



# allin

**TULANE SEXUAL  
MISCONDUCT  
CLIMATE SURVEY**

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EXECUTIVE REPORT  
& ACTION PLAN



Dear Tulane Community:

The Climate Survey Report you are about to read reflects the lived experiences of our full-time, part-time, undergraduate, graduate, professional and online students as it relates to sexual violence, sexual harassment and sexual misconduct of all kinds.

This report is deeply disturbing and heartbreaking. The facts it reveals, the experiences it captures and the action plan it lays out are critical in our continued conversation about sexual violence and harassment within our university community and beyond.

Sexual violence and coercion are among society's most disturbing, pervasive and urgent problems. These are issues facing universities across our country. Preventing their occurrence, supporting survivors and providing a fair and responsive student conduct process are top priorities.

The survey instrument we used to gather the data in this report is the gold standard for such efforts due to its effectiveness in capturing the daily, real-time experiences of students. As such, we believe these results offer as complete a picture as possible of what needs to change at our university.

Beyond the numbers and data, this report is a call for action for every member of our community to do even more work on this issue through education, prevention, victim support and enforcement.

With the release of this executive report, we renew and redouble our efforts through the [All In 2.0](#) Strategic Plan. We urge all members of our community to be All In to win this fight. We must do better for our students, our friends and our community.

This is the pledge we owe to every survivor whose voice and pain is expressed in the pages that follow. Theirs is the message we should hear as we read this report; theirs is the call we should answer.

Sincerely,

Marcus Foster, *Assistant Provost for Title IX Compliance and Education*

J. Davidson "Dusty" Porter, PhD, *Vice President of Student Affairs*





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## I. INTRODUCTION

In the spring of 2022, Tulane administered a comprehensive campus climate survey to assess perceptions and behaviors related to a wide range of issues regarding sexual harassment and sexual violence that impact Tulane students. The 2022 climate survey marked the university's second comprehensive student survey and the first time that all students aged 18 years of age or older — full-time, part-time, undergraduate, graduate, professional and online students — were eligible to participate. Out of the total 13,756 students enrolled in spring 2022, 3,959 students completed the survey, reflecting a response rate of 28%.

The first standalone sexual harassment and sexual violence campus climate survey was administered in spring 2017 to all full-time on-campus students, utilizing the Administrator-Researcher Campus Climate Collaborative (ARC3) survey, the same instrument used in 2022. The 2017 climate survey built on sexual violence prevention initiatives from 2014-15 when the university administered the American College Health Association-National Collegiate Health Assessment (NCHA-II) and the Healthy Minds Study (HMS) surveys to the student body, adding 36 institution-specific items to those surveys to gather desired climate data on sexual violence as a pilot for a larger, standalone sexual violence climate survey.

The ARC3 survey, considered the gold standard of such surveys, was designed to help better understand the prevalence of sexual harassment and sexual violence among students at colleges and universities. Specifically, the survey prioritized the following for evaluation:

- 1) Obtain victimization rates of sexual harassment, stalking, dating/domestic violence, unwanted sexual contact and/or rape.
- 2) Gather information about victimization rates of high-risk populations including first-year female-identifying students, students of color and students who identify as LGBTQ+.
- 3) Evaluate the connection between incidents of victimization and alcohol use, attitudes of sexual violence, campus organizational membership and prior victimization.
- 4) Assess knowledge of reporting options and support resources.
- 5) Collect student perceptions on university resources as well as feedback on how effective these were for students who utilized these options.
- 6) Measure knowledge and use of positive bystander behaviors.

## II. IMPORTANT TERMS

The terminology used in the survey and throughout this report is presented below. The intent is to provide a common vocabulary and context for our community as we discuss issues of sexual misconduct. Often terms used in the survey instrument and in this report are broader in definition than criminal law.

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### DEFINITIONS

- ▶ **FEMALE-IDENTIFYING STUDENTS (CISGENDER WOMEN):** Refers to any individual whose gender identity and expression aligns with the female gender they were assigned at birth. Represents students who only selected female as their gender identity.
- ▶ **GENDER NON-CONFORMING/NON-BINARY/TRANSGENDER STUDENTS:** Refers to any individual whose gender identity or expression does not align with the sex they were assigned at birth or does not fit into a male/female binary. Represents students who selected agender, transgender, genderqueer, gender non-conforming, non-binary, questioning, genderfluid or other as their gender identity.
- ▶ **HETEROSEXUAL WOMEN/MEN:** Refers to any cisgender, intersex or transgender individual who identifies as heterosexual. Represents students who only selected heterosexual/straight as their sexual orientation.
- ▶ **MALE-IDENTIFYING STUDENTS (CISGENDER MEN):** Refers to any individual whose gender identity and expression aligns with the male gender they were assigned at birth. Represents students who only selected male as their gender identity.
- ▶ **NON-HETEROSEXUAL WOMEN/MEN:** Refers to any cisgender, intersex or transgender individual who identifies as gay, lesbian, bisexual, queer, asexual or other. Represents students who selected gay, lesbian, bisexual, asexual, queer, pansexual, questioning/unsure or other as their sexual orientation.
- ▶ **DATING VIOLENCE:** The survey looked at dating violence as activities that occurred between any hook-up, boyfriend, girlfriend, husband, wife or significant other including exes. It also excluded any measure of the length of the relationship. All questions excluded horseplay or joking. Tulane refers to dating violence interchangeably with domestic violence.

The measured actions included:

- ▶ Being threatened to be hurt and feeling as though actual physical harm may occur.
- ▶ Being pushed, grabbed or shook.
- ▶ Being hit.
- ▶ Being beaten up.
- ▶ Stealing or destroying personal property.
- ▶ Being scared of a significant other without them laying a hand on the person.

- ▶ **SEXUAL ASSAULT:** In the report, we often refer to sexual assault in reference to unwanted sexual contact and/or rape.
- ▶ **SEXISM & SEXUAL HARASSMENT:** The survey included various measures of sexism and sexual harassment. This definition of sexual harassment is broader than is currently defined under the law. Students were asked to indicate if they were in a situation, and someone engaged in the following behaviors:
  - ▶ Treated you “differently” because of your sex.
  - ▶ Displayed, used, or distributed sexist or suggestive materials.
  - ▶ Made offensive sexist remarks.
  - ▶ Put you down or was condescending to you because of your sex.
  - ▶ Repeatedly told sexual stories or jokes that were offensive to you.
  - ▶ Made unwelcome attempts to draw you into a discussion of sexual matters.
  - ▶ Made offensive remarks about your appearance, body or sexual activities.
  - ▶ Made gestures or used body language of a sexual nature which embarrassed or offended you.
  - ▶ Made unwanted attempts to establish a romantic sexual relationship with you despite your efforts to discourage it.
  - ▶ Continued to ask you for dates, drinks, dinner, etc., even though you said “No.”
  - ▶ Made unwanted attempts to stroke, fondle or kiss you.
  - ▶ Made you feel like you were being bribed with a reward to engage in sexual behavior.
  - ▶ Made you feel threatened with some sort of retaliation for not being sexually cooperative.
  - ▶ Treated you badly for refusing to have sex.
  - ▶ Implied better treatment if you were sexually cooperative.
- ▶ **SEXUAL MISCONDUCT:** Refers to the commission of sexual harassment, stalking, dating violence and sexual violence.
- ▶ **SEXUAL VICTIMIZATION:** Refers to experiencing sexual misconduct.
- ▶ **SEXUAL VIOLENCE:** The survey defines sexual violence broadly as nonconsensual sexual activity committed through incapacitation—taking advantage of a victim too drunk or out of it to stop what was happening—or force—through physical force such as holding or pinning down or through threats to physically harm the victim or someone close to them.

There are three distinct activities included within the definition of sexual violence.

The types of sexual violence are:

- ▶ Unwanted sexual contact – fondling, kissing or rubbing up against a person’s private areas of their body (lips, breast/chest, crotch or butt), or removing clothing without the person’s consent by incapacitation or force.
- ▶ Attempted rape – attempted oral, anal or vaginal sex without a person’s consent by incapacitation or force.
- ▶ Rape – completed oral, anal or vaginal sex without a person’s consent by incapacitation or force.

- ▶ **STALKING:** The survey measured a number of stalking behaviors. In general, stalking refers to 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.

The specific measures include:

- ▶ Being watched or followed from a distance, or spied on with a listening device, camera or GPS.
- ▶ Being approached or showing up in places, such as one's home, workplace or school when the perpetrator was unwanted there.
- ▶ Being left strange or potentially threatening items.
- ▶ Sneaking into one's home or car and doing things to scare one by making it known the perpetrator had been there.
- ▶ Leaving unwanted messages, including text messages.
- ▶ Making unwanted calls, including hang-ups.
- ▶ Sending unwanted emails, instant messages or social media messages.
- ▶ Leaving unwanted cards, flowers or presents.
- ▶ Making rude or mean comments online.
- ▶ Spreading rumors about a person online.

### III. CONTEXTUAL NOTES

#### PERIOD/TIMING FOR MEASURED BEHAVIOR

The data represents measured behaviors that happened beginning with a student's enrollment at Tulane and could therefore include behavior committed while away from Tulane, for example, while on summer break or study abroad.

#### DEMOGRAPHIC DATA

The data has been provided in the most granular way possible that yields valid data and protects individual privacy. Every effort has been made to label the data into the most representative population sets as possible.

#### DIFFERENCES BETWEEN THE 2017 AND 2022 SURVEYS

The 2022 survey population was expanded from the 2017 survey to include part-time and online-program students. Overall, 235 part-time students and 162 online students participated in the 2022 survey, representing 325 Tulanians in total.<sup>1</sup>

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<sup>1</sup> 72 survey respondents were online students attending part-time, therefore the total 325 is less than the sum of 235 part-time students and 162 online students.



## IV. RESEARCH METHODOLOGY & COMPARATIVE CONTEXT

### 1. OTHER CLIMATE SURVEYS

Since recommendations issued in 2014 by the White House Task Force to Protect Students from Sexual Assault, an increasing number of colleges and universities have conducted campus climate surveys on sexual misconduct.

Comparing results between institutions can be challenging because of differences in the population surveyed, methodology, approaches to measurement, individual profiles of schools and the timing of a survey.

- ▶ **TIMING OF A SURVEY:** When did the institution conduct its climate survey? Was the survey conducted at a heightened point in the national discussion or in the aftermath of increased sexual violence educational programs?
- ▶ **METHODOLOGY:** Did an institution offer the survey to the entire institution or was it offered to a smaller, random, representative sample of the student body?
- ▶ **APPROACHES TO MEASUREMENT:** What survey instrument did the school use?
- ▶ **INDIVIDUAL PROFILES OF SCHOOLS:** How similar are the two schools? Universities have different profiles—private versus public, mid-sized versus large, urban versus rural.

### 2. COMPARING SURVEY RESULTS TO CLERY STATISTICS

The yearly crime statistics provided in Tulane's Annual Security Report as mandated by the Clery Act, cover a broad range of criminal activity, including a few types of sexual violence: sexual assault (defined as rape, fondling, incest and statutory rape), dating violence, domestic violence and stalking. The Clery Act does not include sexual harassment as it is not a criminal offense.

Tulane is mandated to report criminal activity that fits the following specific criteria. First, the offenses must fit the definitions of criminal activity as defined by the U.S. Department of Education. Second, the offenses must occur either on campus, on public property adjacent to campus, or in/on non-campus buildings or property that the university controls or owns. Most importantly, the university can only report those sexual assaults reported to us.

### 3. METHODOLOGY

The ARC3 survey is a campus climate survey designed with a specific focus on college compliance with Title IX, including all forms of sexual discrimination, harassment and violence protected by the legislation and how these incidents impact students' well-being and beliefs. Developed by a consortium of sexual assault researchers and student affairs professionals, the survey meets the recommendations on climate surveys laid out by the White House Task Force to Protect Students from Sexual Assault in its 2014 report.

All students enrolled for the spring 2022 semester at Tulane were invited to participate in the online climate survey through several email messages sent to their university email address. This included all full-time, part-time, undergraduate, graduate, professional and online students.

To measure the prevalence of sexual misconduct, the survey contained behavior-based questions on sexual harassment (of student by students and of students by faculty/staff), sexual assault (unwanted sexual contact and rape), dating/domestic violence and stalking. The questions addressed both victimization and the frequency of sexual misconduct. Students were also asked to identify the worst incident with sexual misconduct they had experienced and provide additional information on their assailant, the location of the incident, whether drugs or alcohol were involved and their feelings of safety. There were also modules with questions about general respondent demographics, alcohol consumption, bystander behaviors and knowledge of campus resources, among others. Two additional questions were added at the end of the survey about the incentives available for respondents.

The survey was presented as the “Tulane Sexual Misconduct Climate Survey” or simply the “Climate Survey.” The survey’s administration was set for January/February 2022 with a roughly three-week window for students to complete the survey. Prior to the survey’s opening, students were made aware of the survey through an extensive campus-wide marketing campaign, including social media marketing through Facebook and Instagram. There were incentives for Greek organizations, residence halls and graduate/professional schools in addition to the incentives offered to individual respondents. Respondents could choose either a guaranteed \$5 Amazon gift card or to enter a raffle with a range of potential prizes.

## V. KEY FINDINGS OF 2022 SEXUAL MISCONDUCT CLIMATE SURVEY<sup>2</sup>

### 1. Students are aware that sexual violence is a problem at Tulane and are committed to the institution.

- ▶ When asked if they agree with the statement “I don’t think sexual violence is a problem at Tulane,” 95% of all gender non-conforming, non-binary and transgender respondents, 90% of all female respondents and 71% of all male respondents, disagreed or strongly disagreed.
- ▶ When asked if they agree with the statement, “I don’t think there is much I can do about sexual violence on this campus,” 49% of all female respondents, 45% of all gender non-conforming, non-binary and transgender respondents and 43% of all male respondents disagreed or strongly disagreed.

### 2. Students experience high rates of rape **prior** to enrolling at Tulane.

- ▶ 32% of all female respondents, 34% of all gender non-conforming, non-binary and transgender respondents and 8% of all male respondents reported being victimized by rape prior to enrolling at Tulane.
- ▶ 32% of undergraduate gender non-conforming, non-binary and transgender respondents, 31% of undergraduate female respondents and 9% of undergraduate male respondents reported being victimized by rape prior to enrolling at Tulane.
- ▶ 40% of graduate/professional gender non-conforming, non-binary and transgender respondents, 33% percent of graduate/professional female respondents and 5% of graduate/professional male respondents reported being victimized by rape prior to enrolling at Tulane.

### 3. Students also report high rates of rape **since** enrolling at Tulane.

- ▶ 27% of all female respondents, 21% of all gender non-conforming, non-binary and transgender respondents and 9% of all male respondents reported being raped since enrolling at Tulane.
- ▶ 30% of undergraduate, non-heterosexual females, 29% of undergraduate, heterosexual females and 24% of undergraduate, non-heterosexual male respondents reported being raped since enrolling at Tulane.
- ▶ 15% of graduate/professional, non-heterosexual females and 10% of graduate/professional, heterosexual females reported being raped since enrolling at Tulane.

### 4. Students report high rates of unwanted sexual contact **since** enrolling at Tulane.

- ▶ 36% of all female respondents, 32% of all gender non-conforming, non-binary and transgender respondents and 18% of all male respondents reported an incident of unwanted sexual contact since enrolling at Tulane.
- ▶ 46% of undergraduate, non-heterosexual female respondents, 40% of undergraduate, heterosexual female respondents and 33% of undergraduate, non-heterosexual male respondents reported an incident of unwanted sexual contact since enrolling at Tulane.
- ▶ 19% of graduate/professional, non-heterosexual female respondents reported an incident of unwanted sexual contact since enrolling at Tulane.

<sup>2</sup> Detailed results of the 2022 Sexual Misconduct Climate Survey can be accessed utilizing this interactive tool <https://allin.tulane.edu/>

**5. The vast majority of offenders of sexual assault are known by their victims.**

- ▶ 75% of sexual assault victims knew the person that assaulted them.
- ▶ Among heterosexual sexual assault victims, 78% reported knowing the person that assaulted them, while 67% of non-heterosexual assault victims knew their assailant.

**6. Alcohol and drugs are weaponized by offenders to engage in the perpetration of dating/domestic violence and sexual violence against undergraduate students.**

- ▶ 93% all female victims, 90% of all male victims and 76% of all gender non-conforming, non-binary and transgender victims reported that they were incapacitated due to drugs or alcohol at the time they were a victim of rape.
- ▶ 92% of undergraduate student of color victims and 92% of white undergraduate student victims reported that they were incapacitated due to drugs or alcohol at the time they were a victim of rape.

**7. The majority of Tulane students disclosed their incident of sexual violence to a peer, friend, family member, on-campus resource or off-campus resource.**

- ▶ 72% of all undergraduate female respondents, 65% of all undergraduate gender non-conforming, non-binary and transgender respondents and 61% of all undergraduate male respondents disclosed their experience of unwanted sexual contact and/or rape victimization to someone.
- ▶ 69% of all graduate/professional female respondents and 29% of all graduate/professional male respondents disclosed their experience of unwanted sexual contact and/or rape victimization to someone.<sup>3</sup>
- ▶ 73% of female students of color and 71% of white female students disclosed their experience of unwanted sexual contact and/or rape victimization to someone while 48% of male students of color and 62% of white male students disclosed their experience.

**8. The majority of Tulane students are knowledgeable of the *All In* campaign, its commitment, resources and opportunities and are aware of the key offices involved in sexual misconduct response.**

- ▶ 72% of all respondents indicated that they are aware of the *All In* campaign and its resources or opportunities.
- ▶ 85% of all respondents discussed the topic of sexual misconduct with a family member or friends, 84% of all respondents had seen posters, social media accounts or visited a Tulane website with information about sexual misconduct and 74% of all respondents discussed sexual misconduct in class, received education through Greek life and/or completed online training for class credit, organization or program enrollment.
- ▶ 88% of all respondents are aware of the Office of Case Management and Victim Support Services and the Title IX Office, 86% of all respondents are aware of the Office of Student Conduct and 85% of all respondents are aware of Sexual Aggression Peer Hotline and Education (SAPHE).
- ▶ The vast majority of students would still enroll at Tulane if they had to do it again, including those who experienced an incident of sexual violence. 75% of respondents who experienced an incident of unwanted sexual contact, attempted rape and/or rape stated that they would still enroll at Tulane and 80% stated they would recommend Tulane to others. This is comparable to 75% of respondents who did not experience an incident of unwanted sexual contact, attempted rape and/or rape and stated they would still enroll at Tulane and 80% who stated they would recommend Tulane to others.

<sup>3</sup> Data related to graduate/professional students who identify as gender non-conforming, non-binary and transgender is omitted because there were fewer than ten (10) responses.

## VI. TULANE'S ACTION PLAN<sup>4</sup>

### ACKNOWLEDGING THE PAST

In 2017, Tulane hosted its first comprehensive climate survey to understand the profound impacts of sexual harassment and sexual violence on the university community. The results of that survey, combined with recommendations from a panel of national experts that Tulane convened to engage with our community, gave insight into how to intervene in and prevent future violence.

In the years following, Tulane implemented the *All In* Plan, which included prevention programs considered best practices throughout higher education. These programs included initiatives like implementing required sexual health and healthy relationships education for all incoming students as part of Tulane's pre-matriculation education. It also included expanding opportunities for student leadership through the Sexual Aggression Peer Hotline and Education (SAPHE) program and the *All In* Student Grant, now facilitated by the Sexual Violence Prevention and Response Collective. In addition, these programs also included assessment and evaluation initiatives like joining NASPA's Culture of Respect Collective to ensure that Tulane's prevention and response programs are comprehensive, effective and trauma-informed.

We also developed new resources and programs for graduate and professional students that speak to their unique experiences of sexual harassment and sexual violence in professional settings. To support this portion of our student population, we created health communication campaigns to increase resource literacy and an asynchronous training, Groundwork, to empower graduate and professional students around identifying and seeking support for workplace harassment.

While these programs and resources have filled important gaps and began the work of sexual violence prevention, the 2022 Sexual Misconduct Climate Survey indicates that we have more to do to prevent sexual violence on our campus.

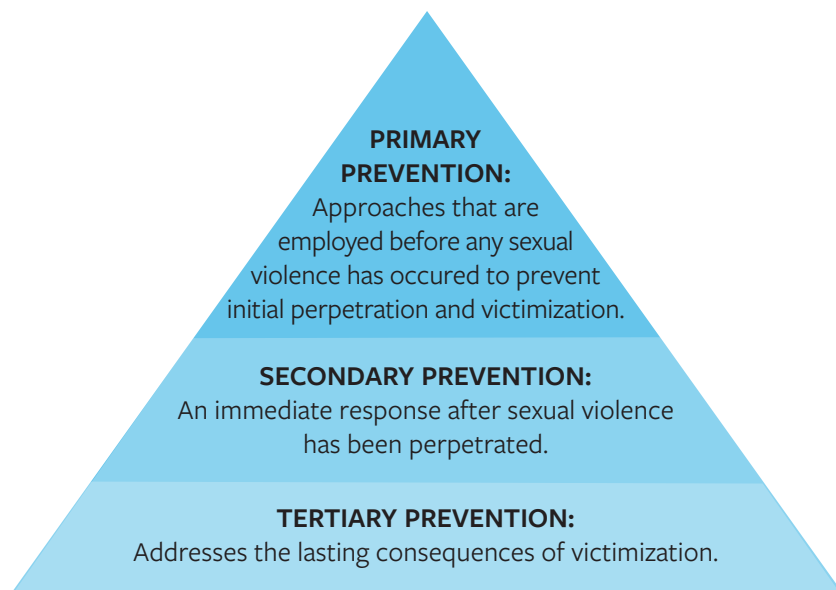
### WHAT IS SEXUAL VIOLENCE PREVENTION?

Sexual violence prevention refers to efforts intended to stop the perpetration of unhealthy, harmful, dangerous and illegal behavior and acts, as well as victimization and re-victimization by others. Prevention efforts include developing the attitudes, knowledge, skills, behaviors and resources necessary to promote individual students and Tulane community health, safety and wellbeing (ATSA, 2018).

<sup>4</sup> References:

<http://endsexualviolence.rutgers.edu/>  
<http://www.atsa.com/sexual-violence-prevention-fact-sheet>  
<http://www.acha.org/ACHA/Resources/Topics/Violence.aspx>  
<https://www.aauw.org/resource/campus-sexual-assault-tool-kit/>  
<https://www.cdc.gov/violenceprevention/sexualviolence/index.html>

The field of public health prevention defines three levels of prevention in a social or health problem: primary, secondary and tertiary.



The following plan was developed after reviewing the 2022 Sexual Misconduct Climate Survey data and was created with input from campus experts and stakeholders, including student leaders. This review led to increased understanding of the circumstances and factors that are unique to Tulane and could reduce the perpetration and victimization of students.

#### **SCOPE OF THE PROBLEM AT TULANE**

The 2022 Sexual Misconduct Climate Survey indicates that sexual violence remains a pervasive issue on campus and a public health matter that must continue to be addressed. The results for undergraduates indicate that 30% of female students, 25% of gender non-conforming, non-binary and transgender students and 11% of male students and 12% of graduate/professional female students and 3% of graduate/professional male students have been raped during their time at Tulane.

Students also report significant rates of domestic violence victimization. Among undergraduates, 25% of female-identified, 32% of gender non-conforming, non-binary and transgender and 16% of male-identified respondents report experiencing domestic violence while enrolled at Tulane. Among graduate respondents, 16% of female-identified, 13% of gender non-conforming, non-binary and transgender and 8% of male-identified students reported domestic violence.

One area of specific concern is the use of alcohol and drugs during incidents of unwanted sexual contact and/or rape. Most victims indicate that they had used alcohol or drugs and that the offender had also used alcohol or drugs during the incident. In addition, 92% of female victims, 90% of male victims, and 77% of gender non-conforming, non-binary and transgender students reported being incapacitated at the time of their rape.

Specific populations of concern include heterosexual females and those who identify as LGBTQ+. Thirty-five percent of heterosexual females report being victims of unwanted sexual contact and 25% report being victims of rape. Among LGBTQ+ students, 42% of female-identifying, 30% of male-identifying and 32% of gender non-conforming, non-binary and transgender students report being victims of unwanted sexual contact. Additionally, 2% of LGBTQ+ women and 22% of GBQ+ men report being victims of rape. The majority (82%) of victims reported that their offender identified as male. These populations and areas of concern require specific focus.

## THE WAY FORWARD

Members of the *All In* Working Group and Coalition to Stop Sexual Violence (university stakeholders responsible for developing this strategic plan) felt it was important to broadly name and define our stance on sexual violence, with a public campaign and acknowledgement of the work we still have to do.

The *All In* Strategic Plan makes our response clear to students. As we move forward with prevention efforts, our mission is to combat sexual violence at Tulane and beyond. To that end, we are continuing six goals and establishing two new goals to support that mission:

## SEXUAL VIOLENCE PREVENTION GOALS



1 Institutionalize sexual respect & prosocial community norms that protect from & condemn sexual violence



2 Increase collaboration within the Tulane community on issues of sexual violence



3 Integrate sexual violence prevention in both curricular & co-curricular life



4 Be a national leader on campus-based sexual violence prevention assessment & research



5 Create a campus culture supportive of healthy sexuality, focused on healthy relationships & respect



6 Acknowledge & address the role alcohol plays in the perpetration of sexual violence



7 Understand & address the impact of interpersonal violence on students' well-being & academic success



8 Index policies & practices that impact survivors of sexual violence in trauma-informed care practices.

The first four goals of the *All In* plan are indexed in tertiary prevention strategies, which work to create shared knowledge and language, supportive community systems and effective institutional policies and practices to intervene in the lasting impact of sexual violence on the Tulane community. These are the goals that ask every member of the Tulane community to be “all in” on combatting sexual violence.

Our next two goals are focused on primary prevention initiatives and providing students with the skills, knowledge and resources they need to have healthy, safe relationships. They are also focused on preventing harm by establishing protective norms and accountability measures around those who weaponize alcohol or other drugs when committing an act of sexual violence.

The final two goals are focused on preventing retraumatization and revictimization of those members of our community who have already experienced violence or harm. These goals, founded in secondary prevention strategies, are designed to support and empower the students harmed while at Tulane as well as the significant portion of Tulane students who come to Tulane with a history of prior victimization. These strategies prioritize expanding trauma-informed care practices on campus and focusing assessment efforts on understanding the impact of interpersonal violence on student success and wellbeing.

In addition to making use of all three levels of intervention, the *All In* 2.0 plan includes objectives, strategies and tactics that focus on specific sub-groups of students. The proposed plan includes existing resources and efforts being re-directed, along with initiatives that will require added resources and support for implementation.

To accomplish these goals, members of the *All In* Working Group, Coalition to Stop Sexual Violence (CSSV) and student leaders recommend several large initiatives that will improve the larger culture of campus and facilitate the work as we move forward.

These key initiatives include:

**1. Prioritize survivor-centered practices in victim support initiatives.**

- a. Continue to provide and expand trauma-informed care training opportunities to all members of Academic and Student Affairs.
- b. Develop and implement a Survivor Ally program to be facilitated by Sexual Aggression and Peer Hotline Educators (SAPHE) and professional staff focused on providing staff and faculty with foundational skills and literacy around resources to support survivors.

**2. Become an innovative leader in restorative practices on collegiate campuses.**

- a. Integrate into sexual violence initiatives the work of the Office of Human Resources and Institutional Equity's (HRIE) restorative practices strategy at the university to develop a campus culture of restoration, focused on repairing harm.
- b. Increase student awareness of and literacy in alternative dispute resolution options and how to engage them.
- c. Explore internal and external options for respondent intervention and education.

**3. Develop sexual violence prevention educational opportunities consistently throughout the lifecycle of students.**

- a. Develop and distribute a guide to healthy relationships, learning new cultural norms and seeking support for international students studying at Tulane.
- b. Create specific content for graduate students.
- c. Develop a training focused on sexual harassment and identifying abuse for graduate and undergraduate students entering internships or jobs.
- d. Require a peer-led sexual violence prevention workshop for all newly recognized student organizations' (RSOs) executive boards that cover either consent, bystander intervention or supporting survivors.



#### **4. Increase focus on the impact of alcohol and other drugs on sexual violence at Tulane**

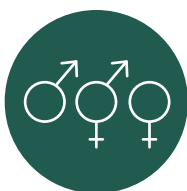
- a.** Require pre-matriculation education for all incoming students that establishes institutional expectations around consent and the impact of incapacitation from alcohol and other drugs.
- b.** Integrate discussions of intoxication vs. incapacitation into all educational programs that explore the impact of alcohol on consent (New Student Orientation, Potential New Member Education for Fraternity and Sorority Programs and One Wave bystander intervention program).
- c.** Increase cross-training opportunities between Tulane University Police Department (TUPD), Tulane Emergency Medical Services (TEMS) and Housing and Residence Life (HRL) to create better understanding of each other's respective training and roles on-scene of calls involving medical transport.
- d.** Invest and expand sober programming opportunities to provide alternative social activities during red zone periods—periods of time (traditionally the first six weeks of an academic semester) when students on campus are most vulnerable to unwanted sexual contact, attempted rape or rape.
- e.** Explore community partnerships with local restaurants and bars frequented by students.

# all in

**PREVENTION PLAN 2.0**

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## GOAL 1: INSTITUTIONALIZE SEXUAL RESPECT AND PROSOCIAL COMMUNITY NORMS THAT PROTECT FROM AND CONDEMN SEXUAL VIOLENCE

### OBJECTIVE

Increase the number of Tulane community members reporting receiving information on sexual violence through targeted health communication and education initiatives

### STRATEGIES

Integrate sexual violence education into the curriculum

Promote consistent and clear university communications around the prevalence of sexual violence, employee reporting obligations, formal and informal options and available resources

Increase populations required to complete mandated sexual harassment and sexual violence prevention education

### TACTICS

- ▶ Provide an annual asynchronous sexual violence prevention online seminar training for faculty and Tulane Interdisciplinary Experience Seminar (TIDES) instructors
- ▶ Develop and disseminate an asynchronous sexual violence prevention webinar training for faculty and TIDES instructors
- ▶ Continue to provide an annual webinar and communication strategy to provide training to families on how to talk with their students about sexual violence and sexual health
- ▶ Develop and disseminate an asynchronous webinar to provide training to families on how to talk with their students about sexual violence and sexual health
- ▶ Review, revise and reimplement a sexual violence prevention peer-led workshop during New Student Orientation
- ▶ Review, revise and reimplement Sexual Literacy for Students, the pre-matriculation sexual violence course for all incoming students
- ▶ Continue offering Sexual Misconduct for Students, a online module focused on the student conduct code, Title IX processes and supportive measures
- ▶ Explore providing academic or service-learning credit to SAPHE members
- ▶ Continue to expand support of and participation in the Gender-Based Violence Certificate through Newcomb Institute and the School of Liberal Arts
- ▶ Develop and offer a TIDES seminar course focused on interpersonal violence and sexual violence prevention
- ▶ Train TIDES Peer Mentors in sexual violence resources to ensure they are prepared to share related resources with mentees

- ▶ Review, revise and implement the policy, outlining definitions and processes surrounding sexual misconduct based on forthcoming 2023 DOE Regulations. Disseminate revised policy to campus community
- ▶ Create and disseminate accessible materials for students who choose not to engage with formal or informal student conduct processes
- ▶ Create and disseminate materials to explain the difference between the Title IX Office, Case Management and Victim Support Services (CMVSS) and the Office of Student Conduct
- ▶ Review, revise and rebrand the centralized, online hub for sexual violence prevention and response education, program requests, support and other resources. AllIn.Tulane.edu will act as hub
- ▶ Develop an inclusive social marketing campaign focused on sexual misconduct and the reporting and referral options available to students. Create materials unique to graduate students
- ▶ Redesign and reimplement a "Know the Code" campaign to increase awareness of sexual misconduct and the interaction with the Student Code of Conduct
- ▶ Develop and disseminate a bi-annual notification to Deans, Department Chairs and Directors emphasizing reporting obligations and trauma-informed responses to disclosures. Provide clear instructions on expectations to share information and with whom
- ▶ Develop and disseminate a bi-annual notification to Managers and Supervisors emphasizing reporting obligations and trauma-informed responses to disclosures
- ▶ Develop and deploy a media kit including a short video and social media graphics providing basic information about the Clery Act and timely warnings

- ▶ Expand enrollment of online sexual harassment training required of all employees including faculty members and adjuncts, creating consistent shared language and community expectations
- ▶ Develop and deploy a training video for all employees that reviews prosocial norms and response obligations in accordance with university policy, Title IX and Clery Act

#### COLOR KEY

▶ **NEW TACTIC**

▶ **EXPANDING TACTIC**

▶ **CONTINUING TACTIC**



## GOAL 2: INCREASE COLLABORATION WITHIN THE TULANE COMMUNITY ON ISSUES OF SEXUAL VIOLENCE

### OBJECTIVE

Increase opportunities for engagement for students, faculty and staff around sexual violence

### STRATEGIES

Provide multi-level opportunities for student involvement around sexual violence prevention

Develop opportunities for all levels of administration to engage in sexual violence prevention

### TACTICS

- ▶ Support the Sexual Violence Prevention and Response Committee, a coalition of student organization leaders that meet regularly to discuss, plan and coordinate sexual violence prevention and response efforts that are student led
- ▶ Facilitate the *All In* Student Stipend Grant, which supports the work of students who wish to develop and lead sexual violence prevention initiatives
- ▶ Provide financial support for student employees and interns participating in sexual violence prevention
- ▶ Provide continued support to maintain and expand the SAPHE program

- ▶ Support the Sexual Violence Response and Prevention Campus Leadership Team (SVPR CLT), a multidisciplinary committee of professionals working to eliminate sexual violence at Tulane
- ▶ Continue to support and engage the Office of Student Conduct in trauma-informed inclusive, individualized prevention initiatives
- ▶ Facilitate outreach to faculty and staff ALAAMEA Affinity Groups and provide formal and informal opportunities to discuss the intersectionality of identity and sexual misconduct

#### COLOR KEY

▶ NEW TACTIC

▶ EXPANDING TACTIC

▶ CONTINUING TACTIC

— all in —



## GOAL 3: INTEGRATE SEXUAL VIOLENCE PREVENTION IN BOTH CURRICULAR AND CO-CURRICULAR LIFE

### OBJECTIVE

Increase comprehensive, multi-dose sexual violence prevention educational initiatives

### STRATEGIES

Increase student knowledge, skills and attitudes around bystander behavior, consent and interpersonal communication

Increase engagement opportunities for men around sexual violence prevention

Increase engagement opportunities for students of color around sexual violence prevention

Increase engagement opportunities for LGBTQ+ students around sexual violence prevention

Develop and implement sexual violence/misconduct training for graduate and professional students

Develop sexual violence prevention touchpoints consistently throughout the lifecycle of students

### TACTICS

- ▶ Expand impact of bystander curriculum with an increased focus on peer-to-peer education
- ▶ Maintain the peer-led consent education program

- ▶ Continue to implement My Brother's Keeper, a men's/male-identifying students' mentoring program to connect BIPOC men/male-identifying students with prosocial role models and a support system. (Participation in mentoring programs will be open to all students, regardless of sex assigned at birth)
- ▶ Continue to implement healthy masculinity curriculum through Office of Fraternity and Sorority Programs' member education micro-modules
- ▶ Develop a LGBTQ+ men's social group

- ▶ Continue to implement My Sister's Keeper, a women's/female-identifying students mentoring program to connect women/female-identifying students with prosocial role models and a support system. (Participation in mentoring programs will be open to all students, regardless of sex assigned at birth)
- ▶ Implement a survivor support group for students of color
- ▶ Develop a culturally-relevant guide to help students maintain boundaries within Black Greek Letter Organizations (BGLO) by helping students consider boundaries, safety and relationships when joining and socializing within a Black Greek Letter Organization
- ▶ Continue to support a graduate assistant position to develop and implement sexual violence prevention programming for students of color

- ▶ Continue to support a graduate assistant position to develop and implement sexual violence prevention programming for LGBTQ+ students
- ▶ Support implementation of All About Love, a LGBTQ+ student mentoring program to connect students with prosocial role models and a support system

- ▶ Maintain *Groundwork*, the standardized online training for all graduate and professional students on sexual violence
- ▶ Develop and maintain standardized online training for all online graduate and professional students on sexual violence

- ▶ Develop and deploy a presentation to train student staff on sexual violence and sexual harassment
- ▶ Mandate the *One Wave Bystander* Intervention workshop for all undergraduate students
- ▶ Develop and deploy a presentation required for all students who study abroad exploring healthy relationships, learning new cultural norms and seeking support while abroad
- ▶ Develop and deploy a sexual violence prevention and response online seminar for all employees supervising students studying abroad
- ▶ Develop and distribute a guide for Tulane students studying abroad about healthy relationships, learning new cultural norms and seeking support for students studying abroad, creating specific content for graduate students
- ▶ Develop and distribute a guide to healthy relationships, learning new cultural norms and seeking support for international students studying at Tulane. Create specific content for graduate students
- ▶ Annually review, revise and reimplement the sexual violence prevention requirement for the Potential New Member Series, which includes education for all prospective members of fraternities and sororities
- ▶ Develop a healthy relationships portion of the *Guide to Off-Campus Living* to help students consider boundaries, safety and relationships when transitioning from on-campus living
- ▶ For graduate and undergraduate students entering internships, develop a training focused on sexual harassment and identifying abuse
- ▶ For graduate and professional students entering field or professional internships, develop a training focused on sexual harassment and identifying abuse
- ▶ For all new Registered Student Organizations (RSO) executive boards, require a peer-led sexual violence prevention workshop that covers either consent, bystander intervention, or supporting survivors
- ▶ Continue hosting an annual Sexual Assault Awareness Month

#### COLOR KEY

▶ **NEW TACTIC**

▶ **EXPANDING TACTIC**

▶ **CONTINUING TACTIC**

all in



## GOAL 4: BE A NATIONAL LEADER ON CAMPUS-BASED SEXUAL VIOLENCE PREVENTION ASSESSMENT AND RESEARCH

### OBJECTIVES

Establish an evaluation agenda that includes assessment of initiatives and further research opportunities

Establish an evaluation agenda that prioritizes transparency and community accountability

### STRATEGIES

Standardize climate survey process

Assess and inventory sexual violence prevention and response programs and resources

Develop population-specific assessments

Make accessible assessment and research data

### TACTICS

- ▶ Develop a working group of university leaders to plan the sexual misconduct climate survey
- ▶ Continue to identify ways to assess sexual misconduct and related behaviors on our campuses

- ▶ Conduct a services and resources audit to improve and enhance current efforts, including reaching out to students who have used services
- ▶ Conduct an internal audit of efforts to address sexual violence, in partnership with national experts, using NASPA's Culture of Respect initiative
- ▶ Develop and implement a standardized assessment and evaluation plan to conduct pre- and post-surveys for sexual violence prevention programming for students

- ▶ Further assess the needs of LGBTQ+ students in partnership with national experts
- ▶ Explore intersection of hazing and sexual violence by completing focus groups with students involved in the Office of Fraternity and Sorority Programs system
- ▶ Regularly collect data through the Piazza Center Survey and assess Office of Fraternity and Sorority Programs' communities around alcohol and sexual violence
- ▶ Further assess the experience of students of color and the impact of sexual violence in their community in partnership with national experts
- ▶ Support, where necessary, the attendance of staff members to the annual Maxient Conference to learn how to integrate and expand collection of SOGI data
- ▶ Explore incorporation of SOGI data into Maxient
- ▶ Explore incorporation SOGI data into Mediat (Campus Health's EMR platform)
- ▶ Implement a situational prevention mapping project to identify spaces on campus where students do and do not feel safe from sexual violence and which populations frequent those locations

- ▶ Host an annual data release event with students, staff and faculty to share annual sexual misconduct data
- ▶ Maintain a public facing website for students, staff and faculty to review sexual misconduct climate survey results
- ▶ Maintain a public facing website for students, staff and faculty to review progress of two-year program as part of NASPA's Culture of Respect Collective
- ▶ Maintain a public-facing website for students, staff and faculty to offer feedback to the *All In 2.0*, ongoing initiatives and future strategies

#### COLOR KEY

▶ NEW TACTIC

▶ EXPANDING TACTIC

▶ CONTINUING TACTIC

— all in —



## **GOAL 5:** CREATE A CAMPUS CULTURE SUPPORTIVE OF HEALTHY SEXUALITY, FOCUSED ON HEALTHY RELATIONSHIPS AND RESPECT

### **OBJECTIVE**

Increase comprehensive, multi-dose sexual health educational initiatives

### **STRATEGIES**

Expand sexual health and relationships curriculum

Develop a sexual health and relationships communication campaign

Develop co-curricular opportunities for students to engage in sexual health education

### **TACTICS**

- ▶ Review, revise and reimplement annually Sexual Health for Students, comprehensive sexual health curriculum for all incoming students, with modules specifically for LGBTQ+ students
- ▶ Review, revise and reimplement annually "Identity 101" curriculum to help students explore personal identity and understand others
- ▶ Require all incoming students to complete required trainings, Sexual Health for Students, Sexual Literacy for Students and Sexual Misconduct for Students
- ▶ Develop a sexual health and relationships communication campaign
- ▶ Maintain a robust digital portfolio of both asynchronous and synchronous educational programming that can be accessed by faculty for curricular integration

- ▶ Develop a campaign around healthy sexuality, addressing the complexities of sex and alcohol use
- ▶ Develop and disseminate asynchronous digital sexual health resources and education, creating specific content for graduate students

- ▶ Continue hosting an annual Sex Week to engage students in conversations about sexual health, consensual sex communication and healthy relationships
- ▶ Continue hosting an annual Body Respect Week to engage students in conversations about personal boundaries, mutual respect and healthy relationships
- ▶ Expand support for the Tulane Peer Health Educators (TUPHEs) sexual health education and outreach initiatives

#### **COLOR KEY**

▶ **NEW TACTIC**

▶ **EXPANDING TACTIC**

▶ **CONTINUING TACTIC**

— **all in** —



## GOAL 6: ACKNOWLEDGE AND ADDRESS THE ROLE ALCOHOL PLAYS IN THE PERPETRATION OF SEXUAL VIOLENCE

### OBJECTIVES

Continue to refine and develop the comprehensive alcohol and other drug education, prevention and intervention efforts to align with sexual violence efforts

Revise and reimplement university policies related to alcohol and other drugs from a survivor-centered perspective

Address the unique correlation between incapacitation through alcohol use and sexual assault

### STRATEGIES

Expand current alcohol programs, to include a wider array of alcohol education programs

Make clear and accessible policies related to alcohol use and how they are impacted in an instance of sexual violence

Expand training for Tulane's first responders in policies related to alcohol use and their impact on instances of sexual violence

Increase student knowledge, skills and attitudes around alcohol and other drugs' impact on consent

Establish professional and collaborative relationship with known off-campus establishments frequented by students

### TACTICS

- ▶ Review, revise and reimplement the drug education initiative for New Student Orientation and *Live Well at Tulane* with emphasis on the interaction between alcohol and drug use
- ▶ Train BASICS facilitators to lead discussions on the intersection of alcohol and sexual violence
- ▶ Integrate discussions of the intersection of alcohol and sexual violence throughout all appropriate educational programs (e.g. bystander education)
- ▶ Integrate discussions of intoxication vs. incapacitation into conversations about the impact of alcohol on consent
- ▶ Continue to support an AOD therapist to assess medium and high-risk drinkers including risk for sexual misconduct

- ▶ Train recently hired staff members in and maintain a protocol/operating policy for students who disclose sexual violence after alcohol or drug related emergency
- ▶ Create and disseminate a visual flow chart designed for students outlining institutional steps taken in matters involving alcohol, drugs and sexual violence
- ▶ Continue to employ and refine decision-making process used by Case Management and Victim Support Services during emergency transport follow-ups to determine if students should be referred to educational conferences or support services
- ▶ Continue to review and maintain alcohol misconduct policies to consider intersection of alcohol violations and survivor support
- ▶ Explore sanctioning guidelines for students found responsible for aggravating circumstances in the act of sexual violence
- ▶ Provide cross-training opportunities for HRL, TEMS, TUPD and other key stakeholders to understand each other's respective training and roles on-scene of calls involving medical transport
- ▶ Establish a memo of understanding or agreed upon protocol/operating policy between TEMS and TUPD to establish clear protocol and roles once on-scene responding to a call for service

- ▶ Develop an inclusive prosocial norms campaign focused on intoxication vs. incapacitation and the impact of alcohol and other drugs on consent, creating specific content for graduate students
- ▶ Develop an annual student conduct agreement imbedded in mandatory sexual misconduct training designed to both educate students about the impact of alcohol on consent and establish community expectations around consensual sexual behavior
- ▶ Conduct increased awareness programs and communication campaigns about the impact of alcohol and other drugs on consent during "red zone" time periods for sexual violence on university campuses (the first six weeks) of fall and spring semester
- ▶ Invest in and expand sober programming to provide alternative social activities during high priority periods
- ▶ Review, revise and reimplement the sexual misconduct prevention portion of New Student Orientation to include the impact of alcohol on consent and the difference between incapacitation and intoxication
- ▶ Create training and resource guides for students working in the hospitality industry providing alcohol to patrons
- ▶ Provide training opportunities for staff working at bars/restaurants frequented by students

#### COLOR KEY

▶ **NEW TACTIC**

▶ **EXPANDING TACTIC**

▶ **CONTINUING TACTIC**

all in





## GOAL 7: UNDERSTAND AND ADDRESS THE IMPACT OF INTERPERSONAL VIOLENCE ON STUDENTS' PERSONAL WELL-BEING AND ACADEMIC SUCCESS

### OBJECTIVES

Establish an evaluation agenda that assesses the impact of interpersonal violence on students' academic success

Increase skills, awareness and education around healthy and unhealthy relationships amongst students

### STRATEGIES

Develop interpersonal violence-specific assessments

Integrate Healthy Relationships education in both curricular and co-curricular life

### TACTICS

- ▶ Review available data related to interpersonal violence and how it impacts student retention
- ▶ Develop a standard patient intake screening form to identify incidents of interpersonal violence amongst student populations treated at Student Health Centers

- ▶ Develop a general Healthy Relationships Workshop for campus community members to request. Create specific content for online and graduate students
- ▶ Develop and implement a general Healthy Relationships module for graduate and professional students to be added to Groundwork, a sexual harassment prevention training. Create specific content for online graduate and professional students
- ▶ Continue hosting an annual peer-led Healthy Relationships Week that provides students with learning opportunities around healthy and abusive relationships
- ▶ Continue hosting an annual event during Domestic Violence Awareness Month focused on empowering students around identifying and confronting relationship abuse

#### COLOR KEY

▶ **NEW TACTIC**

▶ **EXPANDING TACTIC**

▶ **CONTINUING TACTIC**

— all in —



## GOAL 8: INDEX POLICIES AND PRACTICES THAT IMPACT SURVIVORS OF SEXUAL VIOLENCE IN TRAUMA-INFORMED CARE PRACTICES

### OBJECTIVES

Reduce secondary trauma or re-traumatization of survivors of sexual violence

Increase awareness of and literacy in trauma-informed care practices across staff, faculty and student populations

Develop restorative processes that empower survivors to determine justice and healing for themselves

### STRATEGIES

- Create a faculty Title IX Ambassador group
- Empower members of the Tulane community with resources and skills to respond supportively to disclosures of sexual violence

Provide consistent and scaffolded trauma-informed care training available to all members of Student and Academic Affairs

Develop healing and accountability option for students who do not wish to participate in formal processes

### TACTICS

- ▶ Provide in-depth semesterly training on sexual harassment and violence, reporting and support to serve as a resource to colleagues
- ▶ Develop a general Supporting Survivors workshop for campus community members to request
- ▶ Develop and implement a Survivor Ally program to be facilitated semesterly by SAPHE and professional staff focused on providing staff and faculty with basic skills to support survivors
- ▶ Develop communications strategy to inform faculty about availability of resources and how to identify trained ambassadors
- ▶ Expand the online platform for faculty that serves as a hub for reporting resources, supportive referrals and support resources for faculty providing student support

- ▶ Develop and implement required on-boarding and annual training for all new employees working in direct support roles
- ▶ Continue providing an annual trauma-informed care 101 training and strongly recommend it to recently hired staff members
- ▶ Provide an annual advanced trauma-informed care training and strongly recommend it to support services staff
- ▶ Develop and deploy an asynchronous online trauma-informed care course that faculty and staff can access and receive a certificate of completion

- ▶ Support and collaborate with the restorative justice program
- ▶ Develop a communications campaign to inform students about alternative dispute resolution options and how to engage them

#### COLOR KEY

▶ **NEW TACTIC**

▶ **EXPANDING TACTIC**

▶ **CONTINUING TACTIC**

— all in —

## VII. HOW TO REPORT SEXUAL MISCONDUCT

If you or someone you know has experienced sexual harassment, sexual assault, dating/domestic violence and/or stalking, there are several places where you can disclose and report. Tulane encourages you to disclose and report both to the university and to law enforcement, but ultimately whom you turn to is your decision. Each option offers a different way for you to receive support as well as different options for participation and resolution.

These resources are available at any time, although disclosing and reporting is encouraged as soon as possible following an incident. You can also report sexual misconduct directly to the Title IX Coordinator.

Tulane's Title IX Coordinator is Marcus Foster; he can be contacted at (504) 865-5615 or [mfoster9@tulane.edu](mailto:mfoster9@tulane.edu).

## VIII. SUPPORT SERVICES AND RESOURCES

Tulane is committed to providing a comprehensive and integrated response for our community members who have experienced any form of sexual harassment and sexual violence. Our goal is to ensure that all members of the Tulane community who report to the university are met with a caring and compassionate response and are provided with access to all available support and resources.

**CONFIDENTIAL:** These resources are strictly confidential. Except in rare, extreme circumstances, nothing will be shared without your explicit permission. Exceptions to strict confidentiality are when the provider believes you are a threat to yourself or others.

**PRIVATE:** These conversations are kept as private as possible, but information must be shared with key staff members so that the university can offer resources and accommodations and act if necessary for reasons of safety. In planning any response, the wishes of the person are given full consideration.

**ANONYMOUS:** Anonymous reporting is an option if you are afraid of being identified as the complainant. However, you should realize that anonymous reports may not receive immediate attention and must include sufficient detail for the appropriate officials to be able to investigate if warranted. Anonymous reporting is NOT for emergency situations.

### FOR STUDENTS

#### CONFIDENTIAL RESOURCES

- ▶ [The Counseling Center](#)
- ▶ [The Health Center for Student Care](#)
- ▶ [The Line](#)
- ▶ [SAPHE Peer Hotline](#)

#### PRIVATE RESOURCES

- ▶ [Case Management and Victim Support Services](#)
- ▶ [Student Affairs Professional On-Call](#)

#### ANONYMOUS RESOURCES

- ▶ [Concerns Report](#)

### FOR FACULTY AND STAFF

#### CONFIDENTIAL RESOURCES

- ▶ [Employee Assistance Program](#)

#### PRIVATE RESOURCES

- ▶ [Office of Institutional Equity](#)
- ▶ [Office of Human Resources](#)

#### ANONYMOUS RESOURCES

- ▶ [Concerns Report](#)



## **IX. CAMPUS-WIDE AWARENESS EFFORTS AND PROGRAMMING**

Programs and campaigns designed to increase knowledge and student awareness of sexual misconduct issues on campus and in the community.

### **SHIFTING THE PARADIGM**

An annual event for the Tulane community to come together to learn about the impact of sexual violence on our campus and communities. The Title IX Office and campus partners share campus sexual misconduct reporting data from the prior academic year.

### **TAKE BACK THE NIGHT**

An annual event for Loyola, Tulane, UNO, Xavier and Dillard students, faculty and staff to come together to raise awareness of sexual violence within the New Orleans community.

### **BODY RESPECT WEEK**

An annual week of events that focuses on providing queer-inclusive, holistic, body-positive health events. An opportunity for students to embrace their bodies without fear, shame or pressure.

### **HEALTHY RELATIONSHIPS WEEK**

An annual week of events that advocates and celebrates happy and healthy relationships. Events include in-person outreach, educational workshops and online asynchronous material exploring boundaries, communication and characteristics of healthy and unhealthy relationships.

### **SEX WEEK**

An annual week of events on Tulane's campus featuring a lineup of facilitated discussions, educational workshops and social engagement events focused on sexual health, sex positivity, sexuality, gender identity and healthy relationships.

### **SEXUAL ASSAULT AWARENESS MONTH**

April is Sexual Assault Awareness Month (SAAM). Throughout the month there are several opportunities for the Tulane campus to learn information on how to prevent sexual violence. Various campus partners contribute programming for SAAM.

## X. ACKNOWLEDGEMENTS

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- ▶ Office of Fraternity and Sorority Programs
- ▶ Office of Gender & Sexual Diversity
- ▶ Office of International Students and Scholars
- ▶ Office of Graduate and Postdoctoral Students
- ▶ Office of Housing & Residence Life
- ▶ Office of Multicultural Affairs
- ▶ Campus Health, including the Health Center, the Well and Counseling Center
- ▶ Case Management & Victim Support Services
- ▶ Office of Student Conduct
- ▶ Office of Human Resources & Institutional Equity
- ▶ Tulane University Police Department
- ▶ Tulane Emergency Medical Services
- ▶ Newcomb Institute
- ▶ Office of the General Counsel
- ▶ University Communications & Marketing
- ▶ Office of the Provost
- ▶ Office of Assessment & Institutional Research
- ▶ Tulane Athletics
- ▶ Title IX

*Special thanks to those who have served through the years on the All In Working Group, the Coalition to Stop Sexual Violence and the Student Coalition to Stop Sexual Violence.*