

# **Inclusion Council Report: Sexual Misconduct Workgroup Spring 2021**

## **Introduction and Summary of the Work**

Although higher education often addresses sexual misconduct as a compliance issue, UMBC is committed to operating beyond the standard of compliance. Retriever Courage, subsequent recommendations, and the total momentum of this campus-wide movement installed in us a spirit of "doing the right thing" when it comes to addressing sexual misconduct--and that same spirit inspired the creation of the Office of Equity and Inclusion.

Meeting minimum compliance standards is never enough to influence cultural change and this workgroup provides the following context and recommendations with this in mind. UMBC has the opportunity to model a new way of preventing and responding to sexual misconduct and our campus leaders have expressed strong commitment to doing so in recent years. Our ultimate recommendation: to stay true to this commitment.

Out of the 10 workgroups reporting to the Inclusion Council, this workgroup (see Appendix I for list of workgroup members) had a unique opportunity and challenge in providing our recommendations. In the Fall of 2018, campus protests and listening sessions in the wake of a lawsuit from survivors, prompted UMBC to hire external consultants to observe our campus culture and provide a report and recommendations on how to do and be better as an institution. Additionally, our campus was provided with two other reports researched and written by students and faculty + staff. From these three reports, over 180 recommendations were made and documented on a public dashboard on the Retriever Courage website. One of the most significant recommendations that quickly came to fruition was the creation of the Office of Equity and Inclusion (OEI).

In addition to the creation of OEI, over the past two years since the reports were first read and digested, the world experienced a global pandemic prompting remote learning and work, a surge of anti-Blackness and anti-Asian violence and a reckoning to address racism in our society and institutions, and new Title IX regulations that shifted the landscape of the work. This begs the question: If the reports from two years ago were now written under this context, what recommendations would still be included, which ones would not, and what new recommendations (ones that we never could have imagined otherwise) could be realized?

Therefore, our recommendations address the existing Retriever Courage recommendations and reports, while also considering the new environment in which UMBC is operating. We acknowledge that our work builds on the foundation of the many students, staff, and faculty volunteers committed to Retriever Courage and seek to amplify their continued work throughout this report and with the following recommendations. As of this writing, we acknowledge the efforts of the Faculty and Staff Advisory Committee (FSAC) to include submitting a Hrabowski Innovation grant for their project: Preventing Gender-Based Harm at UMBC: Designing and Teaching a Multidisciplinary Course. Several other members of the FSAC group are serving on

other Inclusion Council workgroups with the intention of infusing Retriever Courage recommendations into their work.

Additionally, we link these recommendations to UMBC's Strategic Plan. Over the past several years, UMBC has been guided by a set of recommendations including those centering "Student Experience," which asks our campus community to increase degree completion and shorten students' time to degree and promote the health and well-being of students as a foundation for academic and life success (Strategic Goals 1 and 5). The recommendations made in the following report are grounded in these goals, as well. Research conducted over the past four decades has shown that campus sexual misconduct incidents are associated with wide ranging negative effects on student mental health, academic achievement, and retention (Baker et al., 2016; Kaukinen, 2014). Longitudinal studies have found that college women who have experienced sexual victimization have lower GPAs in their first year of college, lower GPAs in their last year of college, and are more likely to drop out when compared to women who have not experienced sexual victimization. Sexual victimization has a significant impact on student GPAs over and above common predictive factors for student success, including high school rank, ACT scores, and conscientiousness (Baker et al., 2016; Jordan et al., 2014). The following recommendations are not only about shifting our campus culture, but also about realizing strategic planning goals made well before Retriever Courage or the Office of Equity and Inclusion existed.

We offer these recommendations with a sense of caution that was addressed in the external consultant's report which recognized as a pattern of consistent overburdening of existing staff who may already be stretched too thin (see p. 19). The success of many of these recommendations necessitate additional staffing and financial resources. Our strategic plan gestures to the necessity of investing in people. As our university continues to grow and develop in tremendous ways, we must meet those needs by broadening our staff.

We offer seven broad recommendations with a brief overview to their importance and relevance, followed by more specific sub-recommendations. We have ordered our overall recommendations in order of priority. These recommendations were developed by the overall workgroup which met monthly during the spring semester and included three sub-groups focused on the survivor advocate position and respondent services, peer advocacy programs, and vulnerable and historically marginalized populations/graduate students. A list of workgroup members can be found via Appendix I.

***The recommendations are as follows:***

1. Strongly recommend hiring full-time survivor advocate and establish a Center for Trauma and Violence Prevention and Response
2. Strongly recommend establishing a Respondent Services Coordination Team
3. Strongly recommend expanding training, education, and awareness outreach to include specific approaches to supporting vulnerable and historically marginalized populations (i.e., students of color, LBGTQ students, international students, religiously-affiliated survivors, etc.)

4. Strongly recommend expanding training, education, and awareness outreach to include specific approaches to supporting the specific needs of graduate students
5. Strongly recommend creating a peer education/advocacy group dedicated to preventing and responding to sexual and interpersonal violence
6. Strongly recommend enhancing training and support for creating and maintaining safe spaces in online learning environments
7. Recommend updating the Retriever Courage dashboard by moving away from the concept of "recommendations." Rather, transition the recommendations into goals and priorities UMBC is addressing using a phased timeline approach

### **Recommendation 1:**

#### **Hire full-time survivor advocate**

*This was a recommendation highlighted among all three Retriever Courage reports and it was identified as one of the most urgent recommendations to move forward with after the creation of OEI. Significant work was being done during the 2019-20 academic year to create a job description, determine where this position would report, and secure funding for this position (see Appendix A). Both the new Title IX regulations and the hiring freeze from the pandemic have created significant challenges in moving this recommendation forward. Nonetheless, it remains one of the most pressing concerns of the workgroup and of survivors at UMBC.*

- Due to the new Title IX regulations, this recommendation is paired with the recommendation to appoint existing UMBC employees to serve on a responding party services coordination team.
- The recommendation to hire a full-time advocate is also an effort to use this position to advance other recommendations offered in the previous reports that include: enhanced student trainings, establishing a social media presence, coordinating a yearly consent campaign, and to support the recommended peer advocacy program that is new to this report.
- Potential position names in order of most recommended (see Appendix B for full list): Survivor Advocate; Survivor Advocate and Prevention Specialist; Survivor Support and Prevention Specialist. We are recommending that survivor advocate be considered as the name due to the widespread usage of the title throughout the field of gender-based violence prevention and response. It is our belief that other position titles, especially those without "survivor" or "advocate," may confuse UMBC community members who may be support services.

### **Recommendation 2:**

#### **Establish a Respondent Services Coordination Team**

*This was a recommendation made in the external consultant report and is required by current Title IX regulations should a survivor advocate center/position be created. Our recommendation seeks to appoint existing UMBC employees to this role, rather than creating a brand new position.*

- It is recommended that a minimum of two employees be designated as respondent services coordinators, with one coordinator available for student respondents and one

coordinator available for faculty and staff respondents. University of California, Riverside and Johns Hopkins University offer promising models (see Appendix C for full list).

- Potential team names: Respondent Services Coordination Team or Respondent Navigation Team.
- The team should receive training from OEI and work with the Title IX Coordinator as needed.
- Additional responding party resources and information should also be included on OEI's website, as well as easily identifiable contact information for the team. Information provided in the external consultant report should be referred to for specific examples.

### **Recommendation 3:**

#### **Expand training, education, and awareness outreach to include specific approaches to supporting vulnerable and historically marginalized populations (i.e., students of color, LGBTQ students, international students, religiously-affiliated survivors, etc.).**

*Much of the work on campus sexual violence has not recognized the salience of social identities other than gender (Harris & Linder, 2017). The lack of research addressing these identities (i.e., race, sexual orientation, disability, etc.) related to campus sexual violence highlights an important gap that requires our attention. Women of Color and sexual minorities are especially vulnerable to sexual violence because they are targeted at higher rates while also facing unique barriers to disclosing and seeking help (McMahon & Seabrooke, 2020). In reviewing all three Retriever Courage reports, there was not significant attention paid to support, resources, or training dedicated to vulnerable and historically marginalized populations aside from the Student Advisory Committee (SAC) recommending hiring an advocate who would be able to support diverse survivors' needs and the external report stating that prevention programming should be culturally responsive and outreach materials should be broader. As a result, this work group felt compelled to focus recommendation efforts on vulnerable and historically marginalized populations. This multi-faceted recommendation attempts to provide more specifics to ensure UMBC's approach to this work centers underrepresented survivors and examines sexual violence as an issue rooted in power, privilege, and oppression. Visit Appendix D and Appendix E for helpful journal articles that informed our recommendations.*

- Infuse a power-conscious, intersectional approach into training, education, and awareness outreach approaches (see Appendix D).
  - Culturally specific outreach and response will be more effective when coupled with larger efforts to counter systematic racism and homophobia that incorporate larger, anti-oppression and social justice frameworks.
- Conduct an inventory of existing trainings and resources to evaluate the success in which they address vulnerable and historically marginalized populations. Where appropriate, infuse these experiences into existing trainings; where training/resources are lacking, create new trainings/resources to address these critical populations.
- Create a training development rubric focused on the diversity and inclusion of vulnerable and historically marginalized populations that can be used when creating/implementing all future trainings, workshops, and events to ensure vulnerable and historically marginalized populations are represented.

- Additional efforts need to be made to educate/support international students to include specific training and promotional efforts related to sexual violence; this also includes providing training for faculty/staff in supporting international students.
- Host regular campus forums, including listening sessions, to learn from vulnerable and historically marginalized students, faculty and staff about their experiences and perceptions regarding sexual violence prevention, response, and education efforts.
  - In addition to campus forums, create consistent opportunities to engage with undergraduate and graduate cultural, service and social action and faith and beliefs organizations as partners in advancing sexual violence prevention, response, and education efforts.

#### **Recommendation 4:**

##### **Expand training, education, and awareness outreach to include specific approaches to supporting the specific needs of graduate students.**

*In reviewing all three Retriever Courage reports, very little attention was paid to the graduate student experience aside from SAC saying that outreach should be done to international grad students and the external consultants' suggestion that training for grad students enable them to identify harassment in the classroom and work settings. Through our research, it was noted that in comparison to undergraduate students, graduate students had significantly less awareness of campus resources and significantly less confidence in knowing where to go to seek assistance, and tend to wait longer to seek counseling services (McMahon, S., et. al, 2021). In addition, many graduate students may be placed in laboratories or clinical settings that feel isolated from the larger campus and may feel less of a sense of community. This is further complicated by the unique role graduate students hold within our campus community, as many are both students and responsible employees. Visit Appendix F for helpful journal articles that informed our recommendations.*

- Tailor educational/training programs to be more relevant for graduate students. Programs should address graduate students' potentially unique role of being both students and responsible employees (i.e., as TAs, GAs); Additional context should address the unique experiences of some graduate students lives that may include partners, children, finances, careers, and previous trauma-related experiences.
  - Graduate students are more likely to experience harassment from faculty and staff than undergraduate students. It is recommended that educational/training programs specifically address power dynamics and fears many graduate students may encounter related to retaliation/reputation that would prevent disclosure and foster institutional betrayal (see Appendix E); Workshops related to healthy advisor/advisee relationships (address boundaries, inappropriate relationships) for both students and faculty is also recommended.
- Create a standing committee or work group composed of graduate students, Grad School administrators, and Graduate Student Association (GSA) representatives that meets with the OEI trainer/Title IX Coordinator to discuss graduate student issues and review existing support, outreach, and programming with the intention to continue advancing the development and delivery of graduate student specific training and resources.
  - It is recommended that this group review existing policies and practices from a graduate student lens to see how they can be adapted or amended to specifically

address graduate student experiences (i.e., supportive or protective measures; how procedures may impact graduate students differently; addressing concerns of retaliation/reputation that may impact reporting).

### **Recommendation 5:**

#### **Create a peer education/advocacy group entirely dedicated to sexual and interpersonal violence**

*Peer-to-peer education is an effective mode of educating students -- UMBC already uses this model in University Health Services (UHS) with the Peer Health Educators in the Office of Health Promotion. There is an interest across all three reports in bolstering prevention education, implementing annual in-person student training, and developing trainings that meet the needs of students at various points in the student life cycle. Because of the promise of peer-to-peer education (see Appendix G), the development of a dedicated peer education program focused on sexual health and gender-based harm prevention will help us better meet these training goals. We have highlighted a few existing programs at other universities in Appendix H -- we reviewed the models at all USM, peer, and aspirational peer institutions, and these are the models we selected as the most likely to be effective at UMBC.*

- In the short term, increase the size of sexual health Peer Health Educator group within the Office of Health Promotion.
  - Alongside increasing the size of the group, bolster training for the sexual health Peer Health Educators on sexual and interpersonal violence. This training should be developed from a lens on how sexual and interpersonal violence particularly impacts vulnerable and historically marginalized survivor populations in ways that replicate societal dynamics (per the recommendation above).
  - Sexual health Peer Health Educators should provide specific training and resource education to student groups regarding sexual and interpersonal violence.
- In the long term, invest in developing a peer-to-peer sexual and interpersonal violence education program outside of the Peer Health Educators program.
  - This will put UMBC on par with peer, aspirational peer, and regional institutions, as our research indicates that these colleges and universities typically offer peer-to-peer education and/or peer-to-peer advocacy programs specifically focused on sexual and interpersonal violence.
  - Hire a professional staff position to support the Office of Health Promotion within University Health Services to support the development of a peer-to-peer sexual and interpersonal violence education program.
  - Explore the possibility of student peers receiving training to volunteer for a sexual and interpersonal violence hotline for UMBC. While this is not in line with current UMBC peer health practices, we located multiple institutions that allow trained peers to serve alongside staff and faculty on a university sexual and interpersonal violence hotline *Appendix H*, though we identified significantly fewer institutions undertaking this work than operate a peer-to-peer health education model.
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### **Recommendation 6:**

**Update the Retriever Courage dashboard by moving away from the concept of recommendations. Rather, transition the recommendations into goals and priorities UMBC is addressing using a phased timeline approach.**

- This will honor the transparency and accountability demanded by the UMBC community while allowing UMBC to own the work as our own.
- Approaching the goals as a phased timeline will better demonstrate that recommendations/work not currently being addressed have not been forgotten or ignored, but exist in a greater strategic timeline contingent of resources, staffing, and prior recommendations to be enacted first.
- Our community has shifted and changed since the recommendations were first made which requires the opportunity to assess which ones are still critical to implementation and which ones can be reworked to fit our existing needs.

### **Recommendation 7:**

#### **Enhance training/support connected to online learning**

*The pandemic forced UMBC to move nearly all of its work and learning online. This shift made it more apparent that online harassment is happening in virtual classrooms and workplaces, in addition to platforms and experiences beyond class and work. While this workgroup did not have the bandwidth in time or resources to extensively research this issue, we found it critically important to still name this significant concern in this report.*

- Training/awareness outreach for faculty, staff, and students related to online training should be presented on a yearly basis.
- Additional resources dedicated to online harassment should be available to survivors via UMBC's website and first-line responders.

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## **Appendix A: Survivor Advocate Job Description**

Position Name: Survivor Advocate

Department: University Health Services

The primary responsibility of the Survivor Advocate is to serve as a quasi-confidential advocate for UMBC survivors of sexual violence, interpersonal violence, relationship violence, stalking, and other forms of sexual misconduct. This position will support students, faculty and staff survivors and secondary survivors in the form of crisis response, advocacy, accompaniment, and referral services while also supporting campus efforts related to awareness, prevention, and response to sexual violence.

### *Summary of Responsibilities:*

- Provide crisis intervention and support for students, faculty, and staff at UMBC who are directly and indirectly impacted by sexual violence, interpersonal violence, stalking, relationship violence, and other forms of sexual misconduct
- Serve as a resource, referral agent, and advocate for campus survivors and their support systems by providing assistance in coordinating services with campus resources, local agencies, police, and court systems
- Inform victims/survivors of their Title IX, VAWA, and the Clery Act rights and provide assistance through the Title IX process by serving as an advisor and attending interviews and appointments with the survivor upon request.
- Work in consultation with the Counseling Center to follow up with individuals who reach out for support or information via the after-hours support line
- In collaboration with other departments, help develop, implement, and support robust campus efforts to prevent sexual misconduct, intimate partner violence, and other forms of sexual misconduct
- Collaborate with key campus departments and other committee work groups to provide institutional advocacy, training, education, and resources
- Work with student organizations related to and/or involved in support and advocacy for survivors of sexual violence
- Cultivate and maintain relationships with appropriate individuals and offices across campus and the community
- Support the development, maintenance, marketing of survivor advocacy/outreach services
- Maintain internal tracking and program evaluation and support campus-wide assessment efforts
- Provide on-site support at large campus student events as needed

### *Required Minimum Qualifications:*

- Bachelor's degree in Social Work, Psychology, or social science related field plus one full year post-degree related experience OR master's degree in Social Work, Counseling, Student Affairs in Higher Education, or social science related field



- Demonstrated experience working with survivors of sexual violence, relationship violence, stalking, sexual harassment, and other forms of sexual misconduct from a trauma-informed lens
- Ability to understand and articulate the cultural and social causes of sexual and other gender/power-based violence
- A deep understanding of cultural, ethnic, racial, religious, sexual and gender diversity and the ability to articulate and lead programming sensitive to the needs of all student leaders/groups (e.g. LGBTQA+, intercultural, students of color, fraternities and sororities, and student athletes)
- Familiarity with the ethical standards for victim/survivors advocacy
- Ability to act independently and to balance advocating for multiple clients, responding to crisis and walk-in traffic.
- Ability to work as a team member to build strong working relationships.
- Demonstrated strong verbal and written communication skills.
- Availability to work evenings and weekends as necessary

*Preferred Qualifications:*

- Master's degree in Social Work, Counseling, Student Affairs in Higher Education, or social science related field strongly preferred plus one full year post-degree related experience
- Experience working directly with clients in advocacy, case management, counseling or related role
- Survivor/Victim advocate training/certification
- Working knowledge of federal regulations related to campus (VAWA, Title IX, Clery Act)
- Demonstrated commitment to social justice advocacy at individual, group, and/or community level
- Demonstrated ability to develop and maintain strong collaborative relationships with multiple on and off-campus agencies to aid in coordinating effective responses for clients.
- A record of personal and professional initiative, flexibility, and strong communication skills including working with sensitive information, writing, and public speaking
- Previous experience working in a college or university counseling center, Student Affairs, and/or in higher education

## Appendix B: Potential Survivor Advocate Position & Center Names

### Top 3 Survivor Advocate Position Names from We Believe You 2020 Survey

Total of 58 responses: 49 Undergraduate, 8 Graduate, and 1 Other. [Full data is available here.](#)

- Survivor Advocate and Prevention Specialist - 41%
- Survivor Advocate - 40%
- Sexual Assault and Violence Response Coordinator - 31%

### Survivor Advocate Position Names at Peer Institutions

- *George Mason University*: Coordinator for Interpersonal Violence, Student Support, and Advocacy
- *Johns Hopkins University*: Violence Prevention and Response Coordinator
- *University of Hartford*: Sexual Assault Advisors
- *SUNY Stony Brook*: Survivor Advocate and Prevention Specialist; Sexual Misconduct Complainant Navigator

### Survivor Advocacy Centers/Program Names at Current & Aspirational Peer Institutions

- *George Mason University*: [Student Support and Advocacy Center](#)
- *University of South Florida*: [Center for Victim Advocacy](#)
- *University of Albany*: [The Advocacy Center for Sexual Violence](#)
- *SUNY Stony Brook*: [Center for Prevention and Outreach](#)
- *University of California, Riverside*: [Confidential CARE \(Campus Advocacy, Resources & Education\) Office](#)
- *Georgia Institute of Technology*: [VOICE: Sexual Violence Prevention & Victim-Survivor Support](#)
- *University of Pittsburgh*: [Office of Sexual Harassment and Assault Response and Education \(SHARE Office\)](#)

### Additional Survivor Advocacy Centers/Program Names

- *Michigan State University*: [Center for Survivors](#)
- *Heidelberg University*: [Center for Survivor Empowerment](#)
- *Oregon State University*: [Survivor Advocacy & Resource Center \(SARC\)](#)
- *University of Maryland, College Park*: [Campus Advocates Respond and Educate \(CARE\) to Stop Violence](#)

## **Appendix C: Respondent Services Examples and Resources**

*University of California, Riverside:* [Respondent Services Coordinator](#)

*Johns Hopkins University:* [University Navigators](#)

*University of Oregon:* [Respondent Resource Coordinator](#)

*SUNY, Stony Brook:* [Navigator](#)

*George Mason University:* [Student Support and Advocacy Center \(SSAC\)](#)

*Villanova:* [Respondent Resource Coordinator \(RRC\) Team](#)

*University of Tennessee:* [Title IX Coordinator](#)

*Penn State:* [Respondent Support Services](#)

*University of Delaware:* [Respondent Resources](#)

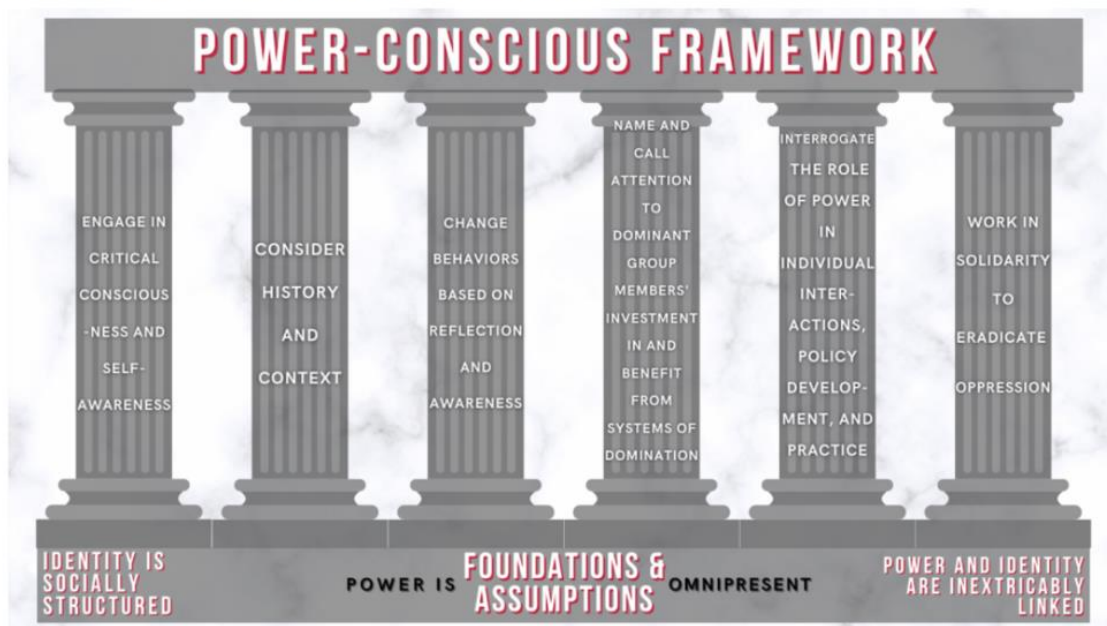
*Cornell:* [Discrimination and Harassment Advisors](#)

## Appendix D: Power-Conscious Approach to Sexual Violence Resources

Dr. Chris Linder created a power-conscious framework that pushes scholars and practitioners to address both the symptoms and roots of oppression, not one or the other. For more information about this framework, we recommend:

- [\*Sexual Violence On Campus: Power-conscious approaches to Awareness, Prevention, and Response\*](#) by Dr. Chris Linder. Chapter One specifically address developing a power-conscious framework.
- *What is the Power-Conscious Framework?* (Blog): <https://violenceprevention.utah.edu/2021/02/02/what-is-the-power-concious-framework/>

### WHAT IS THE POWER-CONSCIOUS FRAMEWORK?



- Dr. Linder directs University of Utah's McCluskey's Center for Violence Prevention. This center's mission is to serve as a national leader in the effort to eliminate relationship and sexual violence (RSV) among U.S. college students. Using a power-conscious, intersectional framework, the center seeks to bridge the gap between research and practice by bringing together the expertise of researchers, prevention educators, and students to execute a comprehensive research and practice agenda focused on the prevention of relationship and sexual violence. The work of the center will intentionally focus on students from historically minoritized backgrounds, including students of color, queer and trans students and students with disabilities. <https://violenceprevention.utah.edu/>
- More information about can be found at <https://violenceprevention.utah.edu/2021/02/02/what-is-the-power-concious-framework/>

## Appendix E: Journal articles addressing supporting vulnerable and historically marginalized populations

*This is not an exhaustive list. We are including these articles because they were referenced in the report or may be helpful to access for future work related to the recommendations.*

Hackman, C. L., Bettergarcia, J. N., Wedell, E., & Simmons, A. (2020). Qualitative exploration of perceptions of sexual assault and associated consequences among LGBTQ+ college students. *Psychology of Sexual Orientation and Gender Diversity*. <https://doi-org.proxy-hs.researchport.umd.edu/10.1037/sgd0000457.supp> (Supplemental)

Harris, J. C., & Linder, C. (2017). *Intersections of Identity and Sexual Violence on Campus : Centering Minoritized Students' Experiences*: Vol. First edition. Stylus Publishing.62(6), 701–707. <https://doi-org.proxy>

Martin-Storey, A., Paquette, G., Bergeron, M., Dion, J., Daigneault, I., Hébert, M., & Ricci, S. (2018). Sexual Violence on Campus: Differences Across Gender and Sexual Minority Status. *The Journal of Adolescent Health : Official Publication of the Society for Adolescent Medicine*,

McMahon, S., & Seabrook, R. C. (2020). Reasons for Nondisclosure of Campus Sexual Violence by Sexual and Racial/Ethnic Minority Women. *Journal of Student Affairs Research and Practice*, 57(4), 417–431.

Smidt, A. M., Rosenthal, M. N., Smith, C. P., & Freyd, J. J. (2021). Out and in Harm's Way: Sexual Minority Students' Psychological and Physical Health after Institutional Betrayal and Sexual Assault. *Journal of Child Sexual Abuse*, 30(1), 41–55. <https://doi-org.proxy-hs.researchport.umd.edu/10.1080/10538712.2019.1581867>

## **Appendix F: Highlighting readings/best practices addressing graduate student experiences**

*This is not an exhaustive list. We are including these articles because they were referenced in the report or may be helpful to access for future work related to the recommendations.*

Bulmer, S. M., Irfan, S., Barton, B., Vancour, M., & Breny, J. (2010). Comparison of Health Status and Health Behaviors between Female Graduate and Undergraduate College Students. *Health Educator*, 42(2), 67–76.

Cantalupo, N. C., & Kidder, W. C. (2018). A Systematic Look at a Serial Problem: Sexual Harassment of Students by University Faculty. *Utah Law Review*, 2018(3), 671–786.

McMahon, S., O'Connor, J., & Seabrook, R. (2021). Not Just an Undergraduate Issue: Campus Climate and Sexual Violence Among Graduate Students. *Journal of Interpersonal Violence*, 36(7/8).

Rosenthal, M. N., Smidt, A. M., & Freyd, J. J. (2016). Still second class: Sexual harassment of graduate students. *Psychology of Women Quarterly*, 40(3), 364–377. <https://doi-org.proxy-hs.researchport.umd.edu/10.1177/0361684316644838>

Webermann, A. R., & Murphy, C. M. (2020, September 21). How Can Psychology Help Reduce Gender-Based Violence and Misconduct on College Campuses?. *American Psychologist*. Advance online publication. <http://dx.doi.org/10.1037/amp0000705>

## Appendix G: Peer Education Research

*Studies have shown that long-term interventions are the most successful in terms of curtailing violent behavior (Anderson & Whiston, 2005) and that "peer-to-peer nature of training facilitation [is] instrumental to undergraduate student engagement" (Krause et. al, 2017). This is a brief overview of some relevant research regarding peer education and peer advocacy.*

- Anderson, L. A. & Whiston, S. C. (2005). Sexual assault education programs: Meta-analytic examination of their effectiveness. *Psychology of Women Quarterly*, 29, 374-388.
- Banyard, V. L., Moynihan, M. M., & Plante, E.G. (2007). Sexual violence prevention through bystander education: An experimental evaluation. *Journal of Community Psychology*, 35, 463–481. <https://doi.org/10.1002/jcop.20159>
- Berkowitz, A. D., Burkhart, B. R., & Bourg, S. E. (1994). Research on college men and rape. In A. D. Berkowitz (Ed.), *Men and rape: Theory, research, and prevention programs in higher education* (pp.3–20). San Francisco, CA: Jossey-Bass.
- Casey, E. A. & Lindhorst, T. P. (2009). Toward a multi-level, ecological approach to the primary prevention of sexual assault: Prevention in peer and community contexts. *Trauma, Violence, & Abuse*, 10(2), 91-114. <https://doi.org/10.1177%2F1524838009334129>
- Coker, A. L., Cook-Craig, P. G., Williams, C. M., Fisher, B. S., Clear, E. R., Garcia, L. S., & Hegge, L. M. (2011). Evaluation of Green Dot: An active bystander intervention to reduce sexual violence on college campuses. *Violence Against Women*, 17, 777–796. <https://doi.org/10.1177/1077801211410264>
- Graham, A. C., Mallison, R. K., Krall, J. R., & Annan, S. L. (2020). Sexual assault survivors' perceived helpfulness of university-affiliated resources. *Violence Against Women*. <https://doi.org/10.1177%2F1077801220952172>
- Kernsmith, P. D. & Hernandez-Jozefowicz, D.M. (2011). A gender-sensitive peer education program for sexual assault prevention in the schools. *Children & Schools*, 33(1), 146-157. <https://doi.org/10.1093/cs/33.3.146>
- Krause, K. H., Miedema, S. S., Woofter, R., & Yount, K. M. (2017). Feminist research with student activists: Enhancing campus sexual assault research. *Family Relations: Interdisciplinary Journal of Applied Family Science*, 66(1), 211-233. <https://doi.org/10.1111/fare.12239>
- Vladutiu, C. J., Martin, S. L., & Macy, R. J. (2010). College- or university-based sexual assault prevention programs: A review of program outcomes, characteristics, and recommendations. *Trauma, Violence, & Abuse*, 12(2), 67-86. <https://doi.org/10.1177%2F1524838010390708>
- White, S., Park, Y. S., Israel, T., & Cordero, E. D. (2009). Longitudinal evaluation of peer health education on a college campus: Impact on health behaviors. *Journal of American College Health*, 57, 497-506.

## **Appendix H: Peer Education Programs**

*We surveyed the available peer education programs at a total of 20 institutions across the USM, UMBC peers, and UMBC aspirational peers. Each institution had their own model and a few universities employed multiple models to address larger populations of students/various aspects of student need. Of the 20 institutions we researched, 14 offered some type of peer education program, three had a student-staffed hotline, three had programs focused explicitly on men and masculinities, and seven had outreach/awareness groups. Below, we have included links to a selection of the programs we thought best fit the spirit of our recommendation to develop a peer education program at UMBC.*

### **Peer Institutions**

#### **UC Riverside**

Website: <https://care.ucr.edu/get-involved/education-programs>

Program Location: Campus Advocacy, Resources & Education (CARE) Center

- SAVE Peer Educators – “Sexual Assault & Violence Education (SAVE) student volunteer peer educators facilitate outreach and quarterly campaigns and events to promote and educate on consent, rape culture, healthy relationships, bystander intervention, and available resources on campus and in the community.
  - This opportunity is open to undergraduate students as of their second year upon completion of a four-day sexual violence educator training.

#### **U Mass - Lowell**

Website: <https://www.uml.edu/student-services/Health-Education/cape/>

Program Location: Health Education & Promotion

- CAPE Peer Prevention Educators – Peer prevention educators exist through an application-based program called CAPE (Campus Advocates for Prevention Education). CAPEs host workshops, events, and social media around sexual violence prevention. This program is advised under the Health Education and Promotion Office.
  - “The role of the Prevention Educators will be to promote education and awareness around sexual violence and mental health awareness. This will be done through different avenues such as workshops, programs and social media.”
  - Participants must have attained sophomore status, submit an online application, and interview with the Assistant Director of Violence prevention.

#### **U Mass - Amherst**

Website: <https://www.umass.edu/cwc/join-staff/volunteer>

Program Location: Center for Women and Community

- UMass-Amherst hosts a number of volunteer prevention and response opportunities for students and staff, including as community educators, peer advocates, and crisis hotline responders (students can even receive credit for volunteering in each of these capacities).
  - Chart of Volunteer Roles and Qualifications:  
[http://appserver.umass.edu/ewc/join/VolunteerChart.pdf?\\_gl=1\\*10b272z\\*\\_ga\\*Mj](http://appserver.umass.edu/ewc/join/VolunteerChart.pdf?_gl=1*10b272z*_ga*Mj)



[A0NDIxODA0Mi4xNjE1MTM0MzY3\\*\\_ga\\_21RLS0L7EB\\*MTYxNTEzNDM2Ni4xLjEuMTYxNTEzNDQwOC4w&\\_ga=2.132582221.2140808485.1615134367-2044218042.1615134367](https://ssac.gmu.edu/relationship-peer-leader/)

### **George Mason University**

Website: <https://ssac.gmu.edu/relationship-peer-leader/>

Program Location: Student Support and Advocacy Center

- Relationship Peer Leaders (R-P-Ls): R-P-Ls are certified peer educators who receive training and support in leadership and health promotion and who are a part of the work at George Mason University to eradicate sexual and interpersonal violence.
  - R-P-Ls receive certified peer educator training through NASPA.
  - R-P-Ls primarily are responsible for workshop and program facilitation.

### **Aspirational Peer Institutions**

#### **University of Connecticut**

Website: <https://womenscenter.uconn.edu/programs-services/vawpp/>

Program Location: Women's Center

The University of Connecticut offers multiple peer-to-peer violence prevention education and advocacy opportunities for various constituent groups.

- *Violence Against Women Prevention Program (VAWPP) Peers:*
  - Peers facilitate VAWPP workshop discussions around the entire continuum of sexual violence, from media images to criminal behavior.
  - Student facilitators all take this course:
    - WGSS 3271 Seminar on Rape Education and Awareness I (1 credit): This course explores issues of gender-based violence and trains those enrolled to facilitate prevention and awareness workshops for the campus community. Students are required to attend an intensive one-day retreat and participate in weekly seminars.
- *UConn Men's Project*
  - The program is supported by the UConn Women's Center and the Asian American Cultural Center.
  - Eleven-week training that begins in February.
  - Trains students who identify as men to positively influence their peers by challenging social norms that promote gender-based violence; understanding their connection to survivors of gender-based violence; and role modeling effective bystander interventions.
- *Greeks Against Sexual Assault (GASA)*
  - This program is co-sponsored by the UConn Women's Center and the Office of Fraternity and Sorority Life (OFSL).

- Trains members of fraternities and sororities so they can then positively influence their peers by challenging social norms that promote gender-based violence; understanding their connection to survivors of gender-based violence; and role modeling effective bystander interventions.

## **University System of Maryland (USM) Schools**

### **Towson University**

Website: <https://www.towson.edu/healthcenter/health-education/peer-education/sexual-assault-education/>

Program Location: Health Center

- Sexual Assault Peer Educators (SAPes): SAPes are Towson University students who are trained to provide accurate, accessible and helpful information to prevent sexual violence in our communities. SAPes facilitate workshops and host events on bystander intervention, healthy relationships, and consent.

### **University of Maryland, College Park**

Website: <https://health.umd.edu/wellness-advocacy/uhc-peer-programs>

Program Location: Health Center

UMCP offers three types of peer programs that undergraduate students can participate in:

- *CARE Peer Educators*: Facilitate workshops about power-based violence and bystander intervention, and carry out campus-wide educational events, like the Clothesline Project.
- *Peer Advocates*: Provide resources, crisis intervention, and emotional support both in-person and after hours via the CARE crisis line.
- *Outreach Peers*: Execute large-scale events, create promotional materials, and inform the campus community about CARE's work.

## **Additional Institutions**

### **Colorado State University**

Website: <https://wgac.colostate.edu/involvement/courses/victim-assistance-team-volunteers/>

Program Location: Women and Gender Advocacy Center

- Victim Assistance Team (VAT): VAT "provides confidential support and advocacy to Colorado State University students and any family or friends who have experienced sexual assault, dating/domestic violence, and stalking on or off campus."
  - Advocates assist victims of all genders, and any family or friends to cope with the physical, psychological and legal aftermath resulting from interpersonal violence. Trained Victim Advocates are on call 24 hours a day, 365 days a year to provide emotional support and information.
  - Advocates are volunteers (students, staff and faculty) who complete an extensive training program.

## **Appendix I: Workgroup Members and Subgroups**

### *Co-Chairs:*

Jess Myers  
Nadia BenAissa  
Jameka Wiggins

### *OIE Laison:*

Mikhel Kushner

### *Workgroup Members and Sub-group Contributions:*

Amelia Meman  
Christine Routzahn (Subgroup: peer advocacy)  
Christopher Murphy (Subgroup: survivor advocate position and respondent services)  
Danielle Farrell (Subgroup: marginalized populations/graduate students)  
Elle Everhart (Subgroup: peer advocacy)  
Emily Faber (Subgroup: marginalized populations/graduate students)  
Julie Burroughs (Subgroup: survivor advocate position and respondent services)  
Kayla Hickman (Subgroup: peer advocacy)  
Kerry Garrity  
Kylie Hoffman (Subgroup: marginalized populations/graduate students)  
Lisa Gray (Subgroup: marginalized populations/graduate students)  
Lucie Blauvelt (Subgroup: peer advocacy)  
Mariah Qureshi (Subgroup: survivor advocate position and respondent services)  
Meghan Mette (Subgroup: survivor advocate position and respondent services)  
Meryl Cozart (Subgroup: peer advocacy)  
Natalia Panfile  
Rehan Sawant (Subgroup: marginalized populations/graduate students)  
Sima Saleh  
Tyler Fultz (Subgroup: peer advocacy)

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