



**Connecticut Sexual Assault Crisis Services, Inc.**

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**Testimony of Connecticut Sexual Assault Crisis Services  
In support of HB 5029, An Act Concerning Sexual Assault and  
Intimate Partner Violence on Campus**

Laura Cordes, Executive Director

Committee on Higher Education and Employment Advancement, February 11, 2014

Senator Cassano, Representative Willis, and members of the Higher Education & Employment Advancement Committee, my name is Laura Cordes and I am the Executive Director of Connecticut Sexual Assault Crisis Services (CONNSACS). CONNSACS is the state's leading voice to end sexual violence and the coalition of our state's nine community-based sexual assault crisis services programs, which provide free and confidential sexual assault crisis counseling and victim advocacy to men, women, and children, of all ages.

During our last fiscal year, certified sexual assault victim advocates provided hospital, police and court accompaniment, support groups, individual counseling, 24/7 hotline support, information, and referrals to over 7,000 victims and survivors of sexual violence throughout the state. More than 800 of these victims and survivors were college students.

For over two decades, CONNSACS has convened the Connecticut College Consortium Against Sexual Assault (CCASA), a dedicated network of representatives from both public and private Connecticut colleges and universities who gather with sexual assault victim advocates to exchange ideas and support each other in the work to improve the response to and prevention of sexual violence.

Thank you for the opportunity to speak to you today in support of HB 5029, AAC Sexual Assault and Intimate Partner Violence on Campus. Moreover, thank you for the time that you continue to take to listen to the voices of victims and survivors in both public and private settings about the realities they face in the aftermath of sexual violence.

As the President of the United States and students in Connecticut and throughout the country call for action to end the high rates of campus sexual assault, we applaud this committee for its ongoing commitment to address the epidemic of sexual assault, which impacts nearly one out of five female students and a disproportionately high number of traditionally oppressed students, including students of color, LGBT students, and students with disabilities.

Campus sexual assault victims have unique needs and the dynamics of sexual violence on college campuses require comprehensive, coordinated responses. It is imperative that no matter where a victim may disclose, that they be met with a compassionate, non-judgmental response, given access to services, and receive easy-to-understand information on their reporting options. While it is important to appropriately respond to sexual violence, it is even better to prevent it

from occurring in the first place. Preventing sexual assault takes a community-wide commitment to change the culture - the behaviors and attitudes that diminish victims experiences and dismiss offender behavior. Prevention education and training for students and staff must be ongoing. HB 5029 sets Connecticut institutions of higher education on a trajectory to be able to do both.

In 2012, this committee and the Connecticut General Assembly had the foresight to pass *AAC Sexual Violence on College Campuses* which includes some best practices and many of the requirements found in the newly adopted federal Campus SaVE act (Campus Sexual Violence Elimination Act) that goes into effect nationwide this year. HB 5029 expands current law to align with several of the Campus SaVE Act requirements that are not currently covered in Connecticut's statute, including:

- the requirement for the uniform campus crime report to include not only sexual assault, but *intimate partner violence* and incidents that occur with not only students, but *employees* of the university as well, *regardless of where the incident occurs*;
- the requirement that the policies pertaining to sexual assault and intimate partner violence *be distributed in writing*;
- that the training for disciplinary proceeding officers be done *annually*; and
- that campus primary prevention and awareness campaigns become *mandatory*, not just offered, and provided to *employees* as well as students.

*\*(Please see the chart on page 4 for additional information on key differences between current law, the proposed law, and the federal Campus SaVE act).*

Several of the additional best practices proposed in this bill have been developed and championed through longstanding partnerships with members of the CONNSACS' Connecticut College Consortium Against Sexual Assault. These best practices include:

- Ongoing prevention education that focuses on bystander intervention strategies, meaning the awareness, skills and ability to challenge the social norms that support, condone, or permit sexual assault and intimate partner violence;
- Multidisciplinary Sexual Assault or Campus Response Teams to coordinate response protocols and the training of key stakeholders and those members of the campus community most likely to receive a disclosure or report of sexual assault;
- Memorandums of Understanding or Agreements (MOU/MOA) between institutions of higher education and community based sexual assault crisis services programs to ensure that students have access to specialized sexual assault crisis counselors and advocates with privileged communication;
- Concise written information given to all students and employees who disclose sexual assault about their rights, access to services, and reporting options; and
- Anonymous reporting which provides a victim who may not feel comfortable or ready to disclose, an option to report while allowing the institution to get more timely data and track trends in sexual violence perpetration.

In addition to the above requirements, CONNSACS respectfully request the committee consider including the following additional best practices in this proposal:

- *In Section 2(b), add the requirement for annual training in issues relating to sexual assault and intimate partner violence for special police force or campus security personnel and Title IX Coordinators.*

Campus safety officers should receive ongoing, comprehensive training including information about perpetrators of sexual violence, common responses to experiencing trauma, and the role of first responders. Because campus safety officers can be charged with responding to and helping to investigate cases of sexual assault, they should be provided with additional education and support. The federal Office of Civil Rights requires that a recipient of federal funding appoint at least one person as the Title IX coordinator. The Title IX coordinator is expected to have full knowledge of the law and be able to discuss all of the school's Title IX compliance efforts.

- *In Section 2(c), add the requirement to provide sexual assault and intimate partner violence primary prevention and awareness programming that includes strategies for bystander intervention to all varsity athletes, fraternities, and sororities annually.*

In CONNSACS' most recent Campus Report Card, the lowest grades were given for a lack of mandatory training for fraternities and sororities, even though research has shown that fraternities, sororities, and athletic clubs have higher incidences of sexual violence and thus should be given priority.

Finally, CONNSACS supports the recommendations of the State Victim Advocate and our sister coalition, the Connecticut Coalition Against Domestic Violence in their entirety, to more fully clarify the need to address and provide services for victims of intimate partner violence and to define "victim-centered response" in the bill.

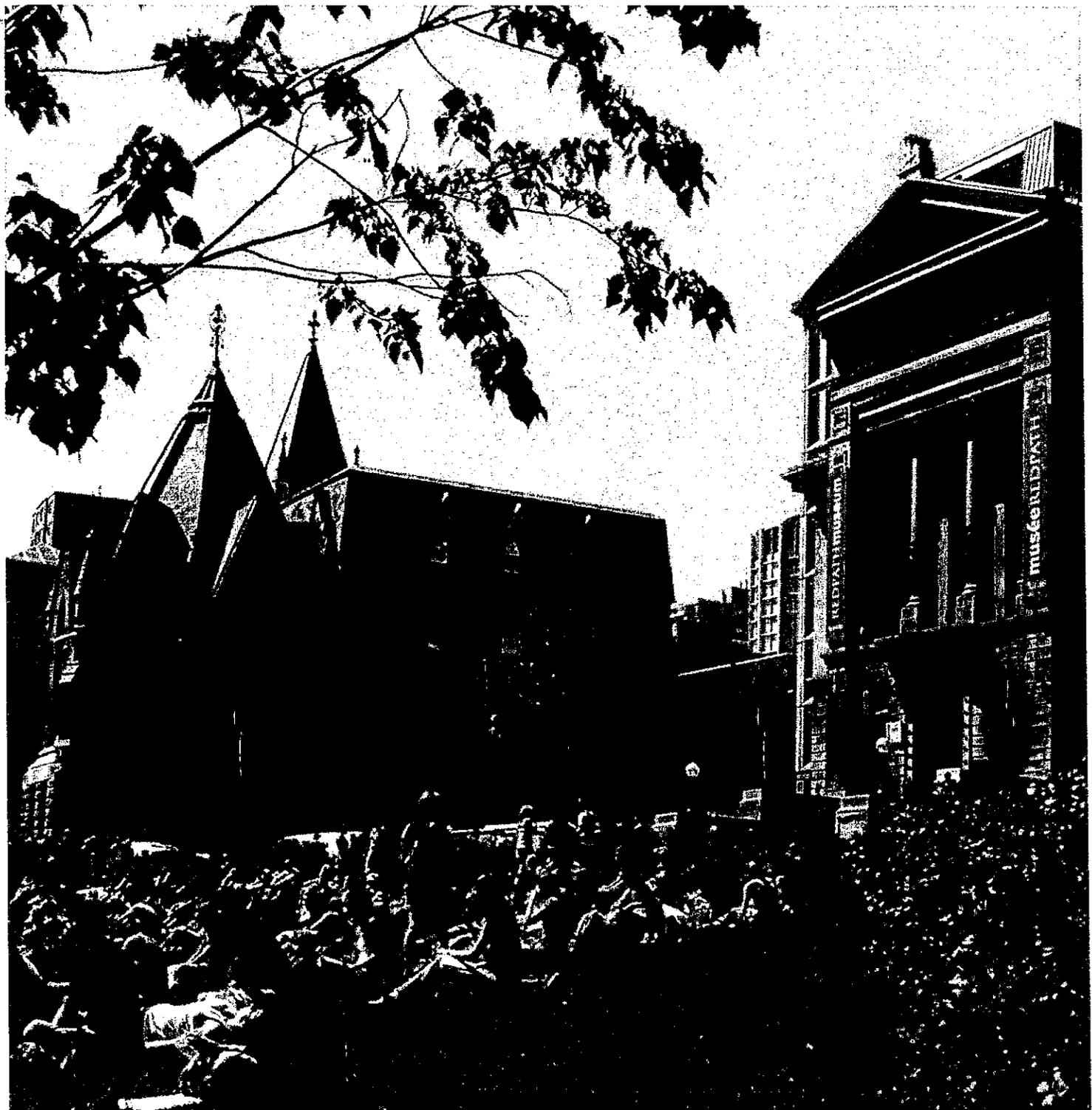
Attached to this testimony you will find a table that compares the current law and the proposed changes of HB 5029, CONNSACS' Campus Report Card; and a recent NY Times article, *Stepping Up to Stop Sexual Assault*, which highlights prevention education and training programs on college campuses.

The new standards and best practices included in HB 5029 will greatly benefit Connecticut students, as well as the colleges and universities that they attend. We appreciate the Committee's efforts to address sexual violence on college campuses, and we look forward to the successful passage of HB 5029.

Thank you again for the opportunity to provide you with testimony.

## How Does HB 5029 Build on Current Law, Align with Campus SaVE, and Incorporate New Best Practices?

<u>CURRENT CONNECTICUT LAW</u>	<u>PROPOSED BILL HB 5029</u>
<p><b>Sec. 10a-55a, Uniform Campus Crime Reports</b> Requires each Institution of Higher Education to report sexual assaults committed within the geographical limits of the property owned or under the control of such institution in a uniform campus crime report.</p> <p><b>PA 12-78, AAC Sexual Violence on College Campuses (2012)</b> Requires each Institution of Higher Education to adopt and disclose one or more policies regarding sexual assault and intimate partner violence.</p> <p>Policies must include provisions for:</p> <p>(1) Procedures that students who report being the victim of such violence may follow, including persons to contact and information regarding the importance of preserving physical evidence;</p> <p>(2) Providing students with information about their options for assistance if they are victims of such violence;</p> <p>(3) Notifying such students of the options to change academic, living, campus transportation, or working situations in response to such violence;</p> <p>(4) Honoring any protective or temporary restraining orders;</p> <p>(5) Disciplinary procedures:</p> <ul style="list-style-type: none"> <li>• begin promptly,</li> <li>• are conducted by a trained official,</li> <li>• allow the victim and the accused to be accompanied by an advisor or support person,</li> <li>• are concluded and both the victim and accused are provided with the results in writing within one business day, and</li> <li>• shall not disclose the identity of the victim or accused; and</li> </ul> <p>(6) Disclose the range of possible sanctions.</p> <p>Within existing budgetary resources, Institutions of Higher Education shall offer sexual assault and intimate partner violence primary prevention and awareness programming for all students and ongoing awareness campaigns.</p>	<p><i>*italics indicate requirements under federal Campus SaVE Act.</i></p> <p>Requires each Institution of Higher Education to report incidences of sexual assault and <i>intimate partner violence</i> against a student or <i>employee, regardless of where such incidence occurred</i> in a uniform campus crime report.</p> <p>Requires each Institution of Higher Education to adopt and disclose one or more policies regarding sexual assault and intimate partner violence and <i>distribute written information on policies pertaining to students and employees</i> who report or disclose being the victim of sexual assault or intimate partner violence.</p> <p>Requires disciplinary proceeding officers to be trained <i>annually</i>.</p> <p>Institutions of Higher Education must provide primary prevention and awareness programming to all students and <i>employees regardless of available funds</i>.</p> <p><u>Best and Promising Practices</u> Provide concise, written notification of a victim's rights and options to any student or employee who reports or discloses sexual assault or intimate partner violence.</p> <p>Offer an anonymous reporting option for any student or employee to report or disclose sexual assault or intimate partner violence</p> <p>Report annually to the General Assembly.</p> <p>Establish a trained Sexual Assault Response Team.</p> <p>Enter into and maintain a memorandum of understanding with a community-based sexual assault crisis service center.</p>



# 2012 Campus Report Card

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## ABOUT THE 2012 CAMPUS REPORT CARD

The Campus Report Card is a snapshot of current sexual assault policies and practices at both public and private Connecticut colleges and universities. In addition to highlighting the progress that has been made throughout the state to address sexual violence, the report card identifies both gaps in response and areas for improvement based on promising and nationally recognized best practices.

The report draws from a survey completed by 4 two year and 21 four year institutions, conducted during the summer of 2012 by Connecticut Sexual Assault Crisis Services (CONNSACS), in collaboration with the Connecticut College Consortium Against Sexual Assault (CCASA) and the Connecticut Campus Coalition to End Violence Against Women (CCCEV). The survey contained 127 questions and focused on nine key areas. Letter grades based on the cumulative responses from all four year institutions are provided in the report along with tables that feature responses from each school that participated in the survey. The 2012 Campus Report Card is the third such look at sexual violence policies and practices at Connecticut colleges and universities. Previous reports were released in 1999 and 2007.

## SEXUAL VIOLENCE ON COLLEGE CAMPUSES

The prevalence of sexual violence on college campuses is staggering. For many women, their academic careers are marred by experiences of sexual violence. Research shows that that up to one in four women experience unwanted sexual intercourse while attending college in the United States<sup>1</sup> and that one in twelve college men admit to acts that meet the legal definition of rape.<sup>2</sup> The circumstances surrounding sexual violence on campuses can complicate how survivors view their victimization. A 2000 U.S. Department of Justice survey reports that 90% of women who are sexually assaulted on campus know the person who sexually assaulted them<sup>3</sup> and 48.8% of women did not consider what happened to them to be rape.<sup>4</sup>

The realities of sexual violence perpetration are in stark contrast to commonly held assumptions. Research involving offenders of sexual violence has identified the ways in which offenders target victims, plan their assaults, and use alcohol, fear, and and/or other threats to coerce, manipulate, or force sexual violence upon their victims.<sup>5</sup>

The trauma associated with experiencing sexual violence can impact a survivor's short and long-term emotional, psychological, and physical health and has been linked to depression, anxiety, substance abuse, suicidal ideation, and post-traumatic stress disorder. Students who have experienced sexual violence on campus are more likely to miss classes, perform poorly in their classes, and withdraw from college altogether.<sup>6</sup> Seeking support and services following an assault can be especially difficult. Forty

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<sup>1</sup> Fisher, Bonnie S., Francis T. Cullen, and Michael G. Turner. (2000). *The sexual victimization of college women*. Washington, DC: U.S. Department of Justice, National Institute of Justice. Available at [www.ncjrs.org/pdffiles1/nij/182369.pdf](http://www.ncjrs.org/pdffiles1/nij/182369.pdf).

<sup>2</sup> American Academy of Pediatrics, Committee on Adolescence. (1994). Sexual assault and the adolescent. *Pediatrics*, 94(5), 761-765.

<sup>3</sup> Fisher, Bonnie S., Francis T. Cullen, and Michael G. Turner. (2000). *The sexual victimization of college women*. Washington, DC: U.S. Department of Justice, National Institute of Justice. Available at [www.ncjrs.org/pdffiles1/nij/182369.pdf](http://www.ncjrs.org/pdffiles1/nij/182369.pdf).

<sup>4</sup> Fisher, Bonnie S., Francis T. Cullen, and Michael G. Turner. (2000). *The sexual victimization of college women*. Washington, DC: U.S. Department of Justice, National Institute of Justice. Available at [www.ncjrs.org/pdffiles1/nij/182369.pdf](http://www.ncjrs.org/pdffiles1/nij/182369.pdf).

<sup>5</sup> Lisak, D. & Miller, P. M. (2002). *Repeat rape and multiple offending among undetected rapists*. *Violence and Victims*, 17, 73-84.

<sup>6</sup> Kirkland, Connie J. (1994). *Academic impact of sexual assault*. Fairfax, VA: George Mason University. Available at <http://www.gmu.edu/facstaff/sexual/>.

two percent of college women who are sexually assaulted tell no one about the assault<sup>7</sup> and only an estimated five percent of all sexual assaults are reported to the police.<sup>8</sup>

In addition to coping with the emotional and physical trauma associated with sexual violence, survivors often feel an undue amount of shame, guilt, and fear following their sexual assaults. Many survivors are judged or blamed for their assaults and told that they should have done something different to prevent the assault. Due to the insular nature of most campus communities, it can be difficult for survivors to know who to trust when choosing whether or not to disclose their experiences. Survivors may also be concerned about how their private information may be shared if they choose to disclose their assault with members of the campus community.

Some survivors of sexual violence have been met with barriers or confusion when seeking support from their campus' health, counseling, campus safety, or judicial systems. Institutions that have developed comprehensive policies and protocols that are easy to understand and readily accessible to the campus community are more likely to have students who report their assaults, seek services, and participate in the adjudication process. Moreover, campuses that provide ongoing, mandatory training and educational programming that focuses on both awareness and prevention of sexual violence are more likely to create a campus community where students feel safe and engaged in ending sexual violence.

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<sup>7</sup> Warshaw, Robin. (1994). *I never called it rape*. New York: Harper Perennial.

<sup>8</sup> Fisher, Bonnie S., Francis T. Cullen, and Michael G. Turner. (2000). *The sexual victimization of college women*. Washington, DC: U.S. Department of Justice, National Institute of Justice. Available at [www.ncjrs.org/pdffiles1/nij/182369.pdf](http://www.ncjrs.org/pdffiles1/nij/182369.pdf).

## 2012 CAMPUS REPORT CARD GRADES

The 2012 Campus Report Card grades reflect the extent to which colleges and universities are employing key best practices in their institutional response to sexual violence. Grades were assigned collectively based on survey responses from 21 four year institutions.

### FOUR YEAR CONNECTICUT COLLEGES & UNIVERSITIES

Policies include a definition of sexual assault	A
Policies include a definition of possible sanctions	B
Policies includes a definition of consent	A
Role of alcohol is included in definition of consent	B
Mandatory sexual assault education for first years students	B
Mandatory sexual assault education for Residential Life staff	A
Mandatory sexual assault education for student members of Greek Life	F
Mandatory sexual assault training for members of Campus Safety or Campus Police	C
Mandatory sexual assault training for Judicial Hearing Board members	C
Campus has a Campus Response Team (CRT)/Sexual Assault Response Team (SART)	C
Mandatory sexual assault training for CRT/SART members	D
There is a victim services coordinator on campus	C
Referrals are made to local sexual assault crisis services programs	A
Interim sanctions can be implemented before or during the judicial process	A
Support person available to both parties during the hearing process	A

100-90% = A    89-80% = B    79-70% = C    69-60% = D    59-50% = F

## **PROGRESS IN THE RESPONSE TO SEXUAL VIOLENCE ON CAMPUSES**

Since the first Campus Report Card in 1999, many strides have been made to address and prevent sexual violence on Connecticut's campuses. Connecticut's higher education community has taken considerable steps to institutionalize policies and practices to ensure that survivors have access to both on-campus and community-based services, support during the adjudication process, and other resources to help cope with the trauma associated with sexual violence.

A comparison of the 2006 Campus Report Card and the 2012 Campus Report Card show positive changes in the number students who are being educated about sexual assault on campuses across Connecticut. An overwhelming majority of schools now require that first year students receive sexual assault education as part of an orientation program. This educational programming often includes coverage of perpetrator behaviors, the effects of trauma, and bystander intervention techniques, which are all critical components of comprehensive and effective sexual assault education. More student misconduct policies, as well as educational programming, now define and include the role of alcohol in the perpetration of sexual violence.

In addition to more student education, campuses are also institutionalizing responses to survivors on campus. The total number of campus response teams, which bring key stakeholders together to coordinate the campus' response to sexual assault, continues to increase in Connecticut as does the number of colleges and universities that have appointed campus staff that are charged with coordinating and facilitating access to victim services. These individuals are essential in helping students identify their options and are instrumental in addressing the barriers to accessing services that survivors report during the process.

## **WHERE WE NEED TO IMPROVE RESPONSES TO SEXUAL VIOLENCE**

While our statewide response to sexual violence has improved, there remains work to be done to bolster institutional practices and protocols. Mandatory training and education for the entire campus community is critical in the response to sexual assault on campuses. Training should be required for all members of the campus community who respond to survivors of sexual violence, such as members of Campus Response Teams, Judicial Hearing Boards, Campus Safety, and faculty. A new Connecticut law, *PA 12-78: An Act Concerning Sexual Violence on College Campuses*, now requires education about sexual violence for first year students and training for anyone who is a part of the campus judicial process. (Please see "Key Federal & State Policies" section for a summary of key policies.)

Having an active and informed Campus Response Team (CRT) or Sexual Assault Response Team (SART) in place at every institution of higher education is another significant way to ensure that institutions are well equipped to respond to and support survivors of sexual violence. While there was a slight increase from the 2006 Report Card in the number of four year colleges and universities who currently have CRTs or SARTs, including three campuses who have teams that did have them in 2006; many campuses still do not require that members of response teams receive training about sexual assault. Training, in addition to thorough policies and protocols, allows campuses to support both individual survivors and keep the entire campus community informed about issues related to sexual violence.

# SURVEY HIGHLIGHTS BY INSTITUTION

	Coast CC	Gateway CC	Marquette CC	Tunkia CC	CSU	ESU	SCU	US Coast Guard Academy	University of C	WCU
<b>GENERAL</b>										
Private (PV) Public (P) Institution		P		P		P		P		P
Residential					*	*		*		*
<b>POLICIES &amp; PROCEDURES</b>										
Defines sexual assault		*		*		*		*		*
Notes possible sanctions		*		*		*		*		*
Defines consent		*		*		*		*		*
Defines consent related to alcohol				*		*		*		*
Includes anonymous reporting option		*				*		*		
Published: website (W), handbook (H), physically posted (P), other (O)	H,P	H	H,W,P	H,W,P	H,W,O	H,W	H,W	W,O	W	H,W
Sexual assault policy updated in last year					*	*		*		*
There is a time limit for reporting sexual assault										
Security Alerts: email (EM), Text (T) flyers (F) voice mail (VM) website (W) other (O)	EM,T,VM		EM,T,VM	W	EM,T	EM,T,VM	EM,T,VM		EM,T,W,F	EM,W
Annual crime report distributed to students: email (EM) web posted (W) flyers (F) Other (O)	W,O	W		EM,W,F	EM,W	EM,W	EM,W,F	EM	EM,W,O	W
<b>FIRST YEAR EDUCATION</b>										
Requires SA education in orientation program					*	*		*		*
<b>AWARENESS &amp; PREVENTION ACTIVITIES</b>										
Who oversees sexual assault education: counseling (C) Health (H) Women's Center (W) Greek Life (G) Other (O)	G			C	O	W	W	O	W,O	O
Mandatory sexual assault training for: athletes (A) coaches (C) faculty (F)			F		G	C,F	F	A,C,F	C,F	
Conduct sexual assault awareness activities				*		*		*		*
Conduct sexual assault prevention activities				*		*		*		*
Conduct Sexual Assault Awareness Month (SAAM) activities				*		*		*		*
Peer educators trained about sexual assault						*		*		*
Bystander intervention education offered						*		*		*
<b>RESIDENTIAL LIFE (RL)</b>										
RL is mandated to attend sexual assault training					*	*		*		*
Student staff receives sexual assault training					*	*		*		*
Professional staff receives sexual assault training					*	*		*		*
Required to run sexual assault programs								*		
<b>GREEK LIFE</b>										
Greek policies address sexual assault										
Mandated SA training for Judicial Board										
Mandated sexual assault training for all members										
<b>CAMPUS SAFETY</b>										
Campus has blue light emergency system		*				*		*		*
Campus offers escort service		*				*				*
Escort service is available 24/7						*				*
Transport to & from off campus locations										



# SURVEY HIGHLIGHTS BY INSTITUTION

	Central CC	Gateway CC	Marquette CC	Tunxis CC	ECBU	ECU	ESU	US Coast Guard Academy	University of CT	WCSU
Will transport intoxicated students										*
Mandated sexual assault training for officers		*	*			*		*		*
<b>CAMPUS RESPONSE TEAMS</b>										
Do you have a Campus Response Team (CRT) or Sexual Assault Response Team (SART)		*		*		*		*		*
Estimated number of members		10	10	15	20	10	15	20+	20	10
Team includes local sexual assault crisis program staff					*	*		*		
Meet: more than once a month(MM) monthly(M) semester(S) annually(A) by incident(I) Other(O)	O	S	MM	M	M	S	S	M	M	M
Sexual assault training required for team			*		*	*	*			*
How often is training provided: Once or more per semester (OS), once or more per academic year (OA), Never (N)	OS	OA			OA	OS	OS	OA	OS	OA
Team members review cases		*				*				*
If so, when do they meet? After each incident (EI), Once or more per semester (OS) once per academic year (OA)	EI				OS	EI				EI
<b>VICTIM SERVICES</b>										
There is a victim services coordinator on campus					*	*	*	*	*	*
24/7 services available					*	*	*	*	*	*
Referral provided to local sexual assault program		*			*	*		*		*
Campus based advocacy offered during adjudication process						*		*		*
<b>JUDICIAL PROCESS</b>										
Judicial board hearing members: Dean of Students(D) faculty (F) students (S) Student Affairs(SA) Judicial(J) Other(O)		D,J,SA	SA	D,F,S	D,SA,J,F	D,J	SA,J	J,S,O	SA,O	SA,J,F S
Sexual assault training mandated for members of the adjudication process		*			*	*		*		*
How often is training provided: Once or more per semester (OS), once or more per academic year (OA), Never (N)	OS	OA			OA	OS	OS	OA	OA	OA
Are all incidents of sexual assault reported to the Title IX officer			*		*	*		*		*
Both parties can have a support person present during the judicial process		*		*		*		*		*
Victim Input:										
Impact statement	*	*		*	*	*		*		*
Input for sanctions	*	*		*	*	*		*		*
Informal options:										
relocation of victim(RV) relocation of offender(RO) change of victim class(as)(CV) change of offender class(es)(CO) no contact (NC) Other(O)		CV,CA		CV,CA	RV,RA CV,CA,NC	RV,RA,O CV,CA,NC	CV,CA,NC RV,RA	RV,CV,	RV,RA CV,CA,NC	RV,RA CV,CA,NC
Interim sanctions offered		*	*	*		*	*	*	*	*

Albany Medical College	Connecticut College	Fairfield University	Goodwin College	Hartford Seminary	Michell College	Quinnipiac University	Sacred Heart University	Trinity College	University of Bridgeport	University of Hartford	University of New Haven	University of St. Joseph	Wesleyan University	Yale University
*	*						*		*	*	*	*	*	*
*	*						*	*	*	*	*	*	*	*
*		*						*	*	*	*	*	*	*
20	5	10	5			5		15	10	5	10		15	
*								*	*	*	*	*	*	*
M	O	S	O			O		M	O	M	O		O	
*	*							*	*	*	*	*	*	*
OA	OA	N				N		OS	OS	OA	OA		OS	
*								*	*	*	*	*	*	*
EI			EI					OS	EI	EI	EI			
*	*	*	*					*	*	*	*	*	*	*
*	*	*	*				*	*	*	*	*	*	*	*
*	*	*	*				*	*	*	*	*	*	*	*
D,SA,F	D,O	D,SA,J,F,S	D,J,F,O	J,F,S	D,SA	J,F,O	D,SA,J	J	D,SA,J	SA,J,F	D	D,J,F	D,F,S,O	
*							*	*	*	*	*	*	*	*
N	OS	OA	N			OS	N	OS	OS	OA	OA	OA	OS	OA
*	*	*	*			*	*	*	*	*	*	*	*	*
*	*	*	*	*		*	*	*	*	*	*	*	*	*
*	*	*	*	*		*	*	*	*	*	*	*	*	*
RV,CV,NC	RV,RA,CV,CA	RV,RA,CV,CA,NC	RV,RA,CV,CA,NC	RV,RA,CV,CA,NC	RV,RA,CV,CA,NC	RV,CV,NC	RV,RA,CV,CA,NC	RV,RA,CV,CA,NC	RV,RA,CV,CA,NC	RV,RA,CV,CA,NC	RV,RA,CV,CA,NC	RV,RA,CV,CA,NC	RV,RA,CV,CA,NC	RV,RA,CV,CA,NC
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*

## **BEST PRACTICES FOR CAMPUS COMMUNITIES**

*The following is a collection of the policies and procedures that have been promoted and utilized as ideal practices in the field of sexual violence service provision and prevention on college campuses. Promising and best practices can be helpful tools for institutions to consider when reviewing and adapting new policies, procedures, and protocols for responding to and preventing sexual violence.*

### ***Policies & Procedures***

Comprehensive policies which include clear definitions of sexual assault and consent are the foundation of an institution's response to sexual violence on campus. Policies that define consent related to alcohol, as well as possible sanctions for violations of the sexual assault policy, are critical components. Policies should be distributed widely through an array of sources, both in print and online, so that students, faculty, and parents can readily access them. Sexual assault policies should be reviewed and updated regularly. Once they are identified, barriers to accessing services, the adjudication process, or any other facet of the sexual assault policy should be investigated and addressed in the policy.

Institutions should offer multiple reporting options including an anonymous reporting option to allow students to report sexual assaults in ways that are most comfortable and safe for them. Anonymous reporting options can offer students a way to report an assault without engaging in the formal adjudication process, as well as allow institutions to gather information about trends in perpetration. Many campuses offer online anonymous reporting forms in order to maximize the number of reports that are collected.

Policies should also include the protocols that have been established to protect students' privacy, including written policies that define when and how information about cases of sexual assault will be shared. In addition to posting a campus' sexual assault policy, victims' rights information should be posted and readily accessible to students, faculty, and parents and should include contact information for local community-based resources.

### ***Education & Training***

Education is a key component to helping campus communities address and prevent sexual violence. Education and training for students, faculty, and staff should be mandatory, comprehensive, and ongoing. Education about sexual violence should be included in first year student orientation, as well as part of the educational information that transfer, international, and graduate students receive when entering a campus community. Male and female students should receive information about healthy relationships, consent, and bystander intervention techniques. When possible, additional programs that focus on the dynamics of sexual assault, consent, and alcohol should be provided to students.

For members of the campus community who will be directly involved in responding to, investigating, or adjudicating sexual assault cases, training should be mandatory and provided at least once per academic year. Campus safety officers, counselors, healthcare providers, and anyone involved in the judicial process are especially vital members of the campus community receive training as they will most likely be the first responders to survivors. First responders not only provide survivors with vital information

about services and reporting, but they are also seen as gatekeepers of information that survivors may need following an assault.

Members of Greek Life, athletes, and coaches should also receive information about the dynamics of sexual violence, being active bystanders, and how to report incidences of sexual violence. Research has shown that fraternities, sororities, and athletic clubs have higher incidences of sexual violence and thus should be given priority when institutions provide education that could prevent sexual violence.

### ***Awareness & Prevention Activities***

Most institutions of higher learning commemorate months dedicated to Sexual Assault and Domestic Violence awareness. Some institutions honor survivors of sexual violence by holding Take Back the Night Rallies or other similar events. While these activities can offer vital support to survivors and bring awareness to the campus, they do not prevent the perpetration of sexual violence on campuses. Many campus programs focus on risk reduction strategies such as watching your drink, using the buddy system, and learning self-defense techniques. Risk reduction strategies focus on the ways that women can ward off possible sexual assaults and often reinforce victim blaming, rather than focusing on the perpetrators of sexual violence and their behaviors. Prevention strategies focus on stopping the perpetration of sexual violence before it occurs and reinforce offender accountability.

By focusing on the culture, attitudes, and norms that allow sexual violence to exist, prevention aims to reduce the incidences and prevalence of sexual violence. Programs that allow students to look critically at sexism, homophobia, racism, and other forms of oppression can be a helpful prevention strategy. Holding awareness activities in combination with prevention activities is the most effective strategy for addressing and preventing sexual violence on campuses. To that end, Connecticut's new law, PA 12-78: *An Act Concerning Sexual Violence on College Campuses*, requires that colleges and universities provide sexual assault and intimate partner violence prevention and awareness training for all students. (Please see "Key Federal & State Policies" section for a summary of the law.)

Research has shown that communities need to be empowered to be active bystanders and given skills to respond supportively when they encounter sexual violence. Bystander intervention education should be incorporated into the core education that students are provided while attending college in order to prevent sexual violence and create community accountability. Education should be offered across multiple disciplines so that it can be accessed by as many students as possible. For example, some Connecticut universities offer classes for course credit which educate students about issues of violence against women while other universities require that Residence Hall Advisors provide each student living in their dorms with educational sessions related to recognizing and preventing sexual violence. Institutions should work with their students, staff, and faculty to identify the most influential and beneficial education and awareness strategies for their campus.

### ***Residential Life***

Students who reside on campus often turn to their Residence Hall Advisors for help following a sexual assault. Residence Hall staff should be able to offer support, provide referrals to both on and off campus services, share reporting options, and answer basic questions from survivors. Activities that

support awareness and prevention of sexual violence should occur within residence halls and students should be encouraged to attend. In order to provide the aforementioned support, Residence Hall Advisors should receive adequate support from the institution's administration including ongoing education and support for self-care.

### ***Campus Safety***

Student safety is a paramount concern on college campuses; however, preventing sexual violence is a challenge for most campus communities. Emergency phones, escort services, and the presence of campus safety officers are components of keeping students and staff safe on campus, but additional elements need to be present.

Campus safety officers should receive ongoing, comprehensive training including information about perpetrators of sexual violence, common responses to experiencing trauma, and the role of first responders. Because campus safety officers can be charged with responding to and helping to investigate cases of sexual assault, they need to be provided with additional education and support. Campus safety officers should know their institution's policies, procedures, and options for reporting sexual assault from start to finish. In addition, campus safety officers should record all incidences of sexual assault for reporting purposes and issue timely warnings to the campus community in accordance with the federal Clery Act. (Please see "Key Federal & State Policies" section for a summary of key policies.)

Campus safety officers should work in tandem with each of the other systems who are responsible for responding to cases of sexual assault on campus to ensure that all parties are fully aware of the roles and responsibilities of each party. Campus safety should be an active member of each institution's Campus Response Team. When possible, campus safety officers should work in collaboration with local law enforcement by establishing relationships that ensure open communication and a clear understanding of the roles of the campus adjudication process and the criminal justice process.

### ***Campus Response Teams***

Most campuses have established multi-disciplinary teams who are responsible for addressing sexual violence. Campus Response Teams (CRT) or Sexual Assault Response Teams (SART) are comprised of administrators, counseling services, health services, faculty, staff, students, campus safety officers, residential life, Judicial Hearing Board officers, and local community-based sexual assault crisis services. Response teams should include representatives from local sexual assault crisis programs, as well as other relevant representatives from the criminal justice system such as law enforcement officers and prosecutors whenever possible.

Sexual assault training should be required and ongoing for all team members. Teams should be responsible for creating and reviewing protocols that ensure that survivors are met with supportive and extensive services following an assault. Roles of the team can include the review of policies, implementing trainings and awareness programs, and addressing barriers to survivors accessing services. Teams should meet regularly throughout the year to ensure that protocols are reviewed and

updated. Each team member's role should be clearly defined and included in a written document that can be accessed easily by the campus community.

Colleges should have Memorandums of Understanding (MOU) or Memorandums of Agreement (MOA) with local sexual assault crisis programs, local domestic violence programs, and local law enforcement to ensure that a process is in place for providing services to survivors. MOUs and MOAs also make clear each group's responsibility in responding to survivors and ensuring that there is accountability when the response process does not meet appropriate standards.

### ***Victim Services***

Survivors of sexual violence are faced with making many decisions in the time following a significant trauma. They often feel overwhelmed, scared, and confused. Institutions of higher learning should create safe, comfortable spaces for survivors to report, seek mental health service and healthcare, access community-based victim advocates, and participate in the judicial process. In order to facilitate comprehensive, consistent services for survivors on campus, institutions should have a single person responsible for coordinating and overseeing victim services. When students report barriers or challenges while accessing services, reporting, or going through the judicial process, it should be addressed through the institution's policies and procedures.

Colleges and universities should be prepared to respond to survivors from diverse backgrounds and experiences. Students of color, students with disabilities, lesbian, gay, bisexual, and transgender students, international students, and others need to be met with culturally appropriate and affirming care following a sexual assault. Training and education are critical components to meeting the needs of campus communities while providing faculty and staff with the support necessary to provide survivor-centered care.

In order to meet the needs of survivors of sexual violence, campuses should partner with local community-based sexual assault crisis programs to provide survivors with free, confidential crisis counseling and advocacy. Certified sexual assault crisis counselors offer immediate accompaniments for survivors accessing healthcare, the criminal justice system, or the judicial system, as well as crisis counseling for both survivors and their families. Privacy is often a primary concern for survivors accessing services; working with a certified sexual assault crisis counselor ensures that all communications between the survivor and the counselor is protected by state law and unable to be shared without the consent of the survivor. Institutions should offer community-based service providers, such as sexual assault crisis programs, a dedicated, consistent space for survivors to meet with advocates. Many schools provide space through their counseling or health services.

### ***Reporting Options***

Institutions should offer a multitude of reporting options to ensure that survivors are able to report their assaults in the way that is most comfortable for them. In addition to having a formal reporting option whereby students report sexual assaults to campus personnel, it is also important to give students the option to report without participating in the formal adjudication process. Campuses with multiple

reporting options are also able to collect information about trends in sexual violence perpetration on campus.

There should be no time limit on reporting sexual assaults. Survivors of sexual violence often need time to cope with the trauma and explore their options before deciding whether or not to report and to whom. Reporting procedures should be widely available and easily understood by the entire campus community. Any barriers to reporting that are shared with the institution should be investigated and addressed through campus policy.

### ***Judicial Process***

Some students may want to report their sexual assaults to the institution and seek remedies through the campus judicial process. For students who choose to pursue participation in the judicial process, it can be a difficult process that makes students feel re-victimized and overwhelmed. Ongoing training for Judicial Hearing Board officers is a critical way to help ensure that students receive sufficient and sensitive assistance through the institution. Training topics should include trauma responses, offender behaviors, victim dynamics, and investigation techniques. Training for campus personnel who will be part of an institution's judicial process is now required by state law.

This new law also requires that the victim and the accused are able to have a support person in attendance at any disciplinary proceedings. Student survivors should have the option to work with a campus-based or community-based advocate during the judicial process. Survivors should also be able to ask questions, offer victim impact statements, and give input regarding sanctions.

## **KEY FEDERAL & STATE POLICIES**

The federal **Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act** (20 USC § 1092 (f)), known as the Clery Act, requires colleges and universities across the United States to disclose information about crime on campuses. The Act is enforced by the U.S. Department of Education and applies to any institution who participates in the federal student aid program. The Clery Act requires colleges and universities to publish an Annual Security Report, to have a public crime log; to disclose crime statistics for incidences that occur on or near campus; to issue timely warnings about Clery Act crimes which pose a serious or ongoing threat to the campus community; to devise an emergency response policy; to compile and report data about fires on campus; and, to enact policies and procedures to handle reports of missing students. A link to the fully Clery Act can be found at <http://www.securityoncampus.org/sites/default/files/Jeanne%20Clery%20Act%20Full%20Text.pdf>.

The Department of Education's **Office on Civil Rights offered guidance to institutions about Title IX regulations through a "Dear Colleagues" letter** issued on April 4, 2011. The letter highlights a three-point protocol: distributing a notice of nondiscrimination to students, employees, and others in campuses, designating a Title IX coordinator to oversee sexual assault complaints, and adopting and publishing grievance procedures that provide "prompt and equitable resolutions" of complaints. It established that the preponderance of evidence standard must be used as the standard of proof when adjudicating cases. The full letter can be found here [http://www.whitehouse.gov/sites/default/files/dear\\_colleague\\_sexual\\_violence.pdf](http://www.whitehouse.gov/sites/default/files/dear_colleague_sexual_violence.pdf).

In 2012 the Connecticut legislature passed **PA 12-78: *An Act Concerning Sexual Violence on College Campuses*** which provides guidance to Connecticut colleges and universities in order to provide uniform, comprehensive support to students who experience sexual violence on campus. The law requires that all Connecticut colleges and universities adopt and disclose policies related to sexual assault on campuses. Policies must include information about reporting procedures, assistance for students seeking interim sanctions, plans for how universities would honor protective orders, and clear summaries of the institution's disciplinary proceedings. Additionally, the legislation requires judicial personnel to be trained in issues related to sexual violence, that judicial hearings begin promptly, and that both parties are able to bring a support person to any disciplinary proceedings. Under the new legislation colleges and universities are required to keep survivors' identities and personal information as private as possible if they report a sexual assault. Colleges and universities must also provide sexual assault and intimate partner violence primary prevention and awareness training for all students. A link to the legislation can be found at <http://www.cga.ct.gov/2012/act/pa/2012PA-00078-R00HB-05031-PA.htm>.

## **ABOUT CONNSACS**

CONNSACS and its nine community-based member programs have a long history of partnering with Connecticut's colleges and universities to provide comprehensive sexual assault victim services. In addition to coordinating the Connecticut College Consortium Against Sexual Assault, CONNSACS has worked with numerous colleges and universities across Connecticut to implement and update policies and procedures related to addressing sexual violence. CONNSACS also provides individual campuses with technical assistance, trainings, and policy reviews. More information about CONNSACS can be found at [www.connsacs.org](http://www.connsacs.org).

## **THE CONNECTICUT CAMPUS COALITION TO END VIOLENCE AGAINST WOMEN**

The Connecticut Campus Coalition to End Violence Against Women (CCCEV) is a collaboration between nine Connecticut universities and the Connecticut Sexual Assault Crisis Services (CONNSACS), who came together under a Department of Justice grant to identify best practices across Connecticut, reduce the incidence of perpetration, increase reporting, and strengthen coordinated community responses to acts of domestic violence, sexual assault, dating violence and stalking on campuses. The universities are: Southern Connecticut State University, Central Connecticut State University, Eastern Connecticut State University, Western Connecticut State University, University of Connecticut, University of Hartford, University of Bridgeport, Quinnipiac University, and Trinity College.

## **THE CONNECTICUT COLLEGE CONSORTIUM AGAINST SEXUAL ASSAULT**

The mission of the Connecticut College Consortium Against Sexual Assault (CCASA) is to provide a forum to address the prevalence of sexual assault and other forms of violence against women on college and university campuses. The Consortium is a space to share information, strategies, and resources in order to strengthen and support each campus community's work to end sexual violence. The Consortium is comprised of representatives from Connecticut colleges and universities, sexual assault crisis advocates, individuals from community-based services, and others who work to improve the response to and prevention of sexual violence in campus communities. The Consortium is coordinated by Connecticut Sexual Assault Crisis Services (CONNSACS).

### **2011-2012 CCASA MEMBERS**

Albertus Magnus College  
Eastern Connecticut State University  
Southern Connecticut State University  
University of Bridgeport  
University of New Haven  
Yale University

Central Connecticut State University  
Sacred Heart University  
Trinity College  
University of Connecticut  
Western Connecticut State University



**Connecticut Sexual Assault Crisis Services, Inc.**

**Founded in 1982, the mission of Connecticut Sexual Assault Crisis Services (CONNSACS) is to end sexual violence and ensure high quality, comprehensive, and culturally competent sexual assault victim services.**

**Statewide Sexual Assault Crisis Services Hotlines**

**888.999.5545 (English)**

**888.568.8332 (Español)**

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**The New York Times** | <http://nyti.ms/1bypEm7>



EDUCATION LIFE

## Stepping Up to Stop Sexual Assault

By MICHAEL WINERIP FEB. 7, 2014

**BYSTANDER INTERVENTION** is so easy to grasp, even by the most inexperienced college freshman, that the program may well be the best hope for reducing sexual assaults on campuses. Mostly it is common sense: If a drunk young man at a party is pawing a drunk young woman, then someone nearby (the *bystander*) needs to step in (*intervene*) and get one of them out of there. Of course, that can be tricky at times.

Jane Stapleton, a University of New Hampshire researcher who runs bystander intervention programs at colleges around the country and in Europe, tells students they'll need to be creative about outmaneuvering aggressors. Among the diversions she discusses: suddenly turning on the lights at a party or turning off the music; accidentally spilling a drink on the guy; forming a conga line and pulling him away from the woman he's bothering and onto the dance floor. One of her favorites came from a young woman who approached her drunken girlfriend and said, loudly, "Here's the tampon you asked for."

A definite mood killer, says Ms. Stapleton.

The goal is to stop bad behavior before it crosses the line from drunken partying to sexual assault. "We're definitely not looking to create Captain Bystander here," Ms. Stapleton says. In the best of circumstances, a drunken aggressor won't realize he's been had.

Men as well as women are being called upon to make it work. While the public discussion on sexual violence has primarily focused on the physical and emotional damage done to women, it is also true that getting arrested for

sexual assault can mark a young man for life.

<http://nyti.ms/1eEzt3b>  
 Sgt. Richard Courtois, a Connecticut state trooper, has investigated a dozen sexual assault cases in the last few years involving University of Connecticut students. "These aren't people jumping out of the bushes," he says. "For the most part, they're boys who had too much to drink and have done something stupid. When we show up to question them, you can see the terror in their eyes."

On Jan. 22, at a White House meeting on sexual violence, President Obama released a report that cited the need for men to intervene: "Bystanders must be taught and emboldened to step in and stop it."

The hope is that bystander programs will have the same impact on campus culture that the designated driver campaign has had in reducing drunken driving deaths (to 9,878 in 2011 from 15,827 in 1991). And that it can be inculcated in a relatively short time; Mothers Against Drunk Driving was founded in 1980 and within a decade was making a difference.

Both take the same tack: Drinking to excess can't be stopped but the collateral damage can.

At a bystander training session for the University of New Hampshire football team last fall, Daniel Rowe, a sophomore, told his teammates that he would use whatever trickery it took to keep them out of trouble.

"Maybe you don't get the girl," he said, "but you'll keep your scholarship and still be on the team."

He has watched a drunken teammate pressuring a woman at a party and pulled him aside. "I said, 'You know she doesn't want to talk to you, but there's this other girl downstairs who really likes you.'"

There was no girl downstairs.

Sometimes, at a big party, Mr. Rowe won't drink, essentially making himself the designated interventionist.

Lena Ngor, a University of Massachusetts senior, says that at about half a dozen parties a semester she has girlfriends who get drunk and need rescuing. At one party, a guy was all over her friend, so Ms. Ngor put an arm around her and told him, "She's mine, you can't have her." When he suggested a threesome, she declined. "No way you can handle all this," she said.

David E. Sullivan, a district attorney in western Massachusetts, prosecutes about a dozen sex crimes a year at five area campuses, including the University of Massachusetts and Amherst College. He is also the father of three daughters, and it scares him to think that, as numerous researchers have documented, nearly one of five women is sexually assaulted during her college years. "Can you imagine if you told parents there was a one in five chance that their daughter would be hit by a bus? No one would send their kid to college."

With several high-profile rapes roiling campuses and an enforcement push by the Obama administration, public attention has been focused on sexual assault in a way not seen since a generation of feminists first raised these issues in the 1980s. In just the past few months, victims of sexual assault from Amherst College, the University of Connecticut and Vanderbilt have filed federal complaints faulting their schools for inadequate responses.

For everyone involved, says David Lisak, a longtime researcher on campus rape, "It is a murky mess." That includes the young women who are filing complaints, the young men being accused and the outdated campus judicial systems trying to affix innocence or guilt. "All these colleges are struggling independently to figure this out," Mr. Lisak says. "They're all scared."

At last month's meeting on sexual violence, President Obama announced the creation of a task force to coordinate a federal response to campus rape, including ensuring that colleges comply with the law and develop effective policies, and he pledged to offer more support.

Some of the frustration for colleges can be traced to April 2011, when the Department of Education's Office of Civil Rights issued what has come to be known as the "Dear Colleague" letter. It warned that under the 1972 Title IX legislation (until then used primarily to assure parity between men's and women's athletics) colleges were mandated to have a comprehensive system in place for dealing with sexual violence complaints. Failure to do so could result in a university losing tens of millions of dollars in federal funding.

In a few instances the Dear Colleague letter provided specific guidelines; mostly it left universities to figure out how to carry out the mandate. For this reason, Dartmouth is inviting representatives from two dozen universities to

meet this summer to begin putting together a system of best practices for campus tribunals.

Many colleges have also responded by developing violence prevention campaigns around the bystander intervention model. Northeastern University's Center for the Study of Sport in Society, which pioneered bystander training 20 years ago, has seen a marked uptick in demand. As Jarrod Chin, its director of training, says, "There is nothing like the threat of losing money to get people's attention."

In the last year, with financial support from District Attorney Sullivan's office, the University of Massachusetts has created an extensive campaign to promote awareness. Posters with messages like "Be a Man, Show Me Respect," "Don't Be a Passive Bystander" and "Do Something" are all over campus, in libraries, locker rooms, even on the sides of buses. All 450 resident assistants have been given bystander training. Several public service videos featuring students, including one narrated by the chancellor, Kumble R. Subbaswamy, are being used as teaching tools. At a midsummer orientation for freshmen, and again the first weekend of school, a university theater group, the Not Ready for Bedtime Players, presented skits about assault and intervention.

Incoming freshmen are the primary target. A study by United Educators, an insurance company owned by more than 1,200 member colleges and universities, found that 63 percent of accusers in sexual assault cases are first-year students.

Enku Gelaye, a vice chancellor overseeing the campaign, says that as with the designated driver, the hope is that by giving the intervention a formal name and linking it to a prescribed set of responses, when something goes wrong a light bulb will go off in students' heads, they will recognize what they are seeing and will remember what to do. "It takes it away from being a fluffy and amorphous idea," she says.

The training may have played a role in catching a rapist on the UMass campus at the start of the fall semester. According to a police report and interviews with prosecutors, at 1:16 a.m. on Labor Day, an 18-year-old freshman stopped a young woman heading home alone from a party. Both had been drinking. He pinned her against a tree and began kissing and biting her

neck. "I remember his grip around my neck making it harder to breathe," she told the police. "I was trying to yell but I couldn't because of the way he had his hands." After 10 minutes, she was thrown to the ground, her legs "forced open," her underwear "moved to the side," and raped.

In the midst of this, two groups of students — a total of eight bystanders, a combination of freshmen and juniors, five women and three men — intervened. (While they have not been identified, it is known that the freshman class had attended a presentation on bystander intervention that holiday weekend and that one of the juniors had been a resident assistant.)

According to the report, one witness used her smartphone to take photos of "a male party, which appeared to be naked from the waist down, on top of a female party," while others assisted the woman off the ground and out of the immediate area. After making sure she was safe, they called for help and stayed with her until the police arrived and arrested the man.

Patrick Durocher, 18, has been charged with felony rape. He has pleaded not guilty.

The University of New Hampshire has developed one of the most comprehensive research, training and prevention programs in the country and it was spurred, in part, by an equally brutal campus rape back in 1987 when no one intervened.

According to an account in *New England Monthly* at the time, an extremely drunk freshman was led into a Stoke Hall dorm room by three drunk sophomores who took turns having sex with her. One went into the hallway and bragged that they had a train going, high-fiving his friends. Several students, including the resident assistant, knew what was going on but did not put an end to it. Nor did the roommate intervene as the three boys tried to pressure the girl into saying it was consensual.

The next morning the woman was too drunk to remember, but a few days later, after piecing it together, she filed a complaint with the university. After four nights of hearings before a campus tribunal at a 170-seat lecture hall that was open to the public, two of the boys were found in violation of a university rule called Respect for Others and were suspended for the fall semester. In criminal court, they pleaded guilty to a misdemeanor and spent two months in

jail. The third was cleared.

Women on campus, including Ms. Stapleton, the researcher, led protest marches, occupied a dean's office and at one point surrounded him, linked arms and refused to let him go until he responded to their demands. It took months, but eventually the administration started making the changes that are in place today.

A rape treatment crisis center has been funded and is well staffed; a team of 12 professors and researchers have formed a center for evaluating and implementing bystander programs; and the athletic department holds mandatory sessions for all varsity athletes.

It appears to have had an impact. Shortly after the 1987 rape, 37 percent of female students reported experiencing unwanted intercourse or other sexual contact; by 2006, it was 21 percent, and by 2012, 16 percent.

On most campuses, athletes commit a disproportionate number of sex crimes; the United Educators study found that they make up between 10 and 15 percent of the student population but account for 25 percent of assaults. Not at the University of New Hampshire.

In 2007, the athletic department revamped its public health program, requiring all freshman varsity athletes to take seminars on hazing and bullying; alcohol and drug use; sexual responsibility and consent; and diversity. Last semester, a mandatory session on bystander intervention was added for sophomores. The results are significant. In 2013, seven athletes had cases before the judicial affairs office compared with 75 in 2007.

College men use two words to describe when a man gets in the way of another man's business, and it is not "bystander intervention." For the purposes of a family newspaper, call it "shot blocking."

This was on Matt Martel's mind during a taxi ride home with a friend and a very drunk woman they'd met at a UMass party. "The two of them were touching, cuddling, it was obvious she was down for whatever," says Mr. Martel, a junior. "She'd lost her inhibitions to the point that it really seemed like a good idea for her to go home with this guy she hardly knew."

Mr. Martel got between them to take her back to her dorm. "I said, 'Dude, come on, she's hammered,'" he recalls. His friend was angry. "It was outright

awkward,” Mr. Martel says. The next day the girl thanked him, but Mr. Martel didn’t take a lot of pleasure from it. “I could tell she didn’t remember what she was thanking me for,” he says, “but someone told her she should, so she did.”

More than 60 percent of claims involving sexual violence handled by United Educators from 2005 to 2010 involved young women who were so drunk they had no clear memory of the assault.

College officials have come to realize that campus tribunals are ill-equipped to handle the growing volume of these cases, which often devolve into a he said/she said battle. Honor codes were designed to investigate plagiarism, fighting, alcohol and drug use, not rape. Campus tribunals are made up of students, faculty and administrators. “They’re amateurs,” says Robb Jones, senior vice president of United Educators.

In the past, colleges have resisted cooperating with local prosecutors for fear of drawing attention to campus crime. But tougher enforcement of federal laws, demanding more transparency, is changing that. For a year now, District Attorney Sullivan’s office has been holding monthly meetings with representatives from the University of Massachusetts and other nearby colleges to review sexual assault cases. “Anything that’s reported on campuses, we want to see,” says Jennifer Suhl, a sex crimes prosecutor in Mr. Sullivan’s office. “We don’t want them to screen anything out.”

A year and a half ago, Xavier University of Ohio resisted cooperating with the local prosecutor and learned a hard lesson.

In July 2012, a female student reported to the campus police that Dez Wells, a star basketball player, had raped her. Mr. Wells acknowledged having sex with the woman but said it was consensual and he used a condom. That night, according to legal papers filed by Mr. Wells, the two plus several friends gathered in a dorm room to play truth or dare. Many of the dares, Mr. Wells said, were sexual — at one point the woman gave him a lap dance; at another, she exposed her breasts. Afterward, they went back to her dorm room and had sex. Several hours later the woman reported to the police that she had been raped.

Joseph T. Deters, the Hamilton County prosecuting attorney based in Cincinnati, says that he put two of his best assistants on the case, including the

head of the criminal division. They were convinced no rape had occurred. “It wasn’t close,” he says. They presented it to a grand jury, which did not indict.

Mr. Deters says he repeatedly tried speaking with Xavier officials, but they did not respond. Instead, the university brought the case before its tribunal.

When Mr. Deters read the transcript of that hearing, he says: “It shocked me. There were students on that conduct board, looking at rape kits; they’d say, ‘I don’t know what I’m looking at.’ ”

The tribunal found Mr. Wells “responsible for rape” and expelled him. Soon after, he enrolled at the University of Maryland. The N.C.A.A. requires transfers to sit out a year but made a rare exception in Mr. Wells’s case after consulting with Mr. Deters.

“I told them he was a really good kid, he’d never been in trouble with the law and I didn’t believe he’d done anything wrong,” Mr. Deters says.

Xavier now refers all assault cases to his office.

As for Mr. Wells, several times last season at away games, including one at Duke when he scored 30 points, fans taunted him about being a rapist, shouting, “No means no.” He is suing Xavier for his expulsion.

**IT IS MOSTLY WOMEN** who have spearheaded the fight against sexual assault, founded the rape prevention centers, staffed the hotlines, dominated the research in the field, led the Take Back the Night marches and organized the sexual consent campaigns. And it is men who commit most of the world’s violence.

While true, put this way, men feel like the enemy. “What I hear from men,” says Ms. Gelaye, the University of Massachusetts vice chancellor, “is they feel like they’re the targets, they’re the problem.”

The fact is, most aren’t. Research by Mr. Lisak indicates that about 3 percent of college men account for 90 to 95 percent of rapes. What Ms. Gelaye likes about bystander intervention is that it asks the other 97 percent of men to come into the room and help with the problem.

Jackson Katz, who created the bystander program for men at Northeastern, opened a 2012 Ted Talk by saying sexual assault has been seen as a woman’s issue that some good men help out with. “I don’t accept that,” he

said. "I'm going to argue these are men's issues."

Academic research is still in the early stages but is promising. A University of New Hampshire study exposed a group of young men to a bystander intervention campaign like the one at UMass. At the end of several weeks, 38 percent of the men reported having intervened in a sexual assault compared with 12 percent of the group that had not seen the campaign.

At Ohio University, a group of male students took bystander training sessions and were asked four months later if they'd perpetrated a sexual assault; 1.5 percent said they had, compared with 6.7 percent for a control group that had no training.

Enlightened self-interest is a powerful motivator. Several male athletes at a training session last month seemed to feel that bystander intervention was as much about protecting a buddy from getting into trouble as saving a woman from harm.

Andrew Chaput, a member of the U.N.H. soccer team, told a story about getting a text from a friend saying a teammate of his was hanging outside her door and wouldn't leave. "I didn't want him causing trouble, so I took him home," Mr. Chaput said.

The coaches repeatedly pound into their heads that a woman not saying no is not the same as a woman saying yes. "If there is 1 percent doubt in my mind," Mr. Rowe said, "it's not worth doing it. Unless she gives consent, she can say, 'I was raped,' and it's your word against hers."

"If a girl wants to have sex," he continued, "you'll know it. She has that look in her eyes. She's been talking to you, she bothers you, she walks by you all night, the whole thing, you talk, you let it evolve."

Mr. Chaput looked like he had something to say but wasn't sure he should. Finally, in a quiet voice, he said, "I waited until a girl asked me."

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