

SEXUAL RESPECT AND UNIVERSITY COMMUNITIES

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WE ARE IN A NEW TIME

Increased attention on campuses, in workplaces and in public to:

- Sexual harassment
- Sexual violence
- Relationship violence
- Stalking
- Sex discrimination, sex stereotyping and gender diversity
- Pay equity in business settings

WHAT CHANGED?

Awakening – recognizing the inequity and violence that has long been seen as an individual problem.

Power in shared experiences, including via social media, to address gender-based and sexual violence. Powerful social norms that often lead individuals to blame themselves for experiencing harassment and assault.

In the US - **attention shifted** from military to universities to business sector and beyond.

EMPOWERMENT THROUGH EMPATHY

Efforts around the world, small and large, for many years and decades.

#MeToo – created in 2006 – by Tarana Burke, a survivor of sexual assault, who wanted to do something to help women and girls of color who had also survived sexual violence.

#MeToo seeks *Empowerment through Empathy* – to show the world how widespread and pervasive sexual violence is and to let others know they are not alone.

SEX DISCRIMINATION: THE BASICS

There are three types:

1. Sexual harassment
2. Sex stereotyping
3. Pay inequity

SEX DISCRIMINATION: THE BASICS CONTINUED

Sexual harassment: Unwelcome sexual advances, requests for sexual contact, and other verbal, physical or visual conduct of a sexual nature

- **Hostile environment:** Acts that interfere with someone's ability to do their work on the same basis as others
- **Quid pro quo:** You engage in this sexual act with me and I will hire you/promote you/etc.

SEX DISCRIMINATION: THE BASICS CONTINUED

Sex stereotyping: Giving men and women different opportunities based on their gender OR treating some men or women worse than others because they don't conform to gender stereotypes.

Ex: Ann Hopkins denied partnership at Price Waterhouse because she wasn't feminine enough (US Supreme Court 1989).

SEX DISCRIMINATION: THE BASICS CONTINUED

Pay inequity: Paying men and women different amounts for substantially similar work.

Note on reporting: UK now requires employers with 250 or more employees to publish data comparing men and women's average pay across the organization. Other countries with mandatory reporting include Australia and Germany.

THE REACH OF THE PROBLEM

Many studies around the world find that more than 50+% of women experience sexual harassment through work.

Substantial percentages of women and men also experience sexual assault, relationship violence, and stalking.

- Significant negative personal and economic effects on individuals at work and at home.
- High costs to business and to government.

EDUCATIONAL COSTS

- Reduced quality of learning
- Delayed or unfinished assignments and exams
- Missing classes
- Diminished academic performance
- Disruption, redirection or termination of studies

COSTS IN PROFESSIONAL CONTEXTS

- For the individual: productivity, career, personal well-being
- For the firm:
 - Conflict/Morale
 - Reduced quality of work
 - Absenteeism
 - Turnover
 - Complaints and litigation
 - Negative publicity
 - Enduring reputational harm

An old study (1988) reported on by the World Economic Forum estimated that the average Fortune 500 company with 24,750 employees lost \$6.7 million per year due to sexual harassment.

Recent reports - including litigation settlements and high-level executive departures – show substantially higher costs.

WHAT CAN UNIVERSITIES DO? KEY ELEMENTS OF A UNIVERSITY RESPONSE

1. Public commitment
2. Prevention education
3. Clear policy and reporting options
4. Supportive resources
5. Strong investigation with commitment to fairness and sensitivity
6. Appropriate sanctions
7. Transparency through de-identified reporting
8. Research

FRAMING THE PROBLEM: RECOGNIZING THE COSTS ON MULTIPLE LEVELS

Significant costs: dignitary, life changes, and economic – at multiple levels

- Personal
- Familial
- Community-wide
- Educational
- Institutional
- National and global

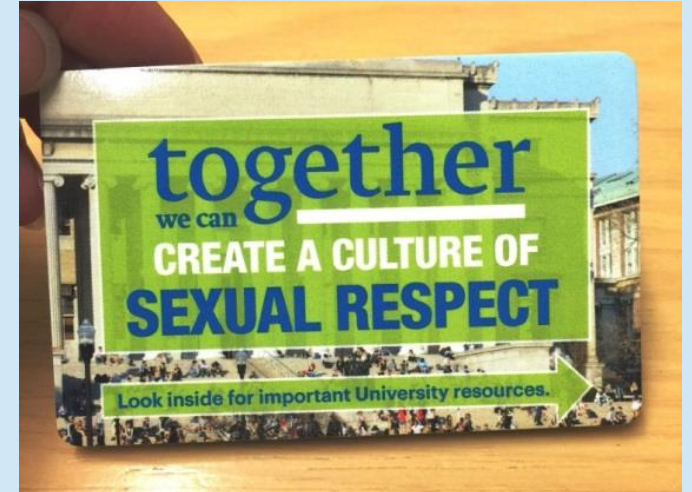
COLUMBIA CONTEXT - PREVENTION

- **Before Students Arrive**

- Welcome to Columbia Tutorial
- Haven Online Prevention Training
- University Life app with resources

- **Orientation and Early Days on Campus**

- Orientation presentations at all new student orientations
- Pocket-sized sexual respect resource card
- Resource sticker on all undergraduate residence hall doors
- ID-card holder for phones lists key resources (for undergraduates)
- Refrigerator magnet with key resources in all University housing



COLUMBIA CONTEXT - PREVENTION

- **Sexual Respect and Community Citizenship Initiative**
 - All students reflect on the link between sexual respect and what it means in our University community.
 - Required for all new students; strongly encouraged for others.



What is the link between Sexual Respect and

- ...access to education?
- ...personal expression and personal safety?
- ...student life?
- ...the Columbia community?
- ...you?**

**October 20, 2015 to
March 20, 2016**

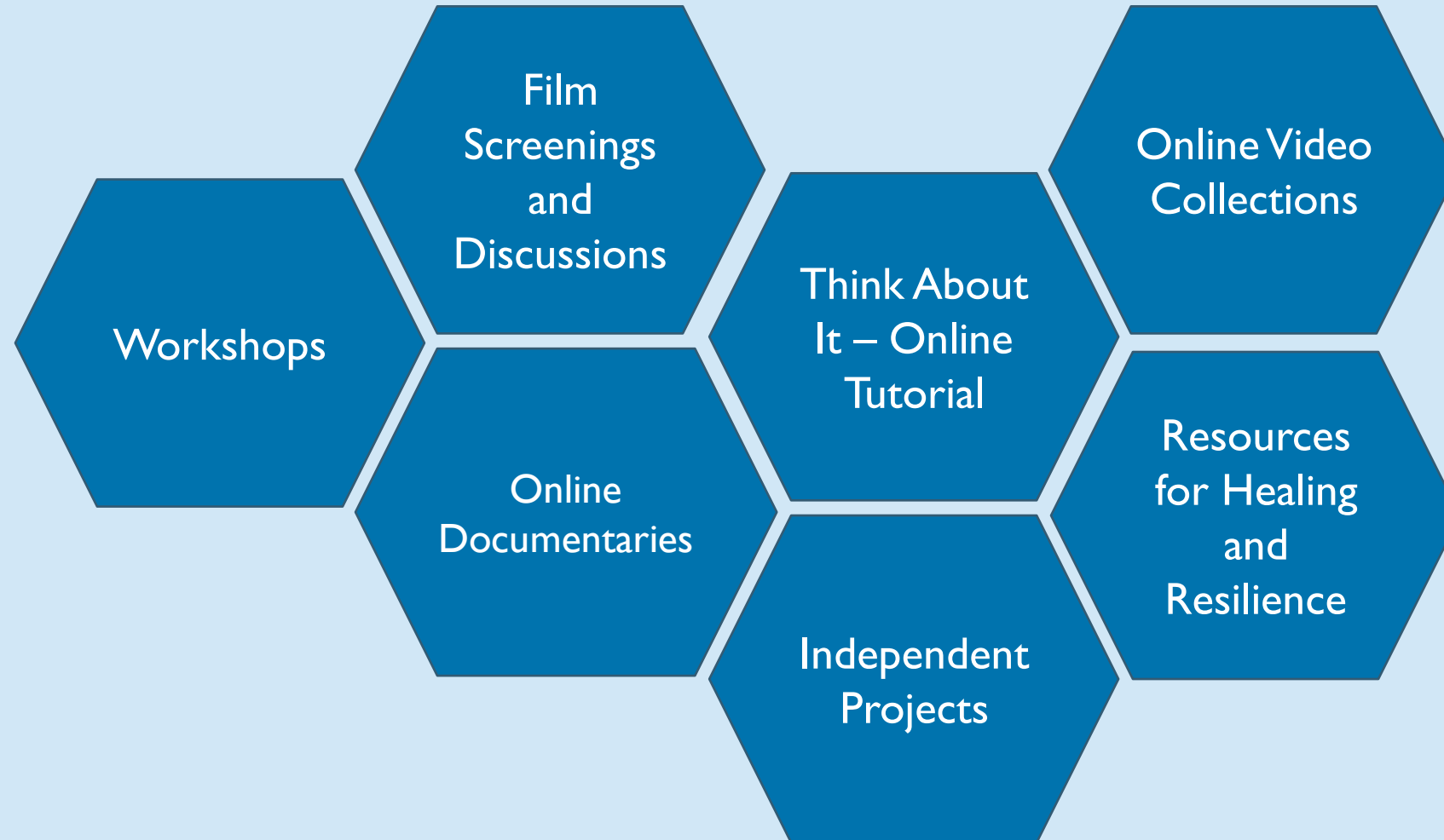
GET STARTED
sexualrespect.columbia.edu

**The Sexual Respect
and Community
Citizenship Initiative**

FEATURING
Workshops
Film Screenings
Online Options
Independent Projects
Resources for Healing and Resilience

 **COLUMBIA UNIVERSITY**
Office of University Life

SEXUAL RESPECT INITIATIVE OPTIONS FOR STUDENTS



SEXUAL RESPECT AND COMMUNITY CITIZENSHIP INITIATIVE: MAJOR GOALS

Created by students along with faculty and administrators, the Initiative asks each of us to do what we can to promote a campus climate that reinforces sexual respect and rejects sexual harassment, sexual assault, and other forms of gender-based misconduct.

1. Increase knowledge of key concepts related to sexual respect, including healthy and problematic behaviors, and the methods and potential impact of bystander intervention.
2. Increase awareness of University resources and community values
3. Provide opportunities to dispel myths about sexual violence, learn more about the link between gender stereotypes, harassment and violence, and foster awareness about sexual violence within our community and broader society.

SEXUAL RESPECT INITIATIVE KEY POINTS

Bystander Intervention

Being a prosocial bystander means being aware of events happening around you and learning how to step in safely or seek help from others. Stepping in can be telling a friend you find their language offensive, or leaving a party early with a friend to make sure they arrive home safely.

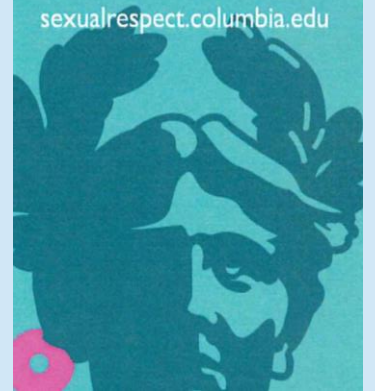
#TakeTheInitiative



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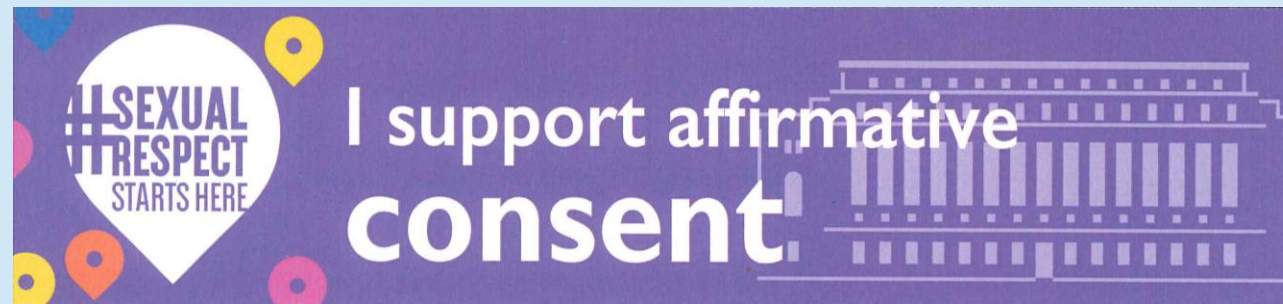
SEXUAL RESPECT INITIATIVE KEY POINTS

Affirmative Consent

It's about communicating your own interest, really listening to the other person's interests, and moving ahead only if you both agree. It's a knowing, voluntary and mutual decision among all participants to engage in sexual activity.

And, it's the law.

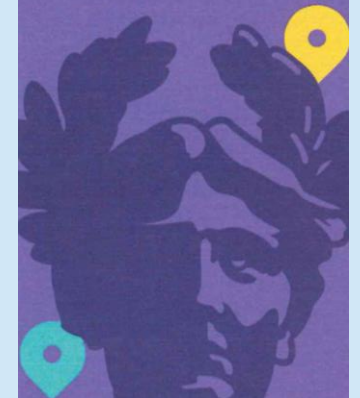
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SEXUAL RESPECT INITIATIVE KEY POINTS

#SexualRespect @Columbia

Our commitment and responsibility to do what we can to reinforce caring and mutual respect in our community, even amid differences. Our rejection of sexual harassment, sexual assault, and other forms of gender-based misconduct.

#TakeTheInitiative



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#TakeTheInitiative
sexualrespect.columbia.edu

SEXUAL RESPECT INITIATIVE KEY POINTS

#SexualRespectStartsHere

I commit to communicating and acting with integrity and respect for others. It starts with me.

It starts here, with us.

For myself. For my friends and classmates. For your Columbia community.



Sexual Respect and Community Citizenship at Columbia

Every year, thousands of Columbia students take the Sexual Respect initiative to learn key concepts, behaviors, facts and myths about sexual misconduct, and paths to healing and resilience. Join us and learn more.

Understand the issues, connect with other, and know where you and your friends can help.

COLUMBIA CONTEXT - PREVENTION

Students received additional training throughout the Academic Year.

Sexual Violence Response Programming

- Provides trauma-informed, confidential support through crisis counseling/intervention, advocacy, prevention, and outreach focused on interpersonal violence and harassment.
- Workshops throughout the year.
- Extensive programming through Sexual Assault and Relationship Violence Awareness months (April and October annually).

COLUMBIA CONTEXT – PREVENTION (CONT.)

Sexual Respect for Student Leaders/Athletes Training

- Training for student athletes and student leaders mandated by NYS law.
- More than 2,000 students trained in-person annually.

COLUMBIA CONTEXT – PREVENTION (CONT.)

Student-led Events Throughout the Academic Year

Mini-grants provide funding for:

- Workshops
- Film discussions
- Support discussions
- Public presentations/Arts

EASY-ACCESS INFORMATION AND REPORTING: THE SEXUAL RESPECT WEBSITE

www.sexualrespect.columbia.edu

The screenshot shows the Sexual Respect website interface. A large yellow arrow points down to the 'File a Report' button in the navigation bar. Another yellow arrow points right to the 'Get Help & Support' link in the same bar. A third yellow arrow points right to the 'Key Resources on Campus' section. The website features a blue header with the Columbia University logo and navigation links. The main content area has a blue banner with the title 'Sexual Respect' and a commitment statement. Below this is a section titled 'Key Resources on Campus' with four blue cards, each containing an icon, title, description, and a 'Learn more' link. The cards are categorized as 'Confidential' or 'Not Confidential' at the bottom.

Columbia University in the City of New York

Key Campus Resources Guide For Faculty and Staff Exit Search

Sexual Respect

Get Help & Support Sexual Respect Initiative University Policy Learn More Get Involved [File a Report](#)

Sexual Respect is a commitment. It is a commitment to communicating and acting with integrity and respect for others.

Key Resources on Campus

 Sexual Violence Response (24/7/365) Call (212) 854-4357 (HELP) to connect with survivor advocates for trauma-informed rape crisis/anti-violence support, including accompaniment to the hospital, police, or to other resources. SVR also offers prevention education. Learn more. Confidential	 Counseling Services Get trauma support and short-term counseling, referral for ongoing mental health services, and/or introduction to student support groups. Learn more. Confidential	 Public Safety (24/7/365) Call (212) 854-5555 when you need emergency response, security escorts or assistance with law enforcement. Learn more. Not Confidential	 Gender-Based Misconduct Office Receive help in seeking academic and other accommodations, and guidance through the complaint, investigation and adjudication process. Learn more. Not Confidential
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SEXUAL RESPECT/GENDER-BASED MISCONDUCT PREVENTION TASK FORCE

Charge: Constructively assess the University's current prevention efforts and identifying additional ways the University can act to reduce the prevalence of nonconsensual conduct and contact in our community.

GENDER-BASED MISCONDUCT
PREVENTION TASK FORCE
REPORT 2016-17

 COLUMBIA UNIVERSITY
Office of University Life

May 2017



Membership: Students,
faculty, and University
administrators

POLICY: KEY ELEMENTS

Identify what conduct is prohibited – and illustrate *with scenarios*

Answer these questions:

- Where to get help/file a complaint?
- What is the process for investigating complaints?
- What happens if someone violates policy?

Link to underlying values – Fair to all and sensitive to the issues involved.

EXCELLENT TRAINING – KEY ELEMENTS

- Make it **interesting** – conversations are better than speeches
- Make it **ongoing** – not just once a year in one session (quick refreshers)
- Keep in mind **barriers to reporting**:
 - Information – not sure where to go
 - Trust/fairness/sensitivity – concerns about the organization's process
 - Stigma/embarrassment/self-blame
 - Depression or other mental health challenges
 - Other forms of discrimination or harm (e.g. based on race, sexual orientation, religion, gender identity, etc.)
 - Retaliation concerns – both formal and informal – especially if the complaint is brought against a popular or powerful person

TRAINING KEY ELEMENTS: INSTITUTIONAL VALUES

- What behavior is acceptable, not acceptable –

Make it personal, use scenarios

“No” doesn’t mean maybe

Silence doesn’t mean “ok”

- Where to report
- What happens if you report
- How to help a friend or colleague

*** for Faculty and Staff –**

- Clarity about responsibilities
- Can’t keep information confidential
- Accountability
- In a hierarchical institution, responsibility runs through the hierarchy

WHAT HAPPENS AFTER TRAINING?

- **Reinforce knowledge**: evaluation, timetable for refreshers, multiple media (signage, web postings, small-bite reminders).
- **Increase accountability at the local level**: Who is the point-person who can help anyone find the right information? Who is in charge of local reminders?
- **Supervisory accountability**: Be clear that persistent issues will be taken seriously in compensation and promotion.
- Incentivize **innovation and engagement** from both men and women.
- Develop meaningful systems for **implementing accountability requirements** – consider frequency of staff trainings; effectiveness in surfacing and responding to issues.

POLICY 101: KEY DEFINITIONS

What do I need to know about our gender-based misconduct policy and how to help students?

Most important: Remember that all information – including the Policy, definitions of misconduct and resources – are on the Sexual Respect website.

POLICY 101: KEY DEFINITIONS

Still, it can be useful to know some basics:

Sexual Harassment: Unwelcome sexual advances, requests for sexual contact, and other verbal, physical, or visual conduct of a sexual nature.

Gender-Based Harassment: Acts of verbal, intimidation, stalking or hostility based on gender or gender-stereotyping.

Dating Violence: Physical or sexual violence – or threats of that type of violence - toward someone who is or was in a romantic or intimate relationship.

Domestic Violence: Physical violence – or threats of violence – toward a current or former spouse or intimate partner, a person who has a child in common, or anyone protected against domestic violence under NYS laws.

MORE DEFINITIONS:

Stalking: Unwanted attention that is repeated or obsessive AND that is reasonably likely to cause alarm. This can include calls, texts, unwanted gifts, surveillance and in-person contact.

Sexual Exploitation: Non-consensual abuse or exploitation of another person's sexuality.

Sexual Assault – Sexual Intercourse: Any form of sexual intercourse (any penetration or mouth/genital contact) without affirmative consent).

Sexual Assault – Sexual Contact: Any intentional sexual touching – over or under clothing - without affirmative consent.

Detailed definitions are on the Sexual Respect website.

WHAT IS AFFIRMATIVE CONSENT?

Affirmative consent = Yes means Yes

Simply put, this means that people need to clearly indicate – through words or actions – that they are consenting to any type of sexual activity.

Silence or lack of resistance is *not* consent!

This is Columbia's policy and is required by NY State law for all students. For the full policy text, please see the Sexual Respect website.

CONSENT UNDER THE INFLUENCE IS PROBLEMATIC

Columbia's policy is clear that there is **NO consent if a person is incapacitated by alcohol, drugs or anything else.**

This is because they lack the capacity to give knowing consent (i.e., to understand the “who, what, when, where, why or how” of the sexual interaction).

It's no excuse for someone to say they were intoxicated at the time and didn't realize their partner was incapacitated!

A common question:

If I have had a few drinks, can I still consent? Can my partner consent?

*It depends! You can be tipsy or intoxicated and **still able to consent**, or incapacitated and almost unconscious, and **unable to consent**. Remember: if your partner has not affirmatively consented, that is sexual assault under Columbia's Affirmative Consent policy (and NYS law).*

WHAT IF A STUDENT WHO MAKES A REPORT IS ENGAGED IN UNLAWFUL DRINKING OR DRUG USE?

Columbia wants to be sure students are as comfortable as possible incidents of assault or other gender-based misconduct – including dating and relationship violence, stalking, sexual and gender-based harassment.

We recognize that students who have violated the University's alcohol or drug policies at the time of an incident may be hesitant to report an incident.

So, we do not discipline students for these violations if they make a good-faith report about an incident that happened at the same time as drinking or drug use. (See the Sexual Respect website for the full Amnesty policy).

ROMANTIC AND SEXUAL RELATIONSHIPS – WHAT'S COLUMBIA'S POLICY?

Faculty/Student: No faculty member shall have a consensual romantic or sexual relationship with a student **over whom he or she exercises academic or professional authority.**

Staff/Student: No staff member at Columbia should **supervise, evaluate, advise, take employment actions or mentor** any Columbia University student with whom s/he has or has had a consensual romantic or sexual relationship, except in unusual circumstances.

Staff/Staff: No staff member at Columbia should **hire, supervise, evaluate, or take employment actions** any Columbia University staff member with whom s/he has or has had a consensual romantic or sexual relationship, except in unusual circumstances.

Faculty/Undergraduate: No faculty member shall have a consensual romantic or sexual relationship with a student **who is an undergraduate.**

SAMPLE SCENARIOS FROM COLUMBIA'S POLICY

Pat and Dana met at a party. They spent the entire party getting to know each other and dancing. Dana had four shots of tequila and four beers over the course of the evening. At one point, Dana went to the bathroom and Pat noticed that Dana staggered when she returned. Dana's friend told Pat that Dana had been vomiting. Pat volunteered to take Dana home. When they arrived at Dana's dorm room, Pat began kissing Dana and proceeded to have sex with Dana. When Dana woke up in the morning, Dana asked Pat what happened that evening. Pat told Dana that they had sex and that Dana had asked to have sex.

Pat having sex with Dana while Dana was incapacitated is a violation of this Policy. A reasonable person could have concluded that Dana was incapacitated due to her alcohol use because Pat saw Dana stumbling and knew Dana had vomited in the bathroom. Dana was therefore not able to give consent.

SAMPLE SCENARIOS FROM COLUMBIA'S POLICY

Taylor and Hong have been dating for a few months. On several occasions, Taylor and Hong have engaged in consensual sexual intercourse. One night, Hong and Taylor were making out when Hong said, "I don't feel like having sex tonight." Taylor continued to kiss Hong and took off Hong's clothing despite Hong's verbal and physical objections. Eventually, Hong became silent and submitted to Taylor's insistence to have sex.

Taylor did not have Hong's consent to engage in sexual intercourse, which is a violation of this Policy. Hong objected to having sex and Taylor ignored these objections. Although Taylor and Hong have previously had consensual sexual intercourse, Hong did not consent to sexual conduct on this particular evening. In addition, silence does not imply consent.

SAMPLE SCENARIOS FROM COLUMBIA'S POLICY

Peyton and Jordan were in the hallway of their residence hall with a group of their neighbors on the floor, joking around and telling stories. Peyton placed his arms around Jordan's waist as they continued their conversation and then touched Jordan's breasts. Jordan removed Peyton's hands from her body. A few minutes later, Peyton stated she did not understand why Jordan was making such a big deal about Peyton touching her.

Jordan did not consent to Peyton's sexual touching, which includes contact under or over clothes. Peyton's behavior constitutes intentional physical contact of a sexual nature without affirmative consent - a violation of this Policy.

SAMPLE SCENARIOS FROM COLUMBIA'S POLICY

Kai and Lee met at an off-campus location and quickly realized they were both Columbia students. Lee asked Kai for their number and suggested that they meet for lunch on campus. A few hours later, Lee began to call and text Kai, asking Kai out on a date. Kai told Lee repeatedly that they are not interested and did not want to date them. After that, Lee found Kai's campus address and began to send cards and flowers to Kai's room. Kai wrote to Lee after the first card arrived and asked Lee to leave them alone. Then Lee waited for Kai outside of their class to invite them to dinner.

Lee's repeated contact with Kai is stalking – a violation of this Policy. Kai declined Lee's multiple requests to go on a date. Additionally, Kai asked Lee to leave them alone and to stop visiting their dorm.

SAMPLE SCENARIOS FROM COLUMBIA'S POLICY

Melissa and Joe are married and live in off-campus housing. After a stressful meeting with his advisor concerning his dissertation, Joe came back to the apartment and berated Melissa about the apartment being messy. Joe grabbed the dinner that Melissa ordered and threw it in her direction, though he did not hit her. When Melissa tried to leave the apartment, Joe grabbed her by the wrist. In the struggle to get away from Joe, Melissa fell and hit her head on the table.

Joe's actions are domestic violence, a violation of this Policy. Any use or threat of physical violence toward a domestic partner or spouse constitutes domestic violence.

SAMPLE SCENARIOS FROM COLUMBIA'S POLICY

Bette and Tina had been dating for a few months. Tina, an aspiring photographer, asked Bette to pose in the nude for her portfolio. Bette and Tina got into an argument regarding Tina's photography. Shortly after they broke up, a mutual friend informed Bette that Tina had posted Bette's nude photographs on Facebook.

This is a violation of this Policy. The use and distribution of photographs of another person's unclothed body or body parts, without permission, regardless of whether they originally consented, is sexual exploitation.

SAMPLE SCENARIOS FROM COLUMBIA'S POLICY

Ben and Jake are two members of the men's baseball team and had been secretly dating one another for several months. While Jake identified as gay, he was not "out of the closet" to his friends or family. Ben similarly identified as gay, but unlike Jake he was open about his sexual orientation with his friends and family prior to coming to the University. After dating for several months, Ben became frustrated with Jake's unwillingness to be open in their relationship, and he repeatedly threatened to "out" Jake to their teammates and Jake's family, despite Jake expressing an unwillingness to disclose his sexual orientation.

Repeated threats or non-consensual disclosure of a person's sexual orientation that create a hostile environment are sexual harassment, a violation of this Policy. An investigation under this Policy would evaluate whether Ben's behavior created a hostile environment for Jake and violated the Policy's prohibition of sexual harassment.

RETALIATION – WHAT IS IT? WHAT TO DO ABOUT IT?

- **Retaliation is** any adverse action taken against someone for making a complaint, defending themselves or participating in the process. It can include giving someone a poorer grade because they filed a complaint or demoting or firing someone for being a witness.
- **Everyone** – the people involved in the case, their friends, and anyone else – is prohibited from retaliating.
- **Violations** of this policy are taken extremely seriously and may result in additional disciplinary action.

WHO HAS A DUTY TO REPORT DISCRIMINATION AND HARASSMENT?

All Columbia employees who do not work as confidential resources have a duty to report any instance or allegation of prohibited conduct **involving a student** that they see or learn about. This includes:

- Faculty; Officers of Administration, Research, and the Libraries; Coaching Staff
- Staff who work directly with students, including student advisers.

- Teaching assistants also have this duty to report.

REPORTING TO LAW ENFORCEMENT

We do not require anyone in our community (students, faculty, other employees) to report to law enforcement. Columbia has various resources to provide support for students or others who choose to report incidents to law enforcement.

COLUMBIA CONTEXT – RESPONSE RESOURCES

- **Confidential support and assistance for students includes:**
 - Sexual Violence Response
 - Counseling Psychological Services (Morningside) and Mental Health Services (CUMC)
 - University Chaplain
 - University Ombuds Office
- **Gender-Based Misconduct Office**
 - Provides students with case managers and highly trained investigators
 - Administers University's Gender-Based Misconduct policy, revised annually

WHAT DOES THE GENDER-BASED MISCONDUCT OFFICE DO WHEN IT RECEIVES A REPORT?

- **Every student is offered a case manager**
 - Discuss resources and accommodations
 - Explain investigative and disciplinary process
- **Investigation/Mediation/Restorative Justice process**
 - Columbia has a two-person team investigate each incident.
 - Students can have an attorney-advisor at no charge to them.
 - For some types of incidents, students can also choose to go through mediation or a restorative justice process instead of the investigation/adjudication process. For this, both parties and the University must all agree.
- **Adjudication and Sanctions**
 - After an investigation, a panel will decide if the accused student is responsible for violating the Policy. If yes, sanctions will be imposed. Sanctions range from Warning / Education on the Policy, to Disciplinary Probation, to Expulsion. Students have a right to appeal.

REPORTS REGARDING FACULTY AND STAFF MEMBERS

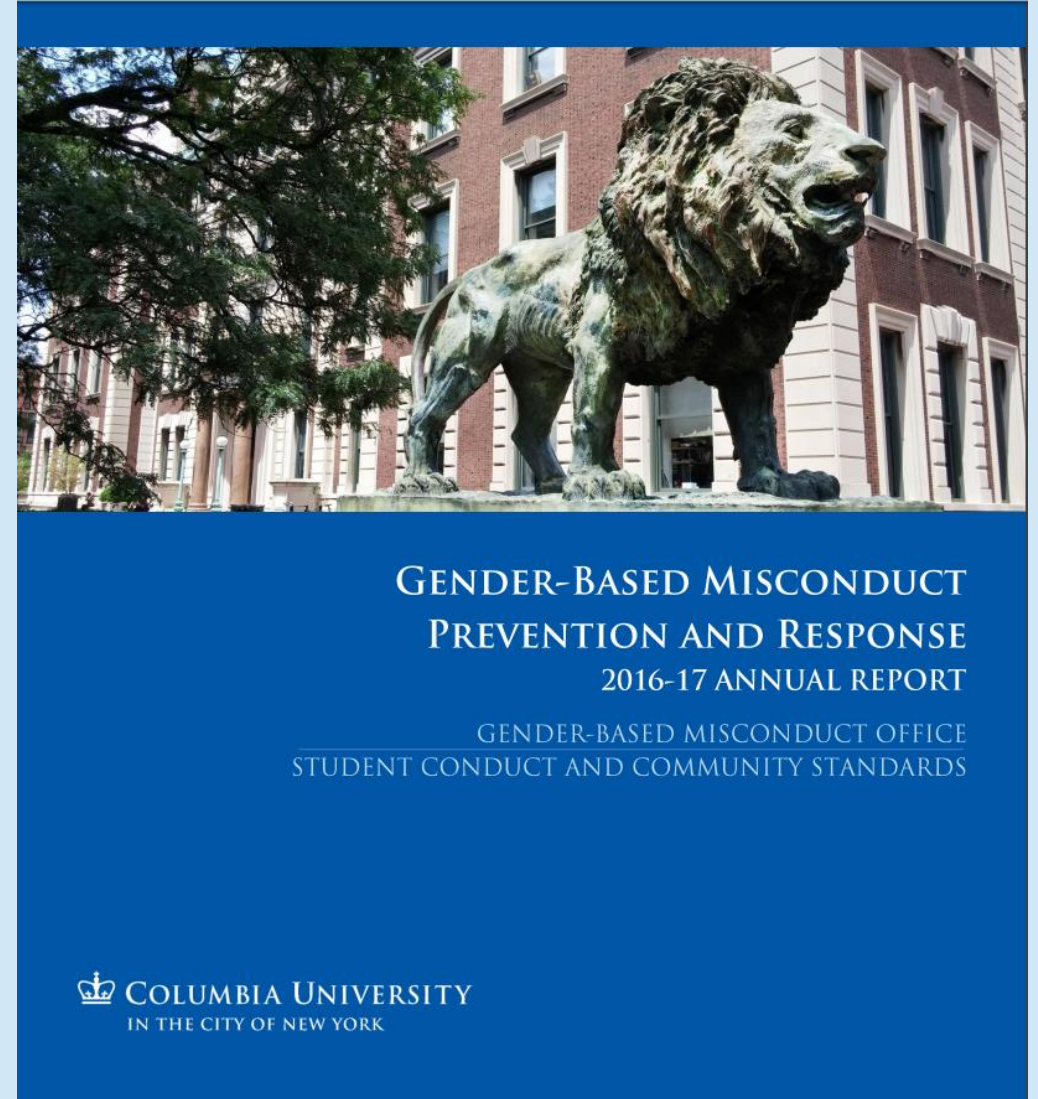
Columbia's Equal Opportunity Office receives and responds to reports and concerns about our faculty and staff misconduct.

- EOAA staff provide the Complainant with resources and options
- Interim measures/accommodations may be provided
- Informal resolution/mediation may be an option in some cases, if all parties and the University agrees.
- Investigation:
 - EOAA uses two investigators for gender-based misconduct cases and one or two for all others
 - Investigative Report or Determination Letter
- Sanctions: EOAA will recommend sanctions/discipline to dean or supervisor if an employee is found responsible for a policy violation.
- Right to appeal

TRANSPARENCY AND SELF-ASSESSMENT:

Create and publicize data reports
(trainings completed, complaints
received, actions taken, etc.)

Use occasional anonymous surveys to
check knowledge of policy and
resources and to identify concerns



RESEARCH

Sexual Health Initiative to Foster Transformation (SHIFT)

- SHIFT examines the factors that shape sexual health and violence for undergraduates.
- SHIFT is a multi-year comprehensive project encompassing ethnography, quantitative research, and policy translation.

SHIFT AIMS

- To **understand the prevalence** of sexual assault/nonconsensual sexual contact on campus
- To **understand the ecology** of sexual assault by examining individual, interpersonal/social, and contextual and institutional risk and protective factors associated with sexual violence and sexual health
- To work with key stakeholders to **translate findings into interventions and policy**

The image is a promotional poster for the Sexual Respect and Community Citizenship Initiative. It features a bronze statue of Minerva, the Roman goddess of wisdom, with her head turned back and her right arm raised. The statue is set against a background of a grassy field with people walking in the distance. The image is framed by a light blue border. The text is overlaid on the image in a white, sans-serif font.

Sexual Respect and Community Citizenship Initiative Take the Initiative!

September 25 through October 29, 2017
Get Started: sexualrespect.columbia.edu