



Presidential Committee on Campus Sexual Misconduct: Findings and Recommendations

Temple University
2014



Table of Contents

Executive Summary2

A. Introduction.....4

B. Methodology.....4

C. Subcommittee Findings.....5

 1. Results of Climate Survey.....5

 2. Resources for Training and Interventions at Temple University.....14

 3. Temple University Sexual Misconduct Website.....17

 4. Adjudication Process.....17

D. Recommendations.....18

Committee25

Executive Summary

Temple University President Neil Theobald formed the Presidential Committee on Campus Sexual Misconduct in September 2014 and charged it with obtaining a comprehensive understanding of the current policies, procedures, and campus climate regarding sexual misconduct, as well as developing strategies and recommendations to ensure that Temple University is providing a safe and healthy environment for all members of the Temple community. To achieve these goals three subcommittees were formed, including Current Education, Policies, Support, and Adjudication; Best Practices; and Climate Survey. The subcommittees met regularly between September and December 2014.

The Current Education, Policies, Support, and Adjudication subcommittee reviewed a variety of programs, resources, and policies currently in place at Temple. The subcommittee determined that Temple already has in place many of the support services, adjudication procedures, educational programs, and policies recommended by the U.S. Department of Education.

The Best Practices subcommittee conducted extensive literature reviews to identify best practices on sexual misconduct prevention and education. The subcommittee also conducted a review of research on effectiveness of sexual misconduct interventions on college campuses.

The Climate Survey subcommittee conducted a sexual misconduct climate survey to assess students' perceptions of university leadership, policies, and reporting related to campus sexual misconduct; knowledge of policies and reporting procedures; perceptions regarding readiness to help; bystander confidence; incidence of sexual misconduct events; and preferred resources and services to assist with events of sexual misconduct. While the survey found generally positive perceptions of Temple's leadership, policies, and reporting, it also indicates areas that can be improved upon; these areas serve as a basis for the recommendations presented in this report.

Based on the findings of the three subcommittees, the Presidential Committee on Campus Sexual Misconduct proposes a number of recommendations to help ensure that Temple University is addressing sexual misconduct prevention needs and providing the most effective services to the university community by increasing the education on sexual misconduct and strengthening the infrastructure of sexual misconduct resources and services.

The committee recognizes that its recommendations must be evaluated in light of available resources, which may vary over time depending on forces and actions external to the university. Therefore, the committee's recommendations are presented with the goal of providing the maximum benefit to the university community to educate on and prevent sexual misconduct through a number of alternative structures depending on the level of investment that may be possible in the near-, mid-, and long-term.

The major recommendations of the Committee are as follows:

- Upgrade misconduct education through programs that are comprehensive in addressing multiple levels of influence for sexual misconduct and integrate various interventions that work together in sufficient dosage with repeated exposure
- Engage in university-wide informational and educational campaigns that are tailored to the different university stake-holder communities and assure that all members of the university complete baseline training
- Improve the organization and accessibility of information regarding sexual misconduct policies, procedures, and resources by restructuring a ‘one stop, one shop’ website that is no more than 2-3 clicks from the Temple University homepage
- Include sexual misconduct website location in course syllabi
- Improve accessibility of training support materials by offering them in languages other than English and various formats to ensure their relevance to different cultural groups
- Explore how to provide 24/7 counseling and hotline support services
- Enable anonymous reporting of sexual misconduct incidents
- Offer amnesty to victims of sexual misconduct for alcohol and drug-related infractions that occur in conjunction with an act of sexual misconduct
- Create a centralized sexual misconduct office to develop and expand educational offerings, provide coordinated and comprehensive support for victims, and coordinate existing services and campus-wide efforts
- Invest in additional staff for counseling, support, and education
- Review and update all appropriate policies and practices as they pertain to adjudication to ensure they meet or exceed requirements, including providing more training for Student Conduct Board members and incentives to serve on the board.

A. Introduction

Recently, significant national attention has been given to sexual misconduct on college and university campuses. The national discussion about campus sexual misconduct and recent investigations initiated by the Department of Education pertaining to allegations of Title IX sexual harassment and sexual assault violations by a variety of institutions of higher education has motivated Temple to institute a full review of the university's policies, educational programs, enforcement, victim support, and adjudication efforts. Campus police data, Student Conduct referrals, and Equal Opportunity Compliance investigations of alleged sexual harassment and sexual assault, corroborate the view that comprehensive analysis of this issue on Temple's campus is appropriate at this time.

In September 2014, Temple University President Neil Theobald formed the Presidential Committee on Campus Sexual Misconduct and charged it with obtaining a comprehensive understanding of the current policies, procedures, and campus climate, as well as developing strategies and recommendations to ensure that Temple University is providing a safe and healthy environment for all members of the Temple community. The committee was chaired by Dr. Laura Siminoff, Dean of Temple's College of Public Health, and made up of faculty members, administrators, and students.

B. Methodology

To accomplish its mission, the members of the committee were divided into three subcommittees: 1) Current Education, Policies, Support, and Adjudication; 2) Best Practices; and 3) Climate Survey. The respective goals of the subcommittees were to review current Temple University policies and procedures, assess best practices from other institutions, and conduct a university-wide climate survey to better understand students' perceptions of the issue of sexual misconduct.

For the purposes of the committee's work, *sexual misconduct* was defined as "a range of behaviors that are unwanted by the recipient and include remarks about physical appearance; persistent sexual advances that are undesired by the recipient; unwanted touching; unwanted oral, anal, or vaginal penetration or attempted penetration; the unwanted taking and or releasing of nude photographs; and stalking."

The subcommittees convened regularly between September and December 2014. The Current Education, Policies, Support, and Adjudication subcommittee reviewed a variety of programs, resources, and policies currently in place at Temple, including: educational programs for students, faculty, and staff; current victim support services provided by the Sexual Assault Counseling and Education unit of Tuttleman Counseling Services, Donna Gray of Campus Safety Services, and the Wellness Resource Center; police procedures for reports of sexual misconduct; the student conduct process; and a cursory review of 1) the Education and

Prevention of Sexual Assault, Domestic Violence, Dating Violence, and Stalking Policy and 2) the Student Conduct Code.

The Best Practices subcommittee focused on both prevention and intervention strategies at other universities. The subcommittee reviewed the research literature on efficacy of preventive strategies, in addition to government and organizational resources for best practices on sexual misconduct prevention and education. The subcommittee also conducted a review of research on evidence for the effectiveness of sexual misconduct interventions on college campuses. Lastly, the subcommittee met with key Temple University staff to ascertain their suggestions regarding resources and changes necessary to provide better education and response to campus sexual misconduct.

The Climate Survey subcommittee conducted a review of the literature on campus climate surveys and consequently developed a survey adapted from the Office on Violence Against Women's proposed campus climate survey to the Temple student population and service environment (Office on Violence Against Women [OVW], 2014). After review by the Temple University Institutional Review Board the survey was piloted with students and edited based on their recommendations. The survey was then administered in two waves using Qualtrics. The first wave, occurring in November 2014, had a total of 1,407 surveys completed out of 16,000 sampled students, for a response rate of 8.8%. Only completed surveys were used for analysis. The second wave of surveys, occurring in February 2015, had a total of 2,356 completed out of 17,442 sampled students, for a response rate of 13.5%; no students new to Temple in the spring 2015 semester were invited to complete the survey. The combined response rate for both waves of the survey was 11.3%. The web-based survey assessed Temple University undergraduate and graduate students' perceptions of leadership, policies, and reporting related to: a) campus sexual misconduct, b) knowledge of policies and reporting, c) perceptions regarding readiness to help, d) personal bystander confidence and confidence in others, e) incidence of sexual misconduct events, and f) suggested resources and services to assist with events of sexual misconduct.

C. Subcommittee Findings

1. Results of Climate Survey

The 2014 Climate Survey conducted by the Climate Survey subcommittee generated a total of 3,763 complete surveys out of 33,442 sampled Temple University (TU) students; the response rate was 11.3%. Only completed surveys were used for analysis. Undergraduate students accounted for 2,961 of the completed surveys, while graduate students accounted for 802 surveys. An overview of the survey findings is presented below, and additional details can be found in the Technical Report included in Appendix A.

For the purposes of the Climate Survey, *sexual misconduct* was defined as “a range of behaviors that are unwanted by the recipient and include remarks about physical appearance; persistent sexual advances that are undesired by the recipient; unwanted touching; unwanted oral, anal, or

vaginal penetration or attempted penetration; the unwanted taking and or releasing of nude photographs; and stalking.” *Stalking* was defined as “a pattern of repeated and unwanted attention, harassment, contact, or any other course of conduct directed at a specific person that would cause a reasonable person to feel fear.”

Survey Limitations

There are some limitations to the data collected in the 2014 Climate Survey. First, the response rate was low (11.3%). Receiving only 3,763 completed surveys from a sample of 33,442 is likely indicative that the responses and experiences relayed by those participating are not representative of the student population. To the extent that respondents’ propensity for participating in the survey is associated with the fundamental topic of the survey, self-selection bias is a likely problem. Participation based on a predetermined characteristic, like having previously experienced sexual misconduct or having certain attitudes towards the topic, can produce a sample that is not representative of the population as a whole (Olsen, 2008; Regents of the University of California, 2014). Ultimately, it cannot be determined how participants and non-participants may be inherently different. Second, some technological errors did occur during the implementation of the survey. During both survey waves Qualtrics experienced some errors with skip logic and conditional questioning. In the first wave some students who experienced at least one form of sexual misconduct were not asked the related follow-up questions to assess the events in greater detail (i.e. how many times the type of event occurred, whether or not the event(s) were reported, or who was involved). In both the first and second waves, errors occurred with the conditional questioning related to policy and prevention trainings. Therefore, it is not known if these individuals’ experiences may have notably differed from those of others who did not encounter technological difficulties.

Also, the number of sexual misconduct events reported by some subgroups was low (e.g., graduate students, individuals identifying as other gender). Consequently, it is difficult to draw conclusions based on a small sample size. Additionally, the survey was conducted in two distinct waves with four months passing in between; this may have led to differences in how participants in the first and second waves answered questions. However, results of the two waves of surveying were compared and no significant differences were found. Finally, six questions were modified between the survey waves. Four questions were condensed into two prior to the initiation of the second wave and two questions were condensed into one halfway through the second wave due to technological errors. The differing presentation of the questions may have led to differences in how participants responded to the questions.

Demographic Description of the Sample

Of the 3,763 surveys included in the analysis, 73.8% were between the ages of 18 and 23, while 26.2% were 24 or older. Respondents primarily self-identified as white (68.8%), Asian (11.3%), or black or African American (10.1%). Additionally, 5.7% identified as being of Hispanic or Latino ethnicity and 94.3% identified as non-Hispanic. Respondents identified as female

(62.9%), male (35.8%), and “other gender” (1.3%); the Temple student population by gender is about 51% female and 49% male. A higher percentage of respondents being female is typical of online surveys (Smith, 2008). The majority of respondents identified as heterosexual (85.0%), with fewer identifying as bisexual (7.5%), gay (2.2%), lesbian (1.6%), and questioning (1.9%). Sexual orientation was similar between undergraduate and graduate students.

Over half of respondents (53.3%) reported being a student at Temple for less than two years (graduate: 47.9%, undergraduate: 56.0%). Additionally, 92.4% of respondents reported spending the majority of their time on Temple’s main campus (graduate: 70.8%, undergraduate: 98.2%). Graduate students more often reported spending their time on another campus than did undergraduate respondents, including the Health Sciences campus (17.5%) and the Center City campus (5.1%). Undergraduate respondents more often reported living on or near campus (59.2%) compared to graduate students (17.2%); 82.8% of graduate students live more than 10 blocks from campus. Of those responding to the survey, 7.5% were affiliated with a social fraternity or sorority.

Survey Results: Perceptions of Leadership, Policies, and Reporting

Graduate student survey respondents were generally more confident in the university’s leadership and policies than were undergraduate students. While the majority of graduate respondents positively perceived that the university would take corrective action against the offender (72.5%) and would take steps to protect the safety of the person making the report (78.2%), undergraduate respondents were less confident (66.9% and 72.0%, respectively). Students were the most positive about the university’s ability to keep knowledge of a sexual misconduct report limited to those who need to know in order to appropriately respond to the report (graduate: 89.0%, undergraduate: 85.7%). Perceptions of the likelihood (*very likely*, *moderately likely*, and *slightly likely*) of retaliation against the victim (graduate: 94.0%, undergraduate: 93.2%) and negative effects on educational achievement of the victim (graduate: 82.3%, undergraduate: 81.6%) were the least favorable.

In order to provide a summary score of the items assessing these perceptions, a mean item score and mean scale score were derived (after recoding two items for directionality) for the total sample. The mean item score, the average score for the individual items, was found to be 2.91, which is equivalent to *moderately likely*. The mean scale score, the average total score for the scale, was 32.00 (SD=6.86) of a possible maximum score of 44.

On average, male graduate and undergraduate respondents have more positive perceptions of Temple’s leadership and policies than do female graduate and undergraduate respondents. Male respondents had more favorable perceptions than females on each measure. For instance, 93.7% of graduate males and 86.3% of undergraduate males indicated that the university is *very likely* or *moderately likely* to take a report seriously, while 83.3% of graduate females and 71.1% of undergraduate females responded in this manner. Also, 86.2% of graduate males and 79.4% of undergraduate males believe that the university is *very likely* or *moderately likely* to take

corrective action against the offender, while 64.7% of graduate female respondents and 60.6% of undergraduate female respondents believe this. These differences in perception can be seen through the calculated mean item score for each group: graduate males (3.16), undergraduate males (3.06), graduate females (2.88), and undergraduate females (2.80); the higher the mean item score, the more positive the perceptions held by that group.

Survey Results: Training

Over two-fifths of respondents, 41.1% of graduate respondents and 42.8% of undergraduate respondents, reported having received training on Temple's policies and procedures regarding sexual misconduct; 18.7% and 18.2%, respectively, were not sure. First-year students (47.5%) were the most likely to report having received this training. For graduate respondents, training on policies and procedures was reported as being primarily received through new student orientation (24.8%), another specialized training (26.9%), or other, which primarily included online trainings and trainings related to employment (39.1%). Undergraduate respondents most often reported having received training during new student orientation (58.5%), a program for an organization (19.4%), or during Welcome Week (18.5%).

Similar to training on policies and procedures, 41.9% of respondents reported having received training in prevention of sexual misconduct (graduate: 32.7%; undergraduate: 44.4%), although 16.8% were unsure if they had received this training. Of those who received training in sexual misconduct prevention, 24.0% found it to be *very useful* (graduate: 25.5%, undergraduate: 23.7%) and 32.9% found it to be *moderately useful* (graduate: 30.0%, undergraduate: 33.5%); however, 7.2% reported that the training was *not useful* (graduate: 7.2%, undergraduate: 7.2%).

Survey Results: Knowledge of Policies and Reporting

Over one-half (58.3%) of survey respondents *agreed* or *strongly agreed* that they knew where to get help if they experienced sexual misconduct; more undergraduate respondents (58.3%) agreed than did graduate respondents (48.0%). Respondents were less familiar with Temple's formal procedures for addressing complaints of sexual misconduct; 37.6% *agreed* or *strongly agreed* that they knew Temple's formal procedures to address complaints of sexual misconduct. Although students reported not necessarily knowing the formal procedures, over half (55.6%) have confidence that Temple administers the procedures to address complaints fairly; 17.3% *disagreed* or *strongly disagreed*.

Survey Results: Readiness to Help

Almost one-half (47.3%) of respondents believe that sexual misconduct is a problem at Temple University; 35.4% *neither agree nor disagree*. Undergraduate respondents were more likely than graduate respondents to believe that sexual misconduct is a problem at Temple. Undergraduates (61.3%) were also more likely to feel there is a need to think about sexual misconduct on campus than were graduate respondents (56.7%). Undergraduate (40.5%) and graduate (40.1%) respondents were equally likely to believe there is something they can do about sexual

misconduct at Temple. Half (50.8%) of respondents think they should learn more about sexual misconduct, while 32.7% *neither agree nor disagree*.

Survey Results: Bystander Confidence, Self

Overall, respondents had confidence in themselves to personally intervene if they observe potential sexual misconduct. Over half of respondents said they were *very likely* or *moderately likely* to confront other students who make inappropriate sexual comments (graduate: 60.0%, undergraduate: 59.7%) and to report students who engage in sexual harassment or unwanted sexual behaviors (graduate: 71.1%, undergraduate: 68.3%). An even greater number of respondents reported being likely to report students who use force to engage in sexual contact (graduate: 85.1%, undergraduate: 78.8%). Proportionately, more graduate students reported being likely to act than did undergraduate students.

For both graduate (54.1%) and undergraduate students (47.6%), about half of the survey respondents said they were *not at all likely* to allow personal loyalties to affect reporting of sexual misconduct incidents. Likewise, few respondents (17.2%) said they were *very likely* or *moderately likely* to not report an incident of sexual misconduct for fear of being punished for an infraction such as underage drinking; more undergraduate respondents (19.1%) answered in this manner than did graduate respondents (10.3%). The majority of respondents reported that they were *very likely* or *moderately likely* (graduate: 81.4%, undergraduate: 77.8%) to be willing to be interviewed or serve as a witness in a sexual misconduct case; only 3.9% of graduate respondents and 5.5% of undergraduate respondents felt they were *not at all likely* to do so.

In order to provide a summary score of the items assessing personal bystander confidence, a mean item score and mean scale score were derived (after recoding two items for directionality) for the total sample. The mean item score, the average score for the individual items, was found to be 3.14, which is equivalent to *moderately likely*. The scale mean score, the average total score for the scale, was 18.82 (SD=3.41) of a possible maximum score of 24.

Survey Results: Bystander Confidence, Others

Respondents were less confident that other students would intervene as compared to how they believed they would respond when observing potential sexual misconduct. While about 60-80% of respondents, depending on the circumstance, said they personally were *very likely* or *moderately likely* to intervene, they reported believing only 30-50% of other students would intervene in the same circumstance.

One-third (33.3%) of respondents said they perceived that other students were *very likely* or *moderately likely* to confront another student who makes inappropriate sexual comments; 39.6% believed other students would report a student engaging in unwanted sexual behavior.

Respondents were more likely to have confidence that other students would report a student using force to engage in sexual behavior (48.8%). Graduate students reported less confidence that others would confront students or report those engaging in unwanted sexual behavior as compared to undergraduate respondents.

Few respondents (13.6%) said they believed others were *not at all likely* to allow personal loyalties to affect reporting of sexual misconduct incidents; over half (56.7%) of respondents said others were *very likely* or *moderately likely* to allow personal loyalties to affect whether or not they would report an incident of sexual misconduct. Also, 56.4% of respondents perceived that others were *very likely* or *moderately likely* to choose not to report an incident of sexual misconduct for fear of being punished for an infraction such as underage drinking; 16.6% of respondents felt that others were *not at all likely* to allow this to affect their reporting. Less than half (44.6%) of respondents have confidence that others are *very likely* or *moderately likely* to be willing to act as a witness or be interviewed in a sexual misconduct case; 13.5% felt that others were *not at all likely* to do this. Graduate respondents generally had less favorable levels of confidence in other students' ability or willingness to act regarding sexual misconduct than did undergraduate respondents.

The mean item score for the total sample, the average score for individual items on the scale, was found to be 2.36 (somewhat likely), while the mean scale score, the average total score for the scale, was 14.17 (SD=3.95) of a possible maximum score of 24. On average, respondents perceived that other students were *somewhat likely* to intervene in sexual misconduct events, but state that they themselves were *moderately likely* to intervene; this can be seen in the mean item score of 2.30 when discussing others and a mean item score of 3.14 when discussing one self. Likewise, the mean scale scores also differed between perceptions of other (14.17, SD=3.95) and self (18.82, SD=3.41), indicating that respondents have higher confidence in their own likelihood to act than that of others.

Survey Results: Prevalence of Sexual Misconduct

For the purposes of the Sexual Misconduct Climate Survey, *sexual misconduct* was defined as “a range of behaviors that are unwanted by the recipient and include remarks about physical appearance; persistent sexual advances that are undesired by the recipient; unwanted touching; unwanted oral, anal, or vaginal penetration or attempted penetration; the unwanted taking and or releasing of nude photographs; and stalking.” *Stalking* was defined as “a pattern of repeated and unwanted attention, harassment, contact, or any other course of conduct directed at a specific person that would cause a reasonable person to feel fear.” Respondents who started at Temple University in the fall 2014 semester were asked about sexual misconduct events that occurred only during the fall semester; respondents who had been at TU prior to the fall 2014 semester were asked about sexual misconduct events that occurred during the 2014 calendar year. No students new to Temple in the spring 2015 semester were included in the survey.

Overall, 29.1% of respondents reported knowing someone who was a victim of sexual misconduct in 2014: 49.6% of undergraduate and 10.6% of graduate respondents knew a victim. Of the 29.1% of respondents reporting knowing a sexual misconduct victim at TU, the majority knew one person (47.7%), followed by two (24.7%), three (12.2%), or four or more (13.3%).

Survey respondents identified a total of 971 events of sexual misconduct for 2014: 919 among undergraduate respondents and 52 among graduate respondents. While an individual may have experienced only one form of event, it may have occurred multiple times. Therefore, the total of 971 is not an absolute frequency of events, but rather a measure of the sum of the number of types of events experienced by individual respondents.

There were 626 unique respondents who identified as having experienced at least one sexual misconduct incident (graduate: 40, undergraduate: 586). Overall 16.6% of all survey respondents experienced at least one form of sexual misconduct. The majority of the 626 respondents experienced one type of event (64.1%). Multiple types of events by an individual occurred as follows: two (23.6%), three (6.5%), four (4.6%), and five (1.1%). The most common types of events experienced by respondents were forced touching of a sexual nature (graduate: 25, undergraduate: 443), stalking (graduate: 14, undergraduate: 195), forced sexual intercourse (graduate: 2, undergraduate: 76), and forced sexual penetration with a finger or object (graduate: 1, undergraduate: 75). While an individual may have experienced only one form of event, it may have occurred multiple times.

A greater proportion of undergraduate respondents (19.8%) were victims of sexual misconduct than graduate respondents (5.0%). Additionally, respondents living on campus or within 10 blocks of campus had a greater proportion of individuals experiencing events of sexual misconduct (22.9%), as compared to respondents residing more than 10 blocks from Temple's campus (7.6%).

Although the frequency of individuals who experienced sexual misconduct was greater among those not affiliated with a social fraternity or sorority and among individuals identifying as heterosexual, proportionally individuals affiliated with Greek life and those identifying as non-heterosexual were more likely to have experienced sexual misconduct. While this analysis does suggest that proportionately more individuals affiliated with Greek social life have experienced sexual misconduct than have individuals not affiliated with social Greek life, this does not suggest anything about the affiliation of the perpetrator or where the incident occurred. Of those respondents affiliated with social Greek life, 23.2% were victims of sexual misconduct, compared to 16.1% of non-Greek life respondents. Likewise, 26.1% of non-heterosexuals were victims of sexual misconduct, compared to 15.0% of heterosexuals.

The frequency of respondents who experienced sexual misconduct was greatest among individuals identifying as female (543), however proportionally more respondents identifying as other gender experienced at least one incident of sexual misconduct. Over one-third (34.6%) of respondents identifying as other gender were the victim of sexual misconduct in 2014, compared to females (23.0%) and males (4.8%). Although individuals identifying as other gender have the greatest proportion of individuals who have experienced sexual misconduct, the numbers are small and therefore may not provide an accurate representation of the population.

The most common types of events respondents experienced multiple times were forced touching of a sexual nature, stalking, sexual penetration with a finger or object, and forced sexual intercourse. Of those who experienced forced touching of a sexual nature, 47.9% experienced it at least two times. Of those respondents who experienced sexual penetration with a finger or object, 33.3% experienced this at least twice. Of those who experienced forced sexual intercourse, 26.3% experienced this at last two times. Of those who were stalked, 20.8% were stalked by at least two different individuals.

Most respondents who stated that they had experienced sexual misconduct did not report any of the occurrences of the event (72.6%); few respondents reported *some* occurrences (4.9%) or *all* occurrences (6.1%) of the events. Those who reported at least some occurrences of the events had mixed opinions regarding the helpfulness of the reporting experience; 9.3% found reporting to be *very helpful*, 18.7% found it to be *moderately helpful*, and 43.9% said it was *not helpful*. Respondents' reasons for not reporting events varied, however the most common reasons included not thinking what happened was serious enough to report (40.6%), wanting to deal with it on their own/feeling it is a private matter (32.3%), not thinking others would think it was serious (31.6%), having other things to focus on or be worried about (29.3%), wanting to forget it happened (25.4%), and not thinking the school would do anything about it (23.1%).

Over half (55.3%) of the incidents identified by respondents involved a person affiliated with Temple as the perpetrator. Whereas undergraduate respondents were almost three times as likely to have experienced a sexual misconduct incident involving a Temple-affiliated individual (56.0%) than a non-Temple-affiliated individual (20.7%), the frequency of Temple-affiliated (42.3%) versus non-Temple-affiliated (28.8%) incidents among graduate respondents was more comparable.

Half (50.6%) of the events occurred in the neighborhoods surrounding Temple where students live, while over one-quarter (27.4%) occurred on a Temple campus. Among graduate respondents, the largest proportion of events occurred somewhere else (28.9%), other than on a Temple campus or in the neighborhoods surrounding Temple; 9.9% of undergraduates experienced events somewhere other than on campus or in the neighborhoods around campus.

Respondents who stated that they sought care or advice after a sexual misconduct incident typically went to a friend (47.9%) or family member (16.1%); few students sought help from university resources like Tuttleman Counseling Services (7.3%), Campus Safety Services (7.0%), or the Wellness Resource Center (2.6%). A significant portion of respondents (47.4%) chose not to seek any help or advice after a sexual misconduct event.

Undergraduate respondents were more likely to have experienced sexual misconduct (excluding instances of stalking) when they were passed out, drugged, drunk, incapacitated, or asleep (52.2%). Graduate respondents were almost 50% less likely than undergraduate respondents to have experienced sexual misconduct when they were passed out, drugged, drunk, incapacitated,

or asleep (28.6%). Non-stalking sexual misconduct was almost three times as likely to occur among graduate students when alcohol or drugs were not involved (63.2%) as when they were.

The services most frequently reported by all respondents that they would like to have available if they were the victim of sexual misconduct or were helping a friend who was a victim included anonymous online reporting (76.8%), free anonymous STD/HIV testing (75.7%), a Temple 24-hour hotline (69.4%), 24-hour sexual assault counseling services (67.2%), a Temple website with clear information about sexual misconduct (66.7%), information about how to support a friend who was the victim of sexual misconduct (59.0%), peer support services (55.0%), and a system navigator to provide guidance about the reporting process (54.0%).

Summary Conclusions of Climate Survey Results

Overall, the survey indicates that the diffusion of education and knowledge concerning sexual misconduct are as yet superficial within the student population. Reports of receiving training on sexual misconduct policies and procedures and prevention are low; two-fifths of students stated they had received training, while almost one-fifth was unsure. Knowledge about Temple's policies and reporting procedures are mixed. Respondents reported knowing where to go to receive help, but were less sure of Temple's formal reporting procedures.

All respondents have largely positive opinions of Temple's leadership and policies for sexual misconduct, however there is a range of responses from positive to negative. Graduate respondents are more positive about the Temple University climate than are undergraduate respondents, although responses from the two groups were generally similar. Male respondents also report more favorable perceptions about university leadership and response on this issue compared to female respondents. Although the majority of respondents have relatively positive perceptions of Temple University's ability to properly address sexual misconduct incidents, they recognize that sexual misconduct is a problem in and around campus and that students need to learn more about it.

There were 626 unique individuals identifying 971 events of sexual misconduct in 2014. The most common types of events were forced touching of a sexual nature, stalking, forced sexual intercourse, and forced sexual penetration with a finger or object. Very few of the events were reported to Temple University or other authorities. Most respondents who acknowledged being a victim of sexual misconduct sought help from a friend or family member or did not seek any help. It is noteworthy that few respondents sought help from Temple services.

Finally, there was an expressed desire and preference for several resources including an anonymous online reporting system for victims of sexual misconduct (76.8%), free anonymous STD/HIV testing (75.7%), a Temple 24-hour hotline (69.4%), 24-hour sexual assault counseling services (67.2%), and a Temple University website with clear and simple information about sexual misconduct policies and procedures (66.7%). A strong preference was expressed that these services be Temple University-provided services.

2. Resources for Training and Interventions at Temple University

Best Practices for Training and Interventions

The April 2014 White House Task Force to Protect Students from Sexual Assault report identified key evidence-based strategies for the primary prevention of sexual misconduct. The report describes best practices for developing, selecting, and implementing prevention strategies with the best chance of successfully changing sexual misconduct behaviors in communities (Centers for Disease Control and Prevention [CDC], 2014). The focus is on primary prevention at the population level, preventing sexual misconduct before it happens. The social-ecological model is utilized to understand sexual misconduct and the effects of possible prevention strategies by examining characteristics of the individual, their relationships, the community, and the larger societal and cultural contexts in which they live (CDC, 2014).

A task force of the American Psychological Association identified the following characteristics of effective prevention: 1) comprehensive, 2) appropriately timed in development, 3) sufficient dosage, administered by well-trained staff, 4) socio-culturally relevant, based in a sound theory of change, 5) built on or support positive relationships, 6) utilize varied teaching methods, and 7) include outcome evaluation (CDC, 2014; Nation et al., 2003). Effective prevention strategies need to be comprehensive in addressing multiple levels of influence for sexual misconduct (e.g., individuals, relationships, societal contexts) and integrating various interventions that work together (Nation et al., 2003). Sufficient dosage and repeated exposure to prevention messaging is key; messages should be provided during high-risk times, but reinforced with follow-up programs in order for the messaging to have an effect (Nation et al., 2003). Well-trained, sensitive, and supportive staff members are important to ensure that prevention education is conveyed appropriately and accurately, however peer education services have shown to be successful as well (Berkowitz, 2002; Foubert & McEwen, 1998; Kilmartin et al., 2008; Schwartz & Dekeseredy, 1997). Socio-culturally relevant programs and approaches are necessary; if programs do not address culturally relevant topics or the unique needs of varied groups of individuals they will not be as successful. Having a foundation in a theory of change like the Stages of Change Model or Social Ecological Model will help guide the prevention strategies towards successful techniques. Building on and supporting positive relationships helps promote trust and utilization of resources. Effective prevention strategies also need to use varied teaching methods including in-person, online, lecture, role-play, discussion, reflection, and group activity in order to reinforce messages. Lastly, it is important that outcome evaluations be conducted to ensure that programs and messages are providing useful education and meeting established goals, instead of assuming that a program is effective based purely on anecdotal or case study evidence (Nation et al., 2003).

Only two programs have been empirically found to be effective for preventing sexual misconduct, *Safe Dates* and *Shifting Boundaries*. Both programs were developed for middle school and high school students; however adaptations for the college environment may be useful. Other programs like *Bringing in the Bystander* and *Coaching Boys into Men* may be effective,

although studies have not yet measured sexual misconduct as evaluation outcomes for these programs; outcome measures have focused on increasing sexual misconduct protective factors and decreasing sexual misconduct risk factors. Brief, one-session educational programs have been found *not* to generate lasting effects. These programs may increase awareness of an issue, but are unlikely to affect behavioral patterns that were developed and continually reinforced across the lifespan. Evidence and theory suggests that preventing sexual misconduct requires a change from low single dose programming to more comprehensive strategies that address risk factors at multiple levels of influence that are provided in higher doses and reinforced across time.

Education and Intervention Resources at Temple University

Temple University currently has a variety of resources available regarding sexual misconduct training and interventions. The ***Wellness Resource Center (WRC)*** focuses on primary prevention by providing education and prevention services to students in various formats: classrooms, orientations, online, small group, student groups, events, campaigns, and social media. The WRC uses programming that is specific to the students' year in school in order to provide them with appropriate and timely information, including alcohol and substance abuse awareness and conflict resolution, in addition to sexual assault and interpersonal violence information. They focus on exposing students prior to the start of the school year and through their arrival to campus, when joining student groups, and at other high-risk and high availability times of the year. The WRC also provides education in a socio-culturally relevant manner by utilizing gender neutral language, addressing the lesbian/gay/bisexual/transgender (LGBT) community, and incorporating student experiences when working with small groups. Students may go to the WRC on their own or be referred by another student or staff or faculty member. The WRC is *not* confidential and therefore any reports of sexual misconduct communicated to a WRC staff member must be reported; for confidential services, students must utilize Tuttleman Counseling Services, a distinction that may be unclear to many in the Temple University community.

The ***Sexual Assault Counseling and Education (SACE) Unit of Tuttleman Counseling Services*** concentrates on secondary prevention services by offering crisis intervention, counseling, and case management to individuals who have experienced sexual misconduct, including sexual assault, partner violence, sexual harassment, or stalking. Its mission is to provide students with resources for ongoing support and aid in re-establishing a sense of safety for those who are survivors of sexual misconduct. Tuttleman Counseling Services is the only confidential resource on campus for students; discussing a sexual misconduct event to any other Temple office will require that the event be reported to the university. Tuttleman Counseling Services is already overextended and there is a waiting list for counseling appointments, a situation incompatible for providing crisis services. Currently it does not have the capacity to better accommodate this student need nor does it have the capacity to develop an infrastructure for education regarding sexual violence and resources.

Campus Safety Services focuses on both primary and secondary prevention of sexual misconduct. Incidents of sexual misconduct can be reported to and investigated by Campus Safety Services. Additionally, in collaboration with other departments, Campus Safety Services offers Rape-Aggression-Defense (RAD), offers an introductory self-defense program to develop and promote the option of self-defense for women who may be attacked. The Special Services Coordinator for Campus Safety Services also works with victims of sexual misconduct by informing them of available resources, Temple's policies, and the possible avenues of action. Because there is currently not another process in place to assist students in finding services or determining the appropriate course of action, the Special Services Coordinator often serves to fill this gap. She frequently meets with students who have experienced incidents of sexual assault, domestic/dating violence, rape, or stalking (in addition to victims of other non-sexual crimes) regarding housing, academic, and medical needs, as well as emotional support.

Various educational and awareness programs and campaigns exist at Temple University. All incoming students are assigned "*Think About It*," an online program designed to educate students about sexual misconduct, drugs and alcohol, and mental health. While 75% of new students complete the program annually, the program is currently not mandated by the university. All incoming undergraduate students also receive education about policies regarding sexual misconduct, affirmative consent, and university procedures for reporting such events, however many students do not recall receiving this education.

In the fall of 2014, organizations within Temple University participated in the White House's "*It's On Us*" campaign intended to empower students to recognize and identify acts of sexual misconduct, intervene in situations where consent has not or cannot be given, and create an environment in which sexual misconduct is neither accepted nor tolerated. The campaign hopes to promote and foster changes within the Temple community and empower individuals to speak out against sexual misconduct or to act if they observe an incident of sexual misconduct.

Faculty and staff receive education on sexual misconduct during new employee orientations. However, the focus is on awareness of resources rather than comprehensive education. Faculty and staff are also required to complete online training programs regarding the reporting of child abuse, the Clery Act, and discrimination and harassment. Nonetheless, no process is currently in place for staff to receive additional education. Many faculty and staff throughout the University are designated Campus Security Authorities through the Clery Act, and therefore receive additional and ongoing training regarding reporting crimes to the university. Equal Opportunity Compliance Ombudspersons are faculty and staff throughout the university who have been designated to aid students, faculty, and staff in matters of harassment and resolving informal complaints associated with violations of university nondiscrimination/equal opportunity policies, including sexual harassment.

3. Temple University Sexual Misconduct Website

Best Practices for Websites

Websites regarding sexual misconduct should be easily recognized and easily accessible. A sexual misconduct webpage should be reached within two or three clicks from a university's main menu and be easily searchable using common words. It is recommended that the webpage navigation enable users to quickly ascertain the meaning of links and the information that would be included within them; users should be able to determine where they need to navigate to within the webpage in order to find the information they need. The information should also be presented in a clear manner. If policies are included as resources, the policies should be broken down and explained rather than only provided in verbatim text. Information should also be presented in a culturally-relevant manner; if students are the primary users of the webpage, utilizing tools such as videos may be appropriate. The information provided on the webpage should be comprehensive in that all information related to sexual misconduct is provided within one section of the university website without the need to navigate elsewhere. Lastly, it is important that the webpage identify what action to take in an emergency situation and provide step by step information concerning how to respond to specific scenarios.

Temple University Website

The Temple University website (www.temple.edu) provides a variety of information regarding prevention of sexual misconduct and resources and services for sexual misconduct. However, the information is generally fragmented and difficult to find. A test of the website found that it required between 7 and 10 clicks to navigate to the main information site on sexual misconduct. Moreover, there is currently no one location on the Temple website to find all sexual misconduct information. A search of the terms, "sexual misconduct" or "sexual assault" on the Temple University website generated top search results for Temple policies related to these topics. The policies are published verbatim and were judged difficult to understand for a student and even a 'lay' faculty or staff member.

4. Adjudication Process

Temple University Adjudication Process

Courts in Pennsylvania (and the Third Circuit) have found that Temple's disciplinary procedures comply fully with the Due Process Clause of the United States Constitution. See, e.g., Osei v. Temple University, 518 Fed. Appx. 86, No. 11-4033 (3d Cir. 2013); Johnson v. Temple University, 2013 WL 5298484, Civil Action No. 12-515, (E.D.Pa. 2013). An institution such as Temple need only provide the basic elements of due process: notice and an opportunity to be heard. See Sill v. Pennsylvania State Univ., 462 F.2d 463 (3d Cir. 1972) (notice and the opportunity to be heard satisfy the basic requirements of due process).

Temple exceeds the minimal required due process guarantees and, among other things, grants an adjudication meeting to all sexual misconduct complainants as well as accused students, including written notice of the meeting. Temple ensures that all respondents in sexual misconduct cases get an impartial hearing board made up of a chairperson and board members.

Students also have an opportunity to speak on their behalf, present witnesses and other evidence, and participate in questioning other witnesses through the hearing board. An accused student is not required to testify and that decision is not construed against them. Both an accused student and the accuser are allowed to have a personal advisor and the advisor may be an attorney; both students are permitted to have a spouse or parent/guardian in attendance. The Student Conduct Board's determination of responsibility is made on the basis of whether it is "more likely than not" that the accused student violated the Student Conduct Code. Both the complaining student and the accused student have the right to appeal the outcome of the hearing. Typically, the adjudication of these matters is completed within about 60 days, taking into consideration the university's calendar.

D. Recommendations

Enhance Education and Training

- ➔ Mandatory sexual misconduct training for students on an annual basis. The mechanism to enforce this requirement needs further study.
- ➔ Repeated exposure to comprehensive information is necessary for reinforcing policies and procedures and affecting behavioral and cultural change. Therefore more dose intensive, longitudinal programs are recommended.
- ➔ Inclusion of sexual misconduct information in course syllabi similar to information provided for disability resources and services.
- ➔ Enhance training for faculty and staff to understand reporting obligations and options and support of victims of sexual misconduct.
- ➔ Create sexual misconduct education materials that are culturally competent and sensitive to literacy.
- ➔ Continue to promote and create sexual misconduct campaigns that empower students and faculty/staff
 - Continue the It's On Us campaign
 - Implement a program such as the Red Flag campaign, a public campaign designed to address dating violence and prevent it on college campuses
 - Create a program, similar to SafeZone, in which highly trained faculty and staff are publicly identified as having completed the highest level of specialized training in the support of sexual misconduct victims
 - Greater attention should be placed on secondary prevention methods such as bystander intervention.

According to the Climate Survey, only 41.7% of respondents indicated receiving training on policies and procedures concerning sexual misconduct; 39.1% said they had not received training and 18.3% were unsure. Additionally, only 41.9% said they received training on prevention of sexual misconduct; 41.3% reported that they had not received prevention training, while 16.8% were not sure. The survey also found that over half (58.3%) of students reported knowing where

to get help if they experienced sexual misconduct, but only one-third (37.6%) agreed that they knew Temple's formal reporting procedures.

Students currently receive sexual misconduct education during new-student orientation, although according to the Climate Survey, many students either do not recognize this training or do not recall having received it. Students are also exposed to trainings through "Think About It". Although students are encouraged to complete the program, there are no penalties if they do not. Repeated exposure to comprehensive information is necessary for reinforcing policies and procedures and affecting behavioral and cultural change. Therefore it is recommended that baseline training be compulsory supplemented throughout the year by other, ongoing media campaigns and educational programming.

A number of options are possible to enforce completion of baseline training. One option considered by the Committee is to place an academic hold on student grades until completion of the training program. Appropriate Temple University administrators should address these and other options.

Evidence-based programs such as Safe Dates and Shifting Boundaries, both dating violence prevention programs, have been found to be effective at reducing sexual violence victimization and perpetration (CDC, 2014). Although these programs were initially designed for middle school settings, adaptations can make them appropriate for the college setting.

Effective prevention strategies cross multiple contexts, and the incorporation of sexual misconduct information within the classroom will also serve to promote a culture that does not tolerate acts of sexual misconduct, as well as serving to empower those who may be victims of sexual misconduct.

All faculty and staff receive education about sexual misconduct during new staff orientation. However, there is no one system in place to implement ongoing sexual misconduct education. The enrichment of this training, including regular refreshers and the introduction of new information, will help faculty and staff remember and internalize knowledge and make them more reliable resources for students.

Some faculty and staff across the university are designated Campus Security Authorities in compliance with the Clery Act. However, Temple University is a complex institution and a diverse constituency. Other programs are needed to address their needs. For example, a SafeZone program can be created to foster and maintain environments that are culturally competent and supportive of LGBT individuals, as well as heterosexuals, and would complement the Campus Security Authority roles. These individuals would be publicly identified as being specially trained support contacts on issues of sexual misconduct. The identification of these "SafeZone" trained individuals would also serve to denote a community that cares about sexual misconduct and is equipped to provide prevention and support.

Greater attention should be given to issues concerning literacy and cultural competency for sexual misconduct education. For example, Temple University has many students who do not speak English as a first language. While students are expected to have a certain level of English proficiency, providing materials in their language of preference would help ensure that the information is clearly understood. Print materials should be available in common languages other than English and in formats accessible to students with disabilities. Video materials should have closed captioning if translation is not possible. Consideration should also be given to cultural competency, as individuals of other cultures may have different perceptions of acceptable and unacceptable behaviors. The Climate Survey also indicated that many students are not clear about what constitutes sexual misconduct or what warrants reporting. All students should be comprehensively educated on what constitutes sexual misconduct, why such behaviors are unacceptable, and the importance of acknowledging and acting if one experiences or witnesses an act of sexual misconduct.

The Climate Survey revealed a disproportionate representation of sexual misconduct victims among non-heterosexual students. Although 15.0% of respondents identified as non-heterosexual, 23.5% of sexual misconduct victims were non-heterosexual. Likewise, 1.3% of respondents identified as other-gender, but 2.9% of sexual misconduct victims identified as other-gender; one-third (34.6%) of other-gender respondents were the victim of sexual misconduct in 2014, compared to 23.0% of females and 4.8% of males. Given the disproportionate number of non-heterosexual respondents and other-gender respondents who experienced incidents of sexual misconduct, additional outreach needs to be directed towards lesbian, gay, bisexual, and transgender students. Greater attention should also be placed on ensuring that materials are sensitive and relevant to individuals identifying as LGBT.

Finally, additional campaigns that promote a culture that encourages speaking out against sexual misconduct and rejects engaging in sexual violence should be fostered. It has been demonstrated that students who are exposed to sexual misconduct messaging and education in a variety of contexts and through a variety of means are more likely to retain the knowledge and change their behavioral patterns. Student organizations may support sexual misconduct education and student empowerment by becoming involved with such campaigns. Examples of these campaigns are in-class bystander intervention trainings (e.g., Bringing in the Bystander, Men's Program/1 in 4, Mentors in Violence Prevention). Potentially some of these trainings could be targeted to occur in certain general education courses that the majority of students take to ensure that a significant proportion of the student body is being exposed to bystander intervention messaging and training. Ideally trainings would be an hour, however even a shorter time period allotted to the topic would be beneficial. Outcome evaluation is also necessary to monitor the effectiveness of these programs.

Increase and Coordinate Services

- ➔ Provide 24/7 crisis support services, inclusive of counseling and a hotline.
- ➔ Provide a mechanism for anonymous reporting of sexual misconduct incidents.

- ➔ Create a centralized office designated for sexual misconduct and sexual violence, including specific positions for a Director and a Coordinator of Interpersonal Violence Support Services.
- ➔ Dedicate staff positions that are required for crisis services, such as counseling and navigation.

The Climate Survey revealed that only 7.3% of unique individuals who reported sexual misconduct incidents reported seeking care or advice from Tuttleman Counseling Services and only 2.6% from the Wellness Resource Center. This indicates that students do not perceive or desire to obtain services directed at sexual misconduct incidents within these institutional services. Although this may be due to lack of knowledge, there is a known preference for these services to be provided by dedicated, crisis oriented venues that are open during hours that more traditional counseling and wellness services are unavailable.

Currently, Tuttleman Counseling Services does not have its own hotline; rather it promotes a city-wide rape crisis center, Women Organized Against Rape (WOAR), that offers various resources, including a 24-hour hotline. Respondents reported a desire for 24-hour sexual assault counseling services as well as a Temple run 24-hour hotline. A 24-hour a day service is recommended as many incidents of sexual misconduct do not occur during these times. If victims are not able to receive support or resources at the times when they need them, they may be less likely to seek out those resources at other times. Crisis support services should also be made available to accused students as needs arise. The Climate Survey found that overwhelmingly, TU students would prefer Temple University-focused services over other community-based support services. This could be due to comfort level, convenience, or knowledge and confidence in the Temple system. A compromise to this approach would be for Temple to contract with an outside organization with contacts and services dedicated to Temple University students. It is noted that any organization would need to be well versed in Temple's resources, services, and policies so that clear and accurate information is provided.

Additional information and research is needed to determine whether crisis support services would be better provided directly through Temple or through a community organization. While WOAR may be a possible entity, other community organizations should also be investigated as potential collaborators. More research may be needed to determine the exact structure and venue for services.

Another important issue was the need for anonymous reporting. This service will provide students the opportunity to make the university aware of sexual misconduct incidents without individuals having to personally come forward as victims if they do not desire to do so. However, in order for anonymous reporting to be successful it is important that individuals understand what can result from anonymous reporting. With only minimal information and no means for follow-up, an anonymous reporting service must clearly stipulate that the university

will not be able to take any action on the report and that the service will only provide and aware of a probably incident.

The committee lauded the Wellness Resource Center and Tuttleman Counseling Services as staffed by highly motivated health professionals who are well trained. There was an acknowledgement that there is currently insufficient staff to address all of the needs of sexual misconduct prevention and counseling. Current gaps in services include inadequate follow-up to education and inability to provide multiple and intensive education experiences. There is also a lack of coordination between and among the varying units within the university who provide relevant sexual misconduct services. The creation of additional trained staff positions would allow for greater reach and aid in consistent and repeated educational messaging and services.

It is recommended that Temple University develop a specific office that focuses solely on issues surrounding sexual misconduct. This office will serve to reduce confusion as to where to find resources and services, enhance the system that is already in place, as well as to allow for expansion of education and increased support for reporting and service coordination. The office would provide oversight and coordination of sexual misconduct trainings, reporting of sexual misconduct, investigations, and assure that victims receive timely and comprehensive services. It would also help assure that students accused of sexual misconduct receive appropriate assistance and guidance. An office director, coordinator of Interpersonal Violence Support Services and a sexual assault response team could serve to provide victim advocacy and support, guide victims through the university's reporting and processes, and coordinate new educational initiatives.

Current best practices state that having a stand-alone office is the preferred organizational structure for addressing sexual misconduct prevention and service needs (American Association of University Professors [AAUP], 2012). Although a highly visible, centralized office is recommended, the centralized office should work with other offices across the university that are already involved in addressing sexual misconduct and will continue to do so (i.e., WRC, Tuttleman Counseling Services, Campus Safety Services). Resources should not be removed from other offices; rather, the creation of an office specific to addressing sexual misconduct should be in addition to resources that already exist. The exact role of the proposed additional staff positions and the manner in which the centralized office works with other campus entities will need further consideration.

Redesign the Sexual Misconduct Website

- Design, publish, and maintain a clear, comprehensive sexual misconduct webpage that is easily accessible.

It is recommended that a sexual misconduct webpage within TU be designed. The webpage should contain information on all of the Temple sexual misconduct services and resources, Temple's policies related to sexual misconduct, as well as additional information that provides

simple guidance and instructions that take people through the varying steps for obtaining services related to sexual misconduct incidents and reporting.

Currently the sexual misconduct information that Temple has online is scattered in a variety of places, including webpages for Tuttleman Counseling Services, the Wellness Resource Center, and Campus Safety Services. In addition, there are various links to policies. Best practice is that individuals in need of information regarding sexual misconduct be able to find the information relatively easily without having to spend a great deal of time searching for it. If individuals are not able to find the information they are looking for within a reasonable amount of time and effort, they may cease looking and ultimately not receive a needed service. It is therefore essential that individuals are able to quickly and easily access information on Temple's services and resources.

The webpage should be appropriate and relevant for individuals of diverse circumstances, providing information for both the victim and perpetrator, as well as individuals who are neither a victim nor perpetrator. Information should also be organized so that viewers may identify information specific to a particular group, (e.g., females, males, international or LGBT students). Temple policies should be available in English, as well as other common languages. Policies should also be broken down and explained on the webpage to aid comprehension, with an emphasis on action items. Resources available to students, faculty members, and staff should be provided with additional information about the services. Web links to other campus resources should also be included on the sexual misconduct webpage, such as those for Tuttleman Counseling Services, the Wellness Resource Center, and Campus Safety Services, however any vital information should not require the user to leave the website. The web link for the sexual misconduct webpage should be added to the webpages for other related Temple University entities. Information instructing viewers on how to report an incident of sexual misconduct should be included on the sexual misconduct webpage, as should information on entities from which to receive medical care regardless of whether or not the victim wants to report the incident. Additionally, the webpage should include a space for anonymous reporting of sexual misconduct incidents or other crimes to Campus Safety Services.

Additional information concerning webpage recommendations, as well as examples, can be found in Appendix B.

Modifications to the Adjudication Process

- ➔ Hire a Student Conduct Investigator within the Office of Student Conduct to more effectively and efficiently facilitate sexual misconduct investigations.
- ➔ Provide Student Conduct board members and chairs with additional training concerning sexual misconduct, including more specific understanding of what it is and how it happens, along with sensitivity training.
- ➔ Incentivize active participation on the Student Conduct Board for faculty and staff in order to promote increased participation on the board.

- ➔ Develop and incorporate amnesty language for alcohol/other drug use in sexual misconduct complainants into the Student Conduct Code.
- ➔ Improve communication throughout the adjudication process concerning probable outcomes and punishments. Victims and accused offenders should be more clearly informed of the resources available to them in order to cope with the outcome of the adjudication proceedings.

Many schools utilize a specific examiner who is responsible for conducting the conduct investigation and moving the process forward in an efficient manner. The Student Conduct Board has often relied upon Campus Safety Services for the information it utilizes in conduct cases, however this process is generally more complex and results in time delays. It may be that employing an investigator within the Office of Student Conduct whose purpose is specific to student conduct sexual misconduct investigations would aid the evaluation process.

Because sitting on a board that oversees sexual misconduct cases requires board members to have at least a basic understanding of what constitutes sexual misconduct, in addition to what the policies are, more education for board members is required.

Currently there are few individuals who are active members and eligible to sit on boards concerning matters of sexual misconduct. In order to ensure that board proceedings are able to occur in a timely manner, a greater number of board members need to be available. Incentives should be offered to faculty and staff to increase board participation. The university should determine appropriate incentives based on available resources.

The Sexual Misconduct Climate Survey found that 40.9% of undergraduate respondents and 25.1% of graduate respondents would be *very*, *moderately*, or *somewhat likely* to not report sexual misconduct out of fear that they or others would be punished for infractions such as underage drinking. Consequently, there is a need to aggressively promote that the university would not charge a student for alcohol or other drug use if that person was alleging that they were the victim of sexual misconduct.

Finally, the committee was made aware that victims are sometimes not satisfied with the punishment given to an offender. It was suggested that victims and perpetrators be informed in advance of the possible punishments for a particular offense. By addressing expectations in advance, neither victims nor offenders should be surprised by receipt of a particular punishment. In addition, there is a need to consider that victims and perpetrators may continue to have service needs as a case is ongoing or even after a case is completed. Individuals need to be aware of the services and resources (e.g., housing assistance if the accused lives in the same residence hall, change of courses if the victim and accused are in the same classes, or notification that an offender is returning to campus after serving a punishment) that are available to them after the adjudication proceedings end.

Committee

Chair

Laura A. Siminoff Dean, College of Public Health

Faculty

Richard Greenstein Professor, Beasley School of Law
Alice J. Hausman Chair and Professor, Department of Public Health
Bernie Newman Associate Professor, School of Social Work

Administration

Sandra Foehl Director of Equal Opportunity Compliance; Title IX Coordinator
Sherryta Freeman Senior Associate Athletic Director, Compliance and Student Athlete Affairs
Stephanie Ives Associate Vice President for Student Affairs; Dean of Students
Charles J. Leone Executive Director, Campus Safety Services
Lisa Zimmaro Assistant Vice President for Risk Management and Treasury

Advisor

Cameron Etezady Associate University Counsel

Student Leadership

Blair Alston Temple Student Government
Brittany Lewis Temple Student Government
Nicholas Perugini College of Public Health

Committee Support

Kaitlin Bangert College of Public Health
Mary Kate Kalinich Beasley School of Law
Kristin Kopec College of Public Health
Laurie A. Maurer College of Public Health