

# PARTNERS IN SOCIAL CHANGE

A PUBLICATION OF THE SEXUAL ASSAULT PREVENTION RESOURCE CENTER  
THE WASHINGTON COALITION OF SEXUAL ASSAULT PROGRAMS

VOLUME VIII ISSUE 1 FALL 2005



**Education Rights for Survivors of Sexual Assault: Schools'  
Responsibilities under Title IX**

**Community Engagement on a College Campus**

**Legal Advocacy on College Campuses**

END SEXUAL VIOLENCE IN OUR COMMUNITIES

# DIRECTOR'S DESK



LYDIA GUY

PREVENTION SERVICES DIRECTOR

**A university should be a place of light, of liberty,  
and of learning.**

*Benjamin Disraeli (1804–1881), British statesman,  
Speech to House of Commons  
March 11, 1873*

As the above quote states, university and college campuses should offer an environment which enables students to expand their intellectual, emotional and social skill sets. Sometimes our institutions of higher learning have risen to this challenge, while other times they have not. This issue of *Partners in Social Change* focuses on exploring skills and strategies appropriate for college campuses. The articles range from an overview of a successful community engagement project on a college campus to an explanation of the rights of students who are survivors of sexual harassment under Title IX. As colleges and universities begin a new academic year we hope this issue will provide sexual assault centers and other individuals working on college campuses with practical and relevant information to incorporate into their program plans.

Lydia

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# COMMUNITY ENGAGEMENT ON A COLLEGE CAMPUS

BY MEGAN G. THOMPSON

Students can prevent sexual violence. This is the premise of the Community Engagement Project (CEP), an organizing model I implemented for two years on the University of Oregon (UO) campus. Based on a model created by Catlin Fullwood and the Family Violence Prevention Fund, the UO project was, to the best of our knowledge, the first CEP on a college campus. Using the UO project as a model, any college can create a CEP that works for its students.

The CEP holds that sexual violence is best prevented by members of the communities it affects. In a highly successful project spanning two terms and ending in spring 2005, I worked with a group of students from UO's Hamilton residence hall to create a sexual violence prevention project for their community. Student leaders interviewed their neighbors about relationships, sex, and sexual violence, and compiled the interviews into a twelve-minute film. We showed the film at a well-attended movie night, using it to spark small-group dialogue about sexual violence. For months after the movie night, students across campus continued to talk about the issues my students had raised. Starting this dialogue is a huge step toward ending the problem; I loved overhearing those conversations.

The CEP consists of four major steps: Identifying a community and key partners; recruiting community leaders; creating a project; and evaluating the project.

## Step 1: Identify a Community and Key Partners

A CEP community can be any group of students with a connection to each other, from a residential community to a student organization to a group of friends. The key is to find a community with incentive to participate. Maybe a member of the community has a strong personal interest in preventing sexual violence, or maybe members need a project for a class assignment. The Hamilton CEP met the hall's goals of building community and increasing student leadership and, as a primarily first-year hall, met my goal of targeting new college students.

Key partners are an essential component of an effective CEP. The project organizer will typically be an outsider to the community, so the success of a CEP hinges on finding internal support. External partners can also help guide the project by sharing best practices and expertise. For the Hamilton CEP, I convened a team of six key partners, including Hamilton's Complex Director, students, advocates from community agencies, and University staff with expertise in evaluation methods. The team met every few weeks to review the CEP's progress and give input.

## Step 2: Recruit Community Leaders

The most important step in the CEP is identifying community leaders who can create and implement the project. In a small community, the project organizer might ask students to nominate each other. Because Hamilton has more than 400 student residents, I asked the Complex Director and student staff to nominate community leaders and solicit self-nominations. The CEP team and I selected twenty community leaders.

For a CEP to succeed, the project organizer must successfully garner investment and commitment from the community leaders. I also presented the CEP as a leadership opportunity, providing the students with an internship description for their resumes, certificates upon completion, and myself as a reference and mentor. To thank them for their time and energy, I also distributed donated gift certificates to the campus bookstore. I also taught a peer theater program, and invited my peer theater students to the initial community leaders' meeting. The peer theater students used interactive theater techniques to introduce the problem of sexual violence and inspire excitement about the possibility of preventing it.

Importantly, community leaders do not have to be experts on sexual and dating violence; the project organizer and key partners can provide that expertise. Initial training of community leaders should therefore be minimal, but the leaders must receive extensive information about referral and support sources, and advocates should always be available to provide crisis support.

### Step 3: Create a Project

The project organizer cannot create the CEP project; it must be created, driven, and led by students. Giving up so much control can be scary for those of us trained to be community educators, but it is essential for the project to be truly community-generated. The project organizer's role is to facilitate brainstorming sessions, help find resources, keep the leaders on track, and ensure the project is always appropriate and safe.

Hamilton community leaders made all the decisions about their project. Ultimately, they decided to film interviews with their neighbors about sex, relationships, and sexual violence and show the resulting film at a hall-wide movie night. I helped them find resources for the project, identifying funding sources to pay for equipment and finding a student intern to edit the film. I kept the community leaders on-track throughout the process, reminding them of their goal and sharing relevant best-practice guidelines with them. Most importantly, I reviewed their plans to insure appropriate and safe implementation. For example, I talked extensively with my students about how to conduct interviews that were safe for survivors, ensured that an advocate was available, and reviewed all the footage to ensure survivor confidentiality.

The final CEP product was amazing. Community leaders interviewed their neighbors, asking them, "How do you define..." and listing several relevant words, such as relationships, sex, hooking up, consent, and rape. Responses were thoughtful, funny, serious, insightful, and occasionally troubling. We compiled the interviews into a twelve-minute video, which we showed at a hall-wide movie night. After showing the film, community leaders partnered with the peer theater students to facilitate dialogue. Peer theater students, having undergone extensive training about sexual assault and dating violence, provided issue-specific expertise, while community leaders provided expertise on their community.

### Step 4: Evaluation

CEP evaluation is essential; evaluation guides effective projects, helps secure funding, and provides feedback for every step of the project. A project organizer might create pre- and post-tests surveying attitudes and behaviors among community members, hold focus groups with community residents, or distribute written surveys. For the Hamilton CEP, we distributed pre- and post-knowledge surveys at the movie night and project satisfaction surveys to the community leaders. Our results showed a significant increase in knowledge about sexual assault and consent after the movie night, and a high level of satisfaction with the project among community leaders. Leaders wrote about applying their new skills and knowledge throughout their lives. Perhaps the greatest success of the Hamilton CEP was that we created organizers and leaders to continue the work of sexual violence prevention.

The Community Engagement model gives students tools to end sexual and dating violence. As the Hamilton CEP showed, community members are best suited to prevent violence in their own communities. On college campuses, investing trust and resources in students creates social change.

*If you have any questions or comments regarding this Community Engagement Plan, you can contact Megan at [mgt@uoregon.edu](mailto:mgt@uoregon.edu).*

# LEGAL ADVOCACY ON COLLEGE CAMPUSES

BY GRETTA F. JAROLIMEK

Throughout her college career, the American college woman faces a 20-25% chance of being raped. Of these women, 90% will report having known their attacker in some way prior to the assault. A staggering 42% will tell no one, not even a close friend or family member, about their victimization (American Association of University Women, 2004).

Not only do college survivors of sexual violence experience physical and emotional reactions to their victimization; the traumatic experience often infuses itself into their academic realm, making collegiate success increasingly challenging. Students who have been sexually assaulted often choose to withdraw from their courses, drop out of school altogether, or transfer to another academic institution (Warshaw, 1988).

## **Defining Your Role as Legal Advocate on College Campuses:**

Our awareness, at Alternatives to Violence, of the facts above impressed upon us a need to become involved with the colleges in our service area beyond basic outreach and crisis intervention. When we began, it was integral to understand the potential opportunities for advocacy that existed within our local college institutions. In seeking this understanding, it quickly became clear to us that there were many possible avenues for collaboration that were not being pursued.

University systems are often filled with resources (such as student counseling services, women's centers, multi-cultural centers, LGBTQ centers, ombudsmen, campus police, and departments responsible for enforcing student and faculty conduct concerns) waiting to be tapped by those in need. However, many student survivors shared that challenges in accessing these resources arose when they sought to navigate the maze of options without a map or guide. We began to think, "how can Alternatives to Violence expedite this process for our local student population, in turn ensuring that victims are aware of their rights and are well equipped to access their resources?"

In preparing to work more closely with campus-based professionals and groups, we first considered the manner by which information was currently being exchanged. Typically, advocates that work in counties with a college presence are already involved with their university in a number of ways. This involvement helps create a convenient inroad toward increased collaborative efforts between community-based and campus-based groups. One area that we found deserving of advocate's additional attention and collaborative effort was legal advocacy specific to the needs of college students.

Providing legal advocacy to college students requires a well-honed level of cultural competence and willingness to be creative, thus, reaching toward a higher standard of service provision to truly meet student survivors of sexual violence where they are at. Every campus environment contains within it a culture of its own; within this culture are potential barriers and probable allies waiting to be unearthed. The culturally competent legal advocate will avail her/himself to the resources within the local colleges in their service area. This knowledge will specifically equip the advocate with the knowledge to explain the difference between campus-based judicial systems and non-campus legal remedies; an integral starting off point for the legal advocate.

## **Campus-Based Judicial Systems:**

Most universities have what is known as a *Code of Conduct* which is available to the public and typically shared with all new students. Each *Code of Conduct* is unique in its sanctioning procedures, but the core purpose is addressing behavior that falls within the universities code of ethical behaviors and, notably, those behaviors (such as acts of harassment, sexual assault and rape) that are subject to sanctioning.

According to the Washington Administrative Code, public institutions can sanction students on the basis of misconduct. Sanctioning guidelines should indicate a range of options so that the final determination reflects the severity and nature of the specific violation (Washington Administrative Code 132F-121-110, 2003). Sanctions aim to reflect the nature of the misconduct, disciplinary history of the accused, the impact on the victim, and the impact on the community. Ideally, sanctions exist to help facilitate a victim's reclamation of her/his academic life.

University-based sanctions operate independently from state and federal criminal justice systems and apply a lesser burden of proof than required by either state or federal legal systems. A campus may opt to pursue an allegation of sexual assault that other criminal justice systems might dismiss. Due to this, the campus-based route toward legal justice may prove the most fruitful for the student victim.

### **Becoming Involved:**

When beginning to consider the possibilities that lie within collaborating with your local college, remember that on-going communication is paramount. As much as you are entering into this new facet of advocacy to learn about the array of options available at your local college(s), you are also indebted to share the services that community-based centers can offer. Since every campus plan must include a range of services that can be accessed by victims (including students, faculty and staff), the local community sexual assault program is well-equipped to help support this requirement. The local community-based sexual assault response center should ideally have a working agreement and/or protocols that specifically outline how and when regular contact and referrals will take place.

Systematic and ongoing collaboration with your local university will help prepare your sexual assault response center to provide quality services to student survivors in a well-informed and expeditious manner. This collaboration will equip your agency with the knowledge necessary to examine the inclusiveness of its current intake procedure. Ongoing contact will enhance regular university exchange of information, potentially initiating protocol development and broadening outreach efforts. In being proactive legal advocates, we will best ensure that information and services get to students and remain relevant helpers to those in need.

*Gretta Fiske Jarolimek is the Coordinator of Sexual Assault Services at Alternatives to Violence of the Palouse in Pullman, WA. Gretta received her B.A. in Human Services from Western Washington University and is currently an MSW candidate at Eastern Washington University. Other special projects that Gretta is actively involved with include her participation on WCSAP's Legislative Committee, increasing co-advocacy efforts between advocates in the sexual and domestic violence field and disability rights advocates, and increasing accessibility of services to teen and young adult survivors of sexual violence in new and meaningful ways.*



# EDUCATION RIGHTS FOR SURVIVORS OF SEXUAL ASSAULT: SCHOOLS' RESPONSIBILITIES UNDER TITLE IX

*Usually conjuring up images and stories about women and college sports, Title IX also plays an integral role in sex discrimination, including harassment and assault on college campuses.*

**CONTRIBUTED BY: CATHERINE A. CARROLL, LEGAL DIRECTOR, WCSAP**

This article provides an overview of Title IX of the Education Amendments of 1972. It is largely excerpted from the 2001 Federal Revised Sexual Harassment Policy Guidance. For more information on Title IX and applicable WA state laws, please go to our website at [www.wcsap.org](http://www.wcsap.org) and click on *Legal, for Legal Advocates, Education Rights for Sexual Assault Survivors*.

This document provides general legal information. It is not intended as legal advice nor does it provide legal advice. If you need legal advice you should consult an attorney. Laws change both as a result of legislative action and court decisions. The information here is current as of June 2005.

## **Federal Law - Title IX**

Title IX of the Education Amendments of 1972 is the federal statute prohibiting sex discrimination in education programs. The law states:

*No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance.*

## **Definitions of Sexual Harassment**

Sexual harassment is unwelcome conduct of a sexual nature. It can include unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal or physical conduct of a sexual nature.

Quid Pro Quo – A type of sexual harassment where a teacher (or responsible employee) conditions educational decisions or benefits on student's submission to unwelcome sexual conduct.

Hostile Environment – conduct serious enough to deny or limit a student's ability to participate in or benefit from the school's program based on sex.

## **Applicability of Title IX**

Title IX applies to *all* public and private educational institutions that receive federal funds, i.e. elementary and secondary schools, school districts, proprietary schools, colleges and universities. Education programs or activities include all of the school's operations including academic, education, extra-curricular, athletic and other programs of the school whether they take place at school facilities, on a school bus, or at a class or training program sponsored by the school at another location.

## **Title IX: Sexual Harassment Guidance**

Sexual Harassment is defined as, "*conduct of a sexual nature that is sufficiently severe, persistent or pervasive, to limit a student's ability to participate in or benefit from the education program or creates a hostile or abusive educational environment.*"

The focus is on whether the sexual harassment denies or limits, on the basis of sex, the student's ability to participate in or to receive benefits, services or opportunities of school programs.



## **Title IX Regulatory Compliance Responsibilities**

Recipients must agree that education programs and activities will be operated in compliance with Title IX regulations, including taking any action to remedy its discrimination or the effects of such in its programs. Recipients agree that in providing any aid, benefit or service to students, it will not discriminate on the basis of sex.

### **Sexual harassment of students is a form of sex discrimination prohibited by Title IX.**

Determining the school's responsibilities requires an assessment of whether the harassment is such that it denies or limits a student's ability to participate in or benefit from the educational program. Some of the factors used to evaluate a hostile environment for sexual harassment include, but are not limited to, the following:

- Degree to which the conduct affected one or more students' education
- The types, frequency, and duration of the conduct
- The identity of and relationship between the alleged harasser and the victim(s)
- The number of individuals involved
- The age and sex of the alleged harasser and the victim(s)
- The size of the school, location of the incidents, and context in which they occurred
- Other incidents at the school
- Incidents of gender-based, but nonsexual harassment

A common question that arises is whether or not the conduct was welcome. Conduct is unwelcome if the student did not request or invite it and "regarded the conduct as undesirable or offensive."

Under Title IX, the critical issue is whether the school recognized that sexual harassment (sexual assault) occurred, and took effective and prompt action calculated to end the harassment, prevent its reoccurrence and as appropriate, remedy the effect of the assault on the student.

Victims also have a right to information regarding the complaint against the other student, including information about sanctions imposed on a student found guilty of harassment.

It is important to consider that there is more than one right way to respond to sexual harassment. Title IX does not provide specific duties to schools because it encourages schools and educators to take a reasonable common sense approach to addressing issues of serious misconduct.

### **Nature of School's Responsibility to Address Sexual Harassment**

Factors used to determine whether harassment by teachers and other employees include, but are not limited to, the following:

- The type and degree of responsibility given to the employee, to provide aids, benefits, or services to students, to direct and control student conduct or to discipline students generally
- Degree of influence over student
- Where & when harassment occurred
- Age & education level of student involved

Harassment by other students or third parties (student to student sexual harassment) occurs when the harassing conduct is sufficiently serious to deny or limit the student's ability to participate in or benefit from the program AND if the school knows or reasonably should know, the school is responsible for taking immediate effective action to eliminate the hostile environment AND prevent its recurrence.

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# EDUCATION RIGHTS FOR SURVIVORS OF SEXUAL ASSAULT

## CONTINUED...

### **Notice of Employee, Peer or 3<sup>rd</sup> Party Harassment**

A school has a duty to respond to sexual harassment about which it reasonably should have known; i.e. if it would have learned of the harassment, if it had exercised reasonable care, or made a “reasonable diligent inquiry.”

A school has notice if a responsible employee “knew, or in the exercise of reasonable care, should have known” about the harassment. A responsible employee is any employee with authority to take action to redress the harassment, who has a duty to report, or any other employee who a student could reasonably believe has this authority or responsibility.

Thus, it is important that schools need to ensure employees are trained so those with authority to address sexual harassment know how to respond appropriately.

### **Prompt and Equitable Grievance Procedures**

Under Title IX, schools *must* adopt and publish a policy against sex discrimination and establish grievance procedures. Grievance procedures must apply to complaints of sex discrimination filed by students. Title IX does not require specific policies or procedures, only that they must be an effective means for preventing and responding to sexual harassment. Depending on the district’s policies under Title IX, they may or may not include specific responsibilities regarding the provision of resources to victimized students.

If students are unaware of what kind of conduct constitutes sexual harassment or that such conduct is prohibited sex discrimination, a school’s general policy and procedures relating to sex discrimination complaints are not considered effective.

### Elements of an Effective Grievance Procedure

- Notice to students, parents and employees of the procedure, including where complaints may be filed
- Application of procedures to complaints
- Adequate, reliable and impartial investigation of complaints – including opportunity to present witnesses and other evidence
- Designated and reasonably prompt timeframes for the major stages of the complaint process
- Notice to all parties of the outcome

### **Title IX Violations - Office of Civil Rights (OCR) Investigations**

If you believe a school is not in compliance with Title IX you may file a complaint with the federal Department of Education, Office of Civil Rights (OCR). Complaints filed with OCR may include, but is not limited to, the following:

- Does the school have a disseminated policy prohibiting sex discrimination under Title IX and effective grievance procedures?
- Did the school appropriately investigate or otherwise respond to allegations of sexual harassment?
- Did the school take immediate and effective action to end the harassment, prevent its recurrence and remedy its effects?

Please visit the above mentioned link, *Education Rights for Sexual Assault Survivors*, on our website for more information on this subject.

# EVALUATION AND SOCIAL CHANGE, PART III: CREATING AN EVALUATION PLAN

BY SARAH STACHOWIAK & HALLIE GOERTZ

*Remember Pam? She's involved with a local stakeholder group that is working to decrease "victim-blaming" in the community and has been thinking about ways that they can assess their work. So far, Pam has written and prioritized outcomes to demonstrate the impact of their work and developed indicators to measure progress in achieving these outcomes.*

Pam is wondering how she can use their outcomes and indicators to understand what progress the stakeholders' activities are making to decrease "victim-blaming" in the community. The next step in the process is to choose an evaluation design, develop an evaluation plan, and identify data collection tools.

**Selecting a Design.** Before assessing a program, an appropriate evaluation design must be selected. The design provides the master plan for conducting data collection. It is like a blueprint for architects or a strategic plan for organizations. Evaluation designs can vary from very low intensity to extremely rigorous, with a lot of room in between. Here are some examples of evaluation designs that might be considered by CSAPs doing community development work:

Type of Design	Indicators	Resource Intensity
Post-Program Measures	Tools describe outcomes (e.g., behavior, attitude, knowledge changes) <i>after</i> a program.	Low
Pre-and Post-Program Measures	Describes participants' scores on expected outcomes <i>prior to and following</i> a program	Moderate
Post-Program Measures and Benchmarks	Same as post-program, except similar scores are also collected from partner organizations or other targets for <i>comparisons</i>	High
Pre- and Post-Program Measures and Long- Term Post-Program Measures	Same and pre- and post-program measure approach with <i>additional scores obtained again at a later point in time.</i>	High

Things to consider when making decisions about an evaluation design include:

- When do you expect change to occur? Immediately? Gradually?
- Will there be milestones, or shorter-term outcomes, that will be seen along the way?
- What resources are available for data collection and analysis?

Community development work is often not a "program" but rather a number of coordinated activities, or strategies, to create social change. When considering an evaluation design, think about the activities that will be undertaken and when opportunities to collect data are possible and will provide useful information. For example, one community may decide that they want to see what impact can be seen after six months. Another could use needs assessment information as a baseline and then do a community survey annually to have a pre-post design. No one design is "right." A design should be chosen that will be do-able and informative.

## Developing an Evaluation Plan

An evaluation plan combines all of the information about outcomes, indicators, data collection and sampling. Here is a typical evaluation plan layout with descriptions of each component.

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## EVALUATION AND SOCIAL CHANGE: CONTINUED

Outcomes	Indicators	Data Collection Methods and Tools	Frequency and Schedule of Data Collection	Sampling Strategy
List each outcome identified previously.	List each outcome identified previously.	Identify how indicators will be measured (e.g., surveys, interviews, focus groups, official statistics, etc.)	Describe when and how often data will be collected.	State who data will be collected from. If data is collected from a population of over 100, consider sampling.

Pam's stakeholder group's evaluation plan might look something like this:

Outcomes	Indicators	Data Collection Methods and Tools	Frequency and Schedule of Data Collection	Sampling Strategy
Community members understand victim-blaming	Community members can identify three rape myths.	Short survey	Annually at community summer fair	Summer fair attendees

For their community development work, Pam's group decided to use a post-program measures design over time. This will allow the group to see how community members at large are changing their opinions about victims of sexual violence.

### Developing Data Collection Methods

Data collection is always a balancing act between collecting data that are comprehensive enough to serve your needs and finding process and scopes that are reasonable to implement. As you determine the tools and data collection methods, keep in mind a few things:

- Who is in the best position to collect the data?
- What data are already being collected that could provide insight into these outcomes?
- What is the timeframe for capturing this information? Is an annual survey or check-in appropriate?
- Who is the audience? The intended audience can help you determine the most appropriate method.
- Which questions, methods and outcome indicators are most culturally appropriate? Think about translation of materials, the importance of establishing trust and whether methods are culturally sensitive.

Once the evaluation plan is designed, Pam's group will want to implement the evaluation and report results. This information may help them better understand the impact they are having, find problem areas or opportunities for improvement, secure additional funding, and share their work with other stakeholders.

If you have questions or would like technical assistance on evaluation of prevention efforts, contact Organizational Research Services at 206.728.0474 and ask for Sarah Stachowiak (sarahs@organizationalresearch.com, extension 10) or Hallie Goertz (hgoertz@organizationalresearch.com, extension 24).

# WHAT'S GOING ON? WA CAMPUS NEWS

## UNIVERSITY OF PUGET SOUND

Our orientation program included a session titled "When Hello Gets Out Of Hand." It includes a short skit written and performed by Orientation leaders and small group follow-up conversations. Most of our first year students attended this session and had wonderful discussions in their small groups for over an hour. The other major initiative was not prevention but rather improved our ability to respond to a sexual assault situation. We developed a folder that included protocols, checklists, and resource materials that first responders could use when working with a survivor and alleged perpetrator. The intent was to put at the finger tips of responders all the information they would need to effectively address a sexual misconduct incident. This year we are beginning the process to examine our university sexual assault policy with an eye towards improving it and the process for holding perpetrators accountable for their actions that is more survivor sensitive.

## UNIVERSITY OF WASHINGTON

This is an exciting year for us at SARIS (Sexual Assault and Relationship Violence Information Service) at the University of Washington. We are looking forward to expanding our prevention model by outreaching with more departments and organizations, both on and off campus. During Fall Quarter, SARIS participates in our Housing and Food Services Residential Life Adviser Training. This partnership has created an opportunity for SARIS to engage our Residential Life Advisers in learning about rape culture, supporting survivors and the dangers of alcohol and sexual assault. In the upcoming year, SARIS has made plans to work with our campus Q Center in providing sexual assault prevention training for the GBLT community on campus. SARIS also advises CORE (Committee Organizing Rape Education). CORE is a student-run peer education group that is dedicated to ending sexual violence by facilitating discussion about the culture of violence and sexual assault prevention. CORE volunteers undergo 40 hours of training during Winter Quarter and are trained to present to fraternities, sororities, and various classes on campus. Spring is when SARIS and CORE host the annual Sexual Assault and Relationship Violence Awareness (SARVA) Week. SARVA is the culmination of a year's worth of hard work where we take time to highlight issues of sexual and relationship violence with events and programs. "Take Back The Night" headlines our week with guest speakers and performances. In the midst of all this training and programming, SARIS remains committed to providing University of Washington Students with a safe and confidential starting point for survivors of sexual assault and relationship violence.

## CENTRAL WASHINGTON UNIVERSITY

There are a variety of events, trainings and campaigns planned for the upcoming year through the Wildcat Wellness Center at Central Washington University. Some of this year's highlights are listed below:

- Red Zone Programming: Two presentations in two residence halls focused on prevention opened to all students.
- Violence Prevention Consultations and Workshops with Alan Berkowitz, Oct. 26-27, 2005.
- Sexual Violence Commission Meetings: Oct. 20th, Nov. 17th, & Dec. 15th. This commission was appointed by the president of the university and focuses on reducing sexual violence on our campus. Faculty, staff and students are involved in the commission. Right now the commission is working on educating the faculty and has created a step by step guide to assist them if a victim was to report to them.
- Sponsoring a meeting for the College Coalition for Safety and Sexual Violence Prevention and the Director and Health Educator of the Wellness Center are on the Steering Committee for this coalition.
- Women's Self-Defense program (RAD) will happen Oct. 4,5,6 in collaboration with Campus Safety and Police Services, this program will become a credited class winter quarter.
- We are also creating our own Collegiate Sexual Assault Prevention Week for Winter Quarter. We believe this is a more appropriate time for the college population than in spring.

# WHAT'S GOING ON? WCSAP NEWS

## LINKS ON CAMPUS SEXUAL ASSAULT

- **Stop Campus Rape of Indiana University** [StopCampusRape.net](http://StopCampusRape.net)  
“[This site] is designed for any person seeking information, courses, and an opportunity to dialog with other professionals who are working with these issues on their campus.”
- **Security on Campus** <http://www.securityoncampus.org>  
“To educate prospective students, parents and the campus community about the prevalence of crime on our nation’s college and university campuses...”
- **American Association of University Women** <http://www.aauw.org/campusconnection>  
“Since 1881, the American Association of University Women has been the nation’s leading voice promoting education and equity for women and girls.”

## PREVENTION WEBSEMINARS

This year the Prevention Department is trying something new. We will offer four web based seminars on a variety of Prevention topics, such as community development and evaluations. Email notifications with more specifics will be sent out soon.

## SURVEY RESULTS!

Thanks to those CSAP’s who took a few minutes to fill out our PISC survey, your responses were greatly appreciated. We hope to use these suggestions to improve our newsletter, and make sure we are providing you with the information and resources you need! Please send any further questions or comments to Meghan at [meghan@wcsap.org](mailto:meghan@wcsap.org).

## CHECK OUT NEW PREVENTION RESOURCES AVAILABLE IN THE WCSAP LIBRARY

- *Nonviolent Communication A Language of Life 2<sup>nd</sup> Edition*  
By Marshall B. Rosenberg, Ph.D. (PuddleDancer Press, 2003)
- *It Takes a Family: Conservatism and the Common Good*  
By Rick Santorum (ISI Books, 2005)
- *The Men’s Program: A Peer Education Guide to Rape Prevention 3<sup>rd</sup> Edition*  
By John D. Foubert (Brunner-Routledge, 2005)
- *From the Ground Up: A Workbook on Coalition Building & Community Development*  
Edited by Gillian Kaye and Tom Wolff, Ph.D. (AHEC/Community Partners, Inc., 2002)



## ADVOCACY STRATEGIES & RESOURCES

### Understanding Local Policies & Procedures

Determine whether or not the conduct is of a sexual nature that is sufficiently severe, persistent or pervasive to limit a student's ability to participate in or benefit from the education program or create a hostile or abusive educational environment? If yes, then you have a Title IX violation that the school is obligated to address once it receives notice of such a violation. If no, then Title IX may not be applicable.

Each school must have a grievance procedure in place for the sexual assault victim to access. Remember, the focus is on whether or not the harassment, e.g. the sexual assault, denies or limits the student's ability to participate in or benefit from the educational program.

Become familiar with what the school's policies are – and what the grievance process is. Work with your local schools to make sure they have effective policies and procedures. Know who the Title IX Compliance Officer is for your school district and learn how to educate students about what conduct is prohibited and how to report sexual harassment.

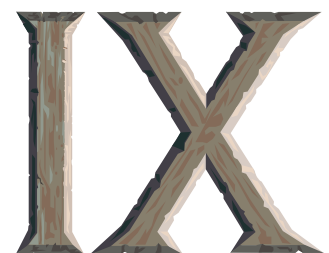
The school's obligations are generally not changed because of a criminal investigation. Under Title IX they are still required to conduct their own investigation. However, depending on the facts of the case, due process rights of the accused may impact how a school conducts its' investigation. In short, a criminal defendant's due process rights will generally trump a victim's right to privacy under FERPA but should not conflict with the school's ability to meet its obligations under Title IX.

If sexual assault occurs in the educational setting, teachers and administrators also have a duty as mandated reporters to report the suspected abuse to Child Protective Services and/or law enforcement.

Advocacy and developing positive collaborative working relationships with your local schools and administrators is the best way to support and protect sexual assault victims in school settings.

## RESOURCES

- **1997 Guidance on Sexual Harassment**  
<http://www.ed.gov/about/offices/list/ocr/docs/sexhar01.html>
- **2001 Revised Sexual Harassment Guidance**  
<http://www.ed.gov/offices/OCR/archives/pdf/shguide.pdf>
- **American Association of University Women (AAUW) Legal Advocacy Fund resources:**  
<http://www.aauw.org/laf/library/assault.cfm>
- **Legal Momentum, Publications & Resources**  
<http://www.legalmomentum.org/pub/index.shtml#vaw>





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