.
9. In the majority of rapes, the victim is promiscuous or has a bad reputation.
10. It is a woman's fault if she makes out with a guy and lets things get out of hand.
11. Rape victims often fail to testify.
12. A rape victim's history often affects the case.
13. A rape victim's age or appearance influences the jury.
14. Previous and willing sex with the accused reduces likelihood a case will be taken seriously

33. In your opinion,

(Display a grid with column titles: less than 10%, 11% to 25%, 26% to 50%, 51% to 75%, 76% to 100%)

1. what percentage of women who report a rape are lying?
2. what percentage of reported rapes are by women who discovered they were pregnant?
3. what percentage of reported rapes are by women who want to provide an excuse for having a sexually transmitted infection such as HIV/AIDS or Herpes?

34. A person comes to you and claims a rape has occurred. How likely would you be to believe the statement if the person was:

(Display a grid with column titles: Very Unlikely, Unlikely, Neither Likely nor Unlikely, Likely, Very Likely)

1. Someone you know?
2. A virgin?
3. A teenager?
4. An elderly person?
5. A prostitute?
6. A man?
7. A professional woman?
8. A married woman accusing her husband of rape?

35. How do you define consent in a sexual context?

(text box)

36. Please indicate your level of agreement with each of the following statements.
(Display a grid with column titles: Strongly Disagree, Disagree, Neither Agree nor Disagree, Agree, Strongly Agree)

1. Women are generally not as smart as men.
2. I would be equally comfortable having a female or male boss.
3. It is more important to encourage boys to participate in athletics than to encourage girls.
4. Women are just as capable of thinking logically as men.
5. When both parents are employed and their child gets sick at school, the school should call the mother rather than the father.
6. Discrimination against women is no longer a problem in the U.S.
7. Women often miss out on good jobs due to sexual discrimination.
8. It is rare to see women treated in a sexist manner on TV.
9. Husbands and wives have equal status in our society.
10. Society has reached the point where women and men have equal opportunities for achievement.
11. It is easy to understand the anger of women's groups in the U.S.
12. It is easy to understand why women's groups are still concerned about societal limitations of women's opportunities.
13. Over the past few years, the government and news media have been showing more concern about the treatment of women than is warranted by women's actual experiences.

Part 5. Incidents of violence

We would like to ask a few questions related to incidents of violence that may have occurred while you have been attending or working at Appalachian State University. The University defines *incidents of violence* as threatening behavior, acts of intimidation, and actual or threatened violence against self, students, faculty, staff visitors or any other persons who are on campus. Please refer only to incidents that occurred either on campus or at events or locations that are affiliated with Appalachian.

37. Since you have been attending or working at Appalachian, have you ever *experienced* any incident of violence?

YES

NO

38. Where did the incident occur?

(text box)

39. Since you have been attending or working at Appalachian, have you ever *reported* any incident of violence?

YES

NO

(If YES, skip next question.)

40. Why didn't you report the incident to the campus police? (select all that apply)

1. Reported to another school official
2. Private or personal matter - took care of it myself
3. Minor incident
4. It was an unsuccessful attempt
5. Not sure if it was a crime or that harm was intended
6. Could not identify offender
7. Lack of proof
8. Campus police would not think it was important enough
9. Campus police would be inefficient (they'd arrive late; not do a good job, etc.)
10. Campus police would be biased; would harass or insult me
11. Did not want to get the people involved in trouble with the law
12. Afraid of revenge by people involved or others
13. Could not take the time - too inconvenient
14. Other reason: _____

41. How would you describe your contact with the campus police? (select all that apply)

1. Casual conversation with a campus police officer
2. Gave information to police about a crime or incident
3. Reported a crime to campus police
4. Asked campus police officer for information or advice
5. Traffic violations or traffic accident
6. No contact
7. Other _____ (please specify)

42. Did you turn to any of the following sources for help? If so, how satisfied were you with help from this source?

(grid with the following column titles: Yes, No, Very Dissatisfied, Somewhat Dissatisfied, Neither Satisfied nor Dissatisfied, Somewhat Satisfied, Very Satisfied)

Friend	Yes/No	1	2	3	4	5
1. Local police (not campus police)		11. Student Organization Advisor				
2. Campus police		12. Office of Disability Services				
3. Family member		13. Campus Administration				
4. Campus ministry		14. Anonymous Email Reporting via Campus Police				
5. Student Health Services		15. Sexual Assault Prevention Coordinator				
6. Other medical professional		16. Safe Ride Services				
7. Campus Counseling		17. Faculty member				
8. Campus Women's Center		18. Staff member				
9. Office of Equity, Diversity and Compliance		19. Other _____				
10. Residence Hall staff						

Part 6. Demographics

43. What is your classification?

Student

First Year

Sophomore

Junior

Senior

Graduate student

Post-graduate

Faculty (skip logic: go to #46)

Staff (skip logic: go to #46)

44. Are you currently enrolled:

Full time

Part time

45. Do you live on campus?

Yes

No

46. How long have you been at Appalachian State University?

Less than one year

1-5 years

6-10 years

11 or more years

47. When are you usually on campus? (select all that apply.)

8am to 5pm weekdays

After 5pm weekdays

8am to 5pm weekends

After 5pm on weekends

48. What age range do you fall under?

Under 18

18-24

25-34

35-44

45-54

55-64

Over 65

49. Are you...

Male

Female

Transgender

50. How do you identify yourself?

Heterosexual

Homosexual

Bisexual

Asexual

Other: _____

51. Which ethnic or racial group do you identify with?

White

Black or African-American

Asian

American Indian or Alaskan Native

Native Hawaiian or Other Pacific Islander

Hispanic or Latino

Two or More

52. How would you describe your current relationship status?

Married

Divorced

Widowed

Single

Not Married

Not Married, Living Together

Casual Dating

Not in a relationship right now

Other (Please specify.) _____

53. How long have you been in this relationship?

Text box

54. Are you currently a member of a sorority or fraternity?

Yes

No

55. Are you involved in athletics on campus? This includes varsity sports, intra-murals, and club sports.

Yes

No (If No, finished)

56. Are you involved in:

Varsity sports

Intra-murals

Club Sports

THANK YOU FOR YOUR TIME AND HELPING US CREATE A BETTER CAMPUS CLIMATE!!!

If you have questions or comments regarding the survey, or would like a copy of the results, please contact Amy Dellinger Page at pagead@appstate.edu.

If you would like to speak with someone about harassment or discrimination based on sex, including sexual misconduct, please contact the Title IX Coordinator, Linda Foulsham (262-2144; foulshamlm@appstate.edu).

If you would like to report a crime, please contact the University Police (262-2150).

OASIS, Inc. provides crisis-intervention, counseling and support to survivors of sexual and intimate partner violence. They can be contacted at 828-264-1532, M-F, 8am-5pm and at 828-262-5035, 24 hours a day, 7 days a week. The ASU Counseling & Psychological Services can be contacted M-F, 8am-5pm at 262-3180 and after hours through the campus police dispatcher at 828-262-2150.

APPENDIX D

Title IX and Campus Security Authority Training Program at UNC AGENDA AND CURRICULUM OVERVIEW

Day 1: February 13, 2013

Title IX Training Program

- 8:30 a.m. – 8:45 a.m.: Opening & Introduction
- 8:45 a.m. – 9:45 a.m.: Setting the Stage: Overview of Title IX Institutional Obligations and Enforcement Context
- 9:45 a.m. – 9:55 a.m.: Introduction to Capstone Case Study
- 10:00 a.m. – 12:00 p.m.: Understanding Sexual & Gender Violence on Campus
- 12:00 p.m. – 1:00 p.m.: Lunch
- 1:00 p.m. – 2:00 p.m.: Duties & Responsibilities of a Title IX Coordinator
- 2:00 p.m. – 2:15 p.m.: Inject 1, Capstone Case Study Discussion
- 2:20 p.m. – 3:20 p.m.: Defining Roles & Confronting Conflict
- 3:20 p.m. – 3:30 p.m.: Break
- 3:30 p.m. – 4:30 p.m.: Complaint Intake, Confidentiality & Conducting Investigations
- 4:30 p.m. – 4:45 p.m.: Injects 2 & 3, Capstone Case Study Discussion and Day 1 Wrap-Up

Day 2: February 14, 2013

- 8:30 a.m. – 8:45 a.m.: Day 2 Opening
- 8:45 a.m. – 9:45 a.m.: Conducting Hearings, Respecting Rights
- 9:45 a.m. – 9:55 a.m.: Break
- 9:55 a.m. – 10:40 a.m.: Navigating the Legislative Minefield – The Intersection Between Clery, FERPA, Title IX and MHA TitleIX/CSAProgramatUNC:

Agenda 2

Other Legislative Mandates

- 10:40 a.m. – 11:00 a.m.: Title IX Training, Education & Prevention Requirements
- 11:05 a.m. – 11:45 a.m.: Injects 4 & 5, Final Case Study Discussion
- 11:45 a.m. – 12:00 p.m.: Title IX Program Closing
- 12:00 p.m. – 12:30 p.m.: Lunch

Campus Security Authority Training

- 12:30 p.m. – 1:00 p.m.: Clery Act Basics
- 1:00 p.m. – 2:00 p.m.: What is a CSA & CSA Responsibilities
- 2:00 p.m. – 2:10 p.m.: Break
- 2:10 p.m. – 3:10 p.m.: Identifying CSAs & Exercise
- 3:10 p.m. – 3:45 p.m.: Training CSAs
- 3:45 p.m. – 4:00 p.m.: Conclusion/Q&A

Annual University

Safety Council Report

August 1, 2012 – July 1, 2013

