

AAU SACS Task Force Student Engagement Feedback Report

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We especially thank Lori Berquam and Sarah Van Orman for their dedication and faith in entrusting the student appointees to lead this important and unprecedented campus wide engagement effort.

Finally, special thanks to the many students who volunteered for and participated in the student engagements efforts, particularly to the brave survivors who anonymously shared their stories and perspective to help break the silence surrounding sexual violence on our campus and contribute to efforts toward transformative and meaningful change.

INTRODUCTION

After speaking with several students through emails, student engagement sessions, and in-person conversations, the following information has been collected from students and included in this report. This report's goal is to convey student feedback and reflections on the AAU Sexual Assault Climate Survey data and UW-Madison programs and services as it relates to sexual assault prevention and victim/survivor support. Overall, we found that students request more training, student involvement in problem solving, and less stigma, shaming, perpetuating of stereotypes, and exclusivity of minority identities/experiences. The report begins with some background information about the organization, goals, and structure of the student engagement sessions and other modes of communication. We then discuss the student response and offer the suggestions or recommendations that students expressed to us. Additional materials are included as appendices for those interested in the finer details of the feedback collected and/or the engagement efforts.

BACKGROUND

The student appointees organized seven student engagement sessions. Three were designed to attract a large amount of undergraduate students. One was organized to discuss in more detail the LGBTQ+ specific data. Two were directed toward the graduate student population; one with a social science and law student focus and the other with a medical professional student focus. One session was held online to accommodate students who were unable to attend the larger sessions (i.e. those with accessibility requests or who were off campus studying abroad or conducting research). Over 60 students attended the seven sessions, not including the 40+ students who attended as volunteers. For the specific dates and times, please refer to Appendix A.

With respect to the format of the sessions, we had three goals in mind: 1. To activate students' interest in and concern for the topic of sexual violence, 2. To educate students about the survey data, and 3. To create a space in which students could participate in conversations about sexual violence prevention and become part of the solution to resolve campus sexual violence issues.

With respect to the first goal of activation, the student appointees aimed to motivate students to take ownership of resolving the issue of sexual assault on our campus. We did this through engaging student volunteers and crafting the student engagement sessions as a student-lead and facilitated space. For example, while we collaborated with administration during the planning of the student engagement sessions, administration never lead any parts of the discussion. This was a deliberate choice aimed at enabling students to take ownership of the issue and take lead to change this very important issue.

With respect to the second goal of education, the student appointees did present the AAU Sexual Assault Climate Survey data to the attendees at every engagement session. Moreover, executive summaries in paper format were provided to attendees for additional access to the data. Information about where to find the full set of data and the results were provided during the

sessions as well. Further, the student appointees did provide broader information to contextualize the results such as background information and definitions related to sexual violence.

Finally, with respect to the third goal of participation, the student appointees worked to engage student volunteers. The volunteers assisted in the planning, organization, and facilitation of the student engagement sessions. They also assisted in the small group discussions during the sessions to enable conversation about the data and conversation about practical ways in which the UW-Madison can move toward further addressing the issues of sexual violence on this campus. The volunteers were trained in mandatory orientations prior to the student engagement sessions. During these orientations, volunteers were provided handouts with a list of suggested questions to guide their table conversations. Additionally, separate from the student engagement sessions, the student appointees worked with campus partners to additional ways for students to participate. These included an anonymous website, continuing conversation spaces, and in-person meetings. More information on these additional participation efforts are included in Appendices C and E.

FEEDBACK GATHERED

The student appointees provided several ways for students to express their reactions to the survey data, as well as on the programs and services offered by the university. These included the student engagement sessions, email, campus continuing conversation spaces, and anonymous messaging via a website. During the sessions, notes were kept from both the large group discussions and attendees also were provided discussion boards to post comments or pose questions for various campus departments and stakeholders. These student engagement efforts resulted in over a hundred and fifty student comments and suggestions. These suggestions are included in more detail on the feedback spreadsheet provided in Appendix B. After summarizing the breadth of feedback gathered, we explain the feedback related to the UWPD campaigns and information specific to graduate/professional student experiences. We conclude with a few practical suggestions worthy of additional attention.

Feedback Summary

Generally speaking, students made requests for more prevention efforts at each of the prevention levels: primary, secondary, and tertiary. At the primary prevention level, students requested more training and awareness, and provided both big picture and more practical suggestions on how to supplement and/or augment the current Tonight training program. At the secondary prevention level, students requested more inclusive resources for men, racial minorities, LGBTQ+ students, and students with intersectional identities. At the tertiary prevention level, students called for leadership and collaboration to focus attention to changing hook-up culture, funding for additional long-term resources, future climate surveys, and policy changes.

Regarding student feedback about primary prevention, students requested more training and awareness, especially for first year, graduate/professional, and students in Greek-letter organizations (Greek letter students) as well as students associated within registered student organizations (RSOs). For example, students request an infrastructure in which they could designate a peer-leader/liaison for each Greek letter organization or registered student

organization to receive training with the expectation that they relay sexual assault information, including resources, to the rest of their organization. To be clear, however, this individual would not be expected to be a mandatory reporter. This distinction is vital to avoid creating an unwelcoming group dynamic in which students would be apprehensive to information that would lead to a disclosure. Given that the student appointees recognize the complex positive and negative consequences of adding this kind of position to pre-existing group structures, the practical implications of such a position would need to be explored further before implementation.

Relatedly, students also requested follow-up trainings from their first year Tonight trainings, more training for graduate students, and trainings for allies of survivors. Undergraduate students suggested that this follow-up take place in the residence halls, either by in-person, mandatory, small group discussions, or floor meetings facilitated by their housefellow. Several students in various engagement sessions and continuing conversations spaces mentioned that students “click-through” the Tonight program, and so the in-person conversations would ensure that students engage with the training material.

Students also request more information about campus climate and incident prevalence, which can take the form of future climate surveys. While the student appointees are aware that much of this data exists in the annual campus security report, most students were unaware where to find this information or students expressed that information was not easy to understand. In the event that our campus launches future surveys, students request the following: 1. Heteronormative, cisgendered, ableist, racist, and non-intersectional demographic labels be avoided, 2. the survey not be deployed so close to final exams, 3. The campus release more information about the survey and its purpose leading up its launch, and 4. That results be easy to understand once the data is released.

Lastly, for primary prevention efforts, students want to see a change in attitudes about hook-up culture, and to eventually transform the campus climate into one that holds less stigma, shaming, and negative stereotypes about sexual assault survivors. For this change to occur, students request intentional efforts to include representations of a spectrum of student identities and experiences in training and marketing materials for sexual assault prevention education.

As to secondary prevention efforts, students requested there be greater awareness of immediate response resources, such as ombuds with which they can consult. Specifically, students ask to increase the amount of knowledgeable ombuds, advocates, and counselors available on campus. Additionally, students request victim advocates with the capacity to serve a variety of student identities such as LGBTQ+ students, students of color, students with disabilities, and male survivors. Students would like these ombuds and advocates to have a very visible relationship with RSOs and campus housing. In addition to these resources, students would like to see more awareness of these resources on campus and more awareness of current incidents of sexual assault that might be affecting immediate campus safety.

Finally, for tertiary prevention efforts, students gave feedback related to sustainable actions for managing the long-term consequences of sexual assault for our campus community. First, relative to survivor support, students request that campus leadership specifically devote

more time, attention, and financial resources to improving the network of support for those victimized by sexual assault. Specifically, students request that UW provide more survivor support and counseling staff with diverse experiences, cultural competencies, and social justice skills. The aim is that those with these qualifications will be equipped to acknowledge and attend to the diverse array of experiences, responses, and identities of sexual violence survivors.

UWPD Campaign Feedback

A fair amount of students provided feedback about the UWPD campaign titled, “Don’t Be That Guy.” This feedback ranged from positive to negative. With respect to the positive comments about the campaign, students appreciated how the campaign targets perpetrators and accurately depicts the largest demographic of perpetrators on this campus - cisgendered, straight, white males. Negative comments were that the campaign was sex-, hetero-, and gender-normative in that the campaign excluded trans and LGBTQ+ survivors, who may have had experiences with perpetrators beyond the scope normative target of the campaign. Ultimately, the student appointees acknowledge that the campaign was mentioned at every student engagement session, and interpret this to mean the campaign was successful in creating awareness and dialogue about sexual violence with the student population.

Practical Suggestions

The student appointees found a few practical suggestions worthy of special attention in this report. First, one suggestion was to require application essays on the topic of sexual assault. The student appointees suggest this requirement for some key student leadership positions and opportunities. Examples of such positions and opportunities include house fellows, campus tour guides, or study abroad applications. These positions and opportunities stand out because individuals chosen for these specific openings serve as university ambassadors. As such, these positions and opportunities attract a high amount of applications annually. Given their prominence, their application processes seem like a unique opportunity for students to review and express their knowledge about campus sexual assault related issues through their application essays.

A second notable suggestion was to create a student-led Sexual Assault Climate and Prevention Cooperative to enable students to meet regularly to engage and coordinate prevention efforts themselves. This Cooperative would be staffed with student leaders from programs and organizations with missions and values related to sexual assault prevention and survivor support. For example, Sex Out Loud, PAVE, and Men Against Sexual Assault/WBTT, to name a few, would have a representative on the Cooperative. The overall goal would be to meet regularly to coordinate agendas, initiates, events, and services, and limit duplication of resources and effort. Benefits of the Cooperative would include, among other things: 1. Improved communication between students, 2. Pooling of resources, 3. Focused, joint efforts to activate a continuous student led effort to address the sexual assault campus climate, and 4. An established group of student leaders available and accessible to engage with campus administration on these issues. The student appointees observed many students with a lot of stored energy, awaiting opportunities to build a coalition with other students and campus administrators and this Cooperative seems to provide a perfect opportunity for these energetic students.

Other practical feedback included requests from undergraduate, graduate, and professional students for age and program appropriate alcohol training that also addresses sexual assault prevention. Graduate and professional students request training discussions that address differences in both the alcohol use patterns and social/professional consequences that are unique to them. Undergraduate students ask for additional trainings at SOAR and annual trainings for RSOs and Greek letter organizations that combine alcohol and sexual assault information. One suggestion for these post-SOAR trainings was to include sexual assault information in the Badger Step Up program and/or at regular residence hall meetings/orientations. Finally, several students suggested that every academic syllabus should be required to include information on sexual assault reporting and available campus resources. Many of these suggestions stood out to the student appointees, as some were especially innovative and others echo and affirm many of the AAU Sexual Assault Climate Survey Task Force recommendations.

Professional/Graduate Student Feedback

When meeting with professional students, several concerning items were brought to the student appointees' attention. First, many students explained how professional and graduate students face specific acts of sexual harassment in clinical, internship, or externship opportunities. Considering this context, students request comprehensive orientation-type training on how to respond to incidents of sexual harassment. This training should cover resources for reporting incidents perpetrated by supervisors, peers, or clients/patients during coursework or during a clinical, internship, or externship placement. Additionally, professional and graduate students request training for full-time and adjunct faculty or professional staff who supervise them in classes or other school related placements. They also request a clearly identified and trained ombuds person. Finally, they request annual training opportunities that offer them tools to respond to patients/clients that may exhibit assaultive/harassing behavior.

Relatedly, several professional students shared stories about egregious incidents of sexual harassment in clinical settings that they heard about or personally experienced. As the student appointees listened to these stories, they noticed that the storytellers expressed desensitized views about what happened. For the student appointees, this was very concerning; as it indicates that these professional students had been socialized to expect to be harassed, considering it to be a normal part of their clinical experience. Thus, the student appointees concluded that these students, and possibly many others, have a concerning interpretation of what type of behavior is part of the clinical experience. The student appointees found these testimonies to indicate an unacceptable hostile work and learning environment for professional students, which must be immediately addressed.

CONCLUSION

After engaging with a variety of students with a broad range of identities and experiences, the students call for an array changes. At every level, students request more leadership, training, resources, and communication to implement both theoretical and practical infrastructure changes to transform the UW-Madison campus climate surrounding sexual violence. While many of the student ideas echo and affirm the AAU Sexual Assault Climate Survey Task Force recommendations, the student feedback also included several innovative and

engaging ways that students can work in collaboration with university leadership. Through our student engagement efforts, it was clear that students are ready and able to lead in this area and craft a safer, more attentive, and more inclusive campus. Specifically, students want our campus to be an innovative leader in our country's effort to eliminate the stigma and shame that silences sexual assault survivors. The student appointees understand how tradition and status quo can facilitate and perpetuate discrimination. Thus, the student appointees encourage University leadership to attend to this feedback and move forward in an unprecedented partnership with the UW-Madison student body.

This Concludes Our Report.

Signed,



Valyncia C. Raphael



Kari Hajduk

Appendix A

SESSION	FOCUS	LOCATION	DATE
1	LGBTQ+	Red Gym	10/19/15
2	Undergraduates	Commons Room, Pharmacy Building	10/20/15
3	Undergraduates	Symphony Room, Gordon Dining & Event Center	11/2/15
4	Web Chat	Transcript available here: https://uc.wisc.edu/web-chats/aau-sexual-assault-climate-survey-student-engagement-web-chat/	11/5/15
5	Graduate Students	Room 260, Bascom Hall	11/9/15
6	Undergraduates	On Wisconsin Room, Red Gym	11/11/15
7	Med Professional Students	Room 228, HSLC	11/17/15

Appendix B

Feedback Spreadsheet – Page 1

Comment	Session Date	Session	Campus Partner/Dept	Other tags	Notes/Context	main codes	sub code
Changing "non-heterosexual"	10/19/2016	LGBT				climate; cultural	Inclusivity
Limitations: Intersectional data, asking AAU for data, gathering	10/19/2016	LGBT				more	survey suggestions
Male numbers: significant, programming for male survivors	10/19/2016	LGBT				more info	more data
Making specific resources for under-represented survivors (ma	10/19/2016	LGBT				services	Inclusivity
Comparing data across 26 campuses	10/19/2016	LGBT				more info	more data
Emphasis on sexual harassment from academic employees (pr	10/19/2016	LGBT				more training	tonight program
Fund resources towards recommendations	10/19/2016	LGBT				leadership	more funding
More narrative data	10/19/2016	LGBT				more data	data type
Add resources to student scavenger hunt / SOAR arrival	10/19/2016	LGBT				suggested communication st	forum, SOAR, orientation
More inclusive language for survey	10/19/2016	LGBT				climate / more info	data / Inclusivity
Deployment date should not be during finals	10/19/2016	LGBT				more data	future survey suggestions
LGBTCC and MSC should be exempt from mandatory reporting	10/19/2016	LGBT				policy, leadership, survivor s	policy
Need programming that is inclusive of / targeted at LGBTQ pop	10/19/2016	LGBT				climate / survivor services	Inclusivity
In person requirement of prevention	10/19/2016	LGBT				more training	prevention; in person
Mandatory multiple doses of prevention						more training	prevention
Indue essay about sexual assault on college application - start	11/2/2016	11/2-general	DOSO			training	practical strategy, leader leadership top down, insuitfioal edison
A way for survivors to get leniency in coursework without inform	11/2/2016	11/2-general	DOSO			services	survivor services
Conduct more campus climate surveys	11/2/2016	11/2-general	DOSO			more data	survey suggestions
TALK more about making sure people get home safely	11/2/2016	11/2-general		UWPD		communications	more discussions
Follow-Up info (available campuswide) about what happens to	11/2/2016	11/2-general		UWPD		communications	follow up
REquire ongoing training in these issues of all student athletes	11/2/2016	11/2-general	Athletics			more training	student athletes
The recent video of UW Athletics discussing sexual stating "we	11/2/2016	11/2-general	Athletics			communications	need action from athletics
Provide information about reporting on syllabus & have a syllab	11/11/2016	11/11-general	faculty/staff			awareness	faculty, syllabus, institutional leadership
Mandatory training to RSO leaders	11/11/2016	11/11-general	student leaders/orgs/ASM			more training	for RSO leaders; communication strategy
require in person training for student/require group discussions	11/11/2016	11/11-general	housing			more training	housing leaders tonight
Facilitate conversations with those who don't get themselves in	10/20/2016	10/20-general	student leaders/orgs & asm	off		suggested communication st	target audience
greek life workshop with fraternities	10/20/2016	10/20-general	student leaders/orgs & asm	off		more training	grieks
make programs for fraternities/sororities stressin thier respons	10/20/2016	10/20-general	student leaders/orgs & asm	off		more training	grieks
"peer leaders" for sexual assault in every org	10/20/2016	10/20-general	student leaders/orgs & asm	off		leadership	RSO
Athlete learns go through sexual assault prevention orientation	10/20/2016	10/20-general	athletics			more training	athletes
Posters showing that perpetrators are often college students ar	10/20/2016	10/20-general	UWPD			communications	marketing consent
could we raise consequences for perpetrators? As in they get li	10/20/2016	10/20-general	UWPD	DoSO		policy	sanctions
More awareness of responsible action and possibly expanding	10/20/2016	10/20-general	UWPD			communications	marketing responsible action
has the "don't be that guy" campaign proved a success? what i	10/20/2016	10/20-general	UWPD			UWPD BTG campaign	
mandatory training or interaction with this information for first y	10/20/2016	10/20-general	DoSO			more training	1st year students
stalking - wisc directory has phone and email - let students kno	10/20/2016	10/20-general	DoSO			more info	directory
talked about during convocation/night at the overture center	10/20/2016	10/20-general	DoSO			suggested communication st	forum; mode
programs at SOAR, in housing, mandatory for housefellows to	10/20/2016	10/20-general	DoSO	housing, office of visitors, admission		more training; more awarene	practical suggestion; forum
get this information to the average student	10/20/2016	10/20-general	other			suggested communication st	target audience
find opinion leaders to keep the discussion going outside of a th	10/20/2016	10/20-general	other			suggested communication st	messenger
ensure that these conversations are going to org spaces and no	10/20/2016	10/20-general	other	Off		suggested communication st	forum; mode
peer counseling in residence halls	10/20/2016	10/20-general	other	housing		support strategy; resources	residence halls
the smaller group discussion, the better	10/20/2016	10/20-general	other			suggested communication st	mode
needs more victim advocacy within investigation process	10/20/2016	10/20-general	other	doso, office of compliance, evoc		policy	investigation suggestion
confidential advisors in lileshore	10/20/2016	10/20-general	other	housing		support strategy; resources	residence halls
while a majority of findings were geared toward women, what th	10/20/2016	10/20-general	other	aaU task force		more awareness	male and lgbt+ resurces
changing hook-up culture	10/20/2016	10/20-general	other			big picture goal; climate; cultural	
grad student stats - is it possible to chane the ways of older fac	10/20/2016	10/20-general	other	grad/professional schools		big picture goal; climate; cult	grad/faculty
sexual assault prevention in all residential halls at the beginnin	10/20/2016	10/20-general	other	uhs, evoc, housing		training; suggested communi	residence halls; first year students ; critique of tonight; in person training
less online education, more interactive dialogue	10/20/2016	10/20-general	other	uhs, evoc		suggested communication st	in person training
make "Badger step up mandatory for all members of a group +	10/20/2016	10/20-general	other	uhs - BSU		training	badger step up
what are we going to do about the assaults/harrasments happ	10/20/2016	10/20-general	grad/prof schools			training; leadership; policy;	zero tolerance faculty climate, grad student stats, sever consequences, training
faculty/staff/administration/training	10/20/2016	10/20-general	grad/prof schools			training	facstaff
require new grad students to complete an educational sexual a	10/20/2016	10/20-general	grad/prof schools			training	grad/prof students
additional programs like tonight, however shorter	10/20/2016	10/20-general	UHS			training	second dose suggestions - shorter
more counselors of color and other identities	10/20/2016	10/20-general	UHS	HR, diversity		climate, survivor support, res	Inclusivity
openly talk about alcohol. Perpetrators and bystanders are mo	10/20/2016	10/20-general	UHS			suggested communication st	alcohol
publicity times a million for evoc etc	10/20/2016	10/20-general	UHS	evoc		awareness	about EVOC
Implement a HANDS-ON training @ SOAR and @ program o	11/2/2016	11/2-general	Other	UHS/SOAR		training; suggested communi	SOAR, grad program orientation
Resources for residence hall residents to repond to an assault	11/2/2016	11/2-general	other	housing		training	residence halls
expand safe walk services	11/2/2016	11/2-general	other	safe walk		prevention; ; leadership	safe walk
make the aaU survey more presentable and easier to understa	11/2/2016	11/2-general	other	task force		suggested communications s	aaU data palatability
allocate funding to a stud-led prevention group every year	11/2/2016	11/2-general	other			leadership; prevention	student engagement
mandatory sexual assault awareness sessions in residents hal	11/2/2016	11/2-general	other	housing		training	mandatory; residence halls
Floor meeting to adress all of the above	11/2/2016	11/2-general	other	housing		training; suggested communi	residence halls
Instead of one of the massive greek life educatoin, implement in	11/2/2016	11/2-general	other	off/gree orgs		training	greek RSO requirements
combat slut shaming and survivor shaming	11/2/2016	11/2-general	other			climate; culture	stigma
mandate training for student leaders (RSOs, athletics, greek th	11/2/2016	11/2-general	student leaders/orgs & asm			training	mandatory RSO

Feedback Spreadsheet – Page 2

require all members of RSOs to take a more in depth "tonight" training	11/2/2016 11/2 - general	student leaders/orgs & asm		training	RSO second dose
require all departments to include reporting options in their syllabi	11/2/2016 11/2 - general	student leaders/orgs & asm		awareness, leadership	syllabus
TA training please (even if we are not mandated reporters)	11/2/2016 11/2 - general	student leaders/orgs & asm		training	Tas/graduate students note, with graduate students, we'll have to provide info
grad/prof student version of the tonight program	11/2/2016 11/2 - general	student leaders/orgs & asm		training	grad student
in tonight program - address perpetrator accountability	11/2/2016 11/2 - general	uhs		training: prevention;	suggest tonight suggestion
ADD note from UHS sheet	11/2/2016 11/2 - general	student leaders/orgs & asm			
turn tonight into a shorter program-dosages over ungraduate	11/2/2016 11/2 - general	uhs		training	tonight suggestion, shorten; add soph component
create specific rather than vague resources to ensure that serv	11/2/2016 11/2 - general	uhs		survivor; prevention; resources	Inclusivity use resources
In Greek Life everyone was in one room, crammed, not very int	11/2/2016 11/2 - general	evoc		training; suggested communi	RSO Greek
Make safe walk better known, have more funding	11/2/2016 11/2 - general	dsi, dts		leadership, resources	safe walk; funding
When making an educational video with more minorities, not ju	11/2/2016 11/2 - general			training: climate	tonight critique; inclusivity
Mandatory Freshman class; alcohol awareness/sexual assault	11/2/2016 11/2 - general			training: alcohol	first year, mandatory training
People may not know they are being assaulted; "Don't be that i	11/2/2016 11/2 - general			UWPD DBTG campaign;	aws student engagement; prevention and support resources
The Tonight Continued; impersonal, hard to process informato	11/2/2016 11/2 - general			may have to quote	suggested communication str; practical suggestion; residence hall, more data
Housing - warnings good; follow up on what happened with cri	11/2/2016 11/2 - general			information; crime warnings	more information about update on incident
Create a larger base of students who are educated	11/2/2016 11/2 - general			suggested communication str	target/goal
shorter programs; mode	11/2/2016 11/2 - general			training	practical strategy, leader/leadership top down, insutitioal edison
shorter programs more frequently	11/2/2016 11/2 - general			training	shorter programs;
add more real stories to the tonight program, numbers can be c	11/11/2016 11/11 general	UHS/EVOC		training	tonight critique, suggestion
more student voice in campaigns (UWPD and DOSO)	11/11/2016 11/11 general	UWPD DOSO		student engagement; prevent	campaigns
have Lori B promote opportunities for students to participate (h	11/11/2016 11/11 general	dosu		suggested communication str	fidelity to schedule
UWPD capaign; mixed reviews about who likes it (works for tar	11/11/2016 11/11 general			uwpd DBTG campaign	
turner the campaign); engage in the conversation, SM is not en	11/11/2016 11/11 general	general		suggested communication str	in person & mixed media
create an anonymous for to share stories (myth busting) poster	11/11/2016 11/11 general	dosu, uhs		suggested communication str	anonymous site practical idea
solicit survivor stories from a broader audience	11/11/2016 11/11 general	evoc		prevention; training	
modify the tonight program for annual training/follow up (throu	11/11/2016 11/11 general	evoc		prevention; training	tonight supplement
send SA resources with alcohol edu since its going out to stud	11/11/2016 11/11 general			resources, suggested comm	alcohol
workshops/forums for men to discuss soci pressures, allow fel	11/11/2016 11/11 general			resources, training	Increase men's project's reach
send out stats with tonight program	11/11/2016 11/11 general	evoc		awareness; training	send out stats with the tonight program
more campaigns about masculinity and power	11/11/2016 11/11 general			awareness; climate	men's engagement
use visual thoughtprovokers and workshops	11/11/2016 11/11 general			suggested communication str	training mode or style
consider off campus engagement with local businesses, (and o	11/11/2016 11/11 general			leadership, resources, partne	off campus
collaborate with campus bus drivers and offer them bystander t	11/11/2016 11/11 general			leadership, resources, partne	off campus
We want ASM to really prioritize this despite insitivity of the iss	11/11/2016 11/11 general	asm		student engagement;	ASM student leadership
engaging fraternities and sororities: rush events, required oriat	11/11/2016 11/11 general	greek		training: student engagement	Greeks, new membership training
Police chief is require to talk about alcohol every time she mee	11/11/2016 11/11 general	uwpd/RSO		leadership; UWPD; suggeste	alcohol and sexual assault; RSO
Bystander reporting and and intervening campaigns	11/11/2016 11/11 general	EVOC, DOSO		suggested communication str	bystander intervention training
More training and conversation spaces on what sexual assault	11/11/2016 11/11 general	EVOC, DOSO		training; awareness	policy information
Get med school leadership involved with strategy to move forw	11/17/2016 11/17 Med Profession: MSA/SMPH	MSA		leadership; student engagem	communication
use exit dat on sexual harassment with aau survey sata for con	11/17/2016 11/17 Med Profession: MSA/SMPH	MSA		more data	compare information
share professional school specific data	11/17/2016 11/17 Med Profession: MSA/SMPH	MSA		more data	prog/grad
Blue light training (we don't know how to use them, or where a	11/17/2016 11/17 Med Profession: MSA/SMPH	MSA		training	blue light; practical....
add more content to training (not just from a provider perspect	11/17/2016 11/17 Med Profession: MSA/SMPH	MSA		training	med school specific/grad school thing
acknowledge the reporting calculus (having to weigh pros/cons	11/17/2016 11/17 Med Profession: MSA/SMPH	MSA		training; awareness	assessing whether to report
for medical professional students, there is a higher risk for SH :	11/17/2016 11/17 Med Profession: MSA/SMPH	MSA		training; awareness; commur	assessing whether to report, marketing
have a formal ombuds (use a anonymous form, or have a sepa	11/17/2016 11/17 Med Profession: MSA/SMPH	MSA		resources	formal ombuds
provide more awareness of support, reporting options	11/17/2016 11/17 Med Profession: MSA/SMPH	MSA		awareness, communication s	reporting options and resources
have more conversations about this issue with med students (h	11/17/2016 11/17 Med Profession: MSA/SMPH	MSA		suggested communication str	mode, timing, forum
Have an SMPH conversation about employee's roles and resp	11/17/2016 11/17 Med Profession: MSA/SMPH	MSA		leadership	fac/staff
Drinking culture is different for med students than undergradu	11/17/2016 11/17 Med Profession: MSA/SMPH	MSA		alcohol	grad/pro nuance
use trainer that identify with the audience (i.e. use relatable fr	11/17/2016 11/17 Med Profession: MSA/SMPH	MSA		suggested communication str	who does the training
Get rid of the "check-the-box" mentality	11/17/2016 11/17 Med Profession: MSA/SMPH	MSA		climate	quote - symbolism...be genuinely invested
Empower students to be bystanders now and in their careers w	11/17/2016 11/17 Med Profession: MSA/SMPH	MSA		culture, climate	big picture goals
VA may be an issue of coem, consider paired care models, D	11/17/2016 11/17 Med Profession: MSA/SMPH	MSA		climate, culture	address the VA issue
Questions		student leaders/orgs & asm			
Has anyone interviewed the perpetrators? Are there any					
research projects that try to determine the motives of the					
perpetrators?	11/2/2016 11/2 - general			more data	perp data
If UW-Madison's rate of sexual assault against female					
undergrads is 27.6% since entering college, how come the					
UWPD put up posters citing the statistics as in 576n't that a					
huge underestimate? (Especially considering low rates of					
reporting?)	11/2/2016 11/2 - general		UWPD	more data	consistent data
Are TAs mandatory reporters	11/2/2016 11/2 - general	grad/prof schools		training	clear roles
required crisis resource section in syllabi?	11/2/2016 11/2 - general	grad/prof schools		awareness, leadership	

Appendix C

AAU Continuing Conversation Spaces Information

SAMPLE LETTER

Greetings!

Thank you for hosting a Continuing Conversation Space in your department. Your participation affirms our campus' effort to gather student input on how to make our campus as safe a learning and working environment as possible. We thank you for taking this essential step toward transforming UW-Madison campus sexual assault climate.

Our hope is that these spaces serve to give our students a voice — we want to truly hear them and use their input in substantial ways. We have included in this packet guidelines for facilitating your space, a user's guide to post next to the space, and some resources to display beside the space.

Should you or your staff have any questions during the continuing conversation time period, please email us at continuingconversationspace@studentlife.wisc.edu or call the Dean of Students Office at 608-263-5700.

Again — thank you for your willingness to participate in our effort to make student voice central to ending sexual assault on our campus.

Georgia Black, Valyncia Raphael
& The AAU-SACSTask Force Student Engagement Planning Team

#ItsOnUsUW

SAMPLE AAU Continuing Conversation Spaces Guidelines

1. Please keep a conversation space open in some way, shape, or form for 4 weeks (October 20 – November 20).
2. Please take creative license with this project - this station can look how you would like it to — please personalize it to fit your department's character. It can be a chalkboard, whiteboard, suggestion box, workshops, etc.
3. Please designate someone to monitor your space efficiently, checking on the space when your building opens daily, during lunch hours, and at closing. This should effectively ensure that any harmful language is promptly noted, documented and removed (more in number 4 & 5).
4. This space is to remain a safe space. While all input is certainly valuable, we ask you to please be conscious of how comments are written on these feedback areas can and will affect students, in particularly, survivors of sexual assault. If something is written on a board, for example, that you see to be damaging, or someone tells you it is harmful, please document it via photograph, and remove/erase it immediately. Examples of triggering comments to remove from the space after documenting: "She was asking for it," "She deserved it," "Rape doesn't actually happen here."
5. Please note, however, if someone posts any threats, names of alleged victims/perpetrators, or severely negative comments needing immediate attention, please contact the Dean of Students Office at 608-263-5700 as soon as possible.
6. At the end of each week (10/23, 10/30, 11/6, 11/13, 11/20), please have your space monitor send an update of all new submissions to continuingconversationspace@studentlife.wisc.edu. This can be a typed up summary or a photograph, whichever is easiest. When sending the weekly summaries, please include any photos/documentation of triggering comments that you removed throughout the week. Please keep in mind, that while these stations are a collaborative effort with the AAU Sexual Assault Campus Climate Survey Task Force, we hope to see users feeling welcome to share whatever they like about their experience on campus.
7. Know that you are not responsible for approaching any student submitting to the station. Students deserve to use this space comfortably. Whether you see someone writing something harmful or you see a student using the space to make a disclosure, it is not up to you to approach them. You may handle the situation as needed after they have completed their time writing.
8. Resources and a user's guide are provided in this packet. Please keep both in a visible place beside the space at all times.
9. We trust you to use your best judgment with monitoring the space, please contact continuingconversationspace@studentlife.wisc.edu if you have any uncertainty.
10. Tweet about it! #ItsOnUsUW

Clothesline Project

CONTINUING CONVERSATION SPACE

Your Voice Matters

- We hear you.
- We know that sexual assault involves you, our students.
- Let's talk about it.

Please use this space to continue the conversation around campus sexual assault. There are no limitations, other than to be respectful. The words you say may affect others. Simply comment on one of the shirts provided and pin it on the line.

The Goal: Bring student voice into a student issue.

Conversation Starters:

- What is your reaction to the AAU Campus Climate Survey Results?
 - What is your experience at UW-Madison with sexual assault and harassment?
 - Are you safe here?
 - What do you need to feel and be safe here?
 - How can students stand up to stop sexual assault?
 - What can UW-Madison do to help decrease sexual assault on our campus?
- Do you have an experience reporting your sexual assault that you would like to share?
- What are you doing to combat sexual violence?
- Do you know your resources and rights?
- What questions do you have about this issue?

Where will your words go?

- What you share in this Conversation Space will be collected by the AAU Sexual Assault Climate Survey Task Force and incorporated into their report. Information targeted at specific departments will be shared accordingly (for example, messages addressed to UWPD will be shared with UWPD).

For more information contact: continuingconversationspace@studentlife.wisc.edu

To submit anonymous feedback, visit: <http://www.uhs.wisc.edu/aau-students/>

Or scan this QR code on your mobile device:



Appendix D

Information provided for table discussion included the executive summary of the results, a set of suggested small group discussion questions and the following suggestions for next steps.

Reprinted with permission from the UW-Madison's Men's Project Manual

What now?

- There are many programs on campus about these issues: speakers, discussions, film screenings. Seek out list serves and newsletters to keep updated!
- Serve as resource/mentor for future cohort members, spread the word!
- Continue strengthening the community/work
- Join a student org that discusses these issues (PAVE, Campus Women's Center, Men Against Sexual Assault, Sex Out Loud, Ten Percent Society)
- Take a course that focuses on these issues: SocialWork672, Soc/GWS200: Intro to LGBTQ Studies, Gender & Women's Studies courses, Men & Masculinities, Soc138: Sociology of Gender, Human Sexuality,
- Share videos and articles related to the topic on social media
- Get trained as a peer educator! PAVE, EVOC, Sex Out Loud, and the School of Social Work all offer these opportunities.
- Be a vocal ally in your classroom, apartment, friend groups, and online.
- There are many paid and volunteer student positions on campus that focus on activism and empowerment work around gender, sexuality, and oppression. Seek them out!
- Get involved in Shared Governance. The Associated Students of Madison have many leadership seats and positions related to gender equity efforts on campus.
- Volunteer at your local domestic violence or rape crisis center. These will also offer you valuable training and certification opportunities as a crisis line volunteer.
- Request a workshop for your student org (PAVE, Sex Out Loud, EVOC, MSC, Campus Women's Center)
- April is Sexual Assault Awareness Month on college campuses across the nation. Look for events at UW-Madison this April.

Think about how you can strengthen the movement by getting involved in existing initiatives or bringing this perspective to your current circles of involvement. Sometimes starting your own initiative, while well intended, can actually weaken work that is already being done. First, co-sponsor, attend, support, and volunteer at events being hosted by other established organizations before thinking about creating your own.

Appendix E

Planning Resources

For Additional Information, you may contact Dean of Students Office, EVOG professional staff, Valyncia Raphael at vcraphael@gmail.com, or Kari Hajduk at hajdukkari@gmail.com.

STUDENT ENGAGEMENTS SESSIONS

ROOM SETUP

The engagement sessions occurred in rooms with small tables that would enable a small group discussion. On one side of the rooms where feedback stations so that students could attach Post-Its to themed boards (i.e., UWPD, UHS, etc.), in an effort to organize their feedback. On the opposite side of the room, a panel of professional staff administrators were present to support students and provide answers to their questions about campus programs and services, as well as survey information. In the rear of the room, were 1-2 laptops with links to the anonymous feedback website that students could access at any point during the events.

PROGRAM FORMAT

With respect to format, the majority of the sessions were structured in the same way. Most student engagement sessions ran for about an hour and a half from start to finish. First a student would introduce the schedule of events, presenters, student volunteers and the professional staff/administrators, and the presence of victim advocates. The announcer also made a blanked trigger warning, and made references to disclosures and where someone may access confidential resources. After the introductions, the student appointees announced ground rules and then presented the results using the general powerpoint provided by the Task Force. After the presentation of results, depending on the tone of the audience, a Q & A session followed the data results presentation with the aid of the professional staff in the room. Peer facilitated small group discussions followed the question and answer periods. At the end of the small group

discussion, a larger group discussion and share-out occurred, where usually someone from each group shared a summary of what was discussed during the small group discussions as well as suggestions on how to transform the campus sexual assault climate.

For most of the sessions, the presentation format was the same, however, during the LGBTQ+ and Graduate Student Sessions, an additional handout was created and provided for students to have population specific data. For the medical professional session, Dr. Sarah Van Orman presented the data. At the end of each session, students were encouraged to continue to remain in the room to complete session evaluations, speak with the present professional staff, or continue to provide feedback using the feedback stations on the easels or with the website. Students were also encouraged to continue the conversations with their roommates, classmates, and co-workers and to visit and interact with the continuing conversation spaces across campus. Additionally, students were provided with a list of suggestions of how to remain involved in changing the campus culture and sexual violence prevention and supporting victims of sexual assault. The list was adapted from the Men's Project Manual and is provided in Appendix D of this report.

CONTINUING CONVERSATION SPACES INFORMATION

In order to provide another way in which students could engage in the discussion of campus sexual violence prevention, Continuing Conversation Spaces were held across campus. These spaces served to create a safe space for students to express their reactions to the AAU survey data and express their thoughts in an interactive way with one another. For more information about the continuing conversation spaces, please refer to Appendix C of this report. These spaces were monitored closely in case harmful or triggering comments were made on them and sexual violence resource pamphlets were provided next to each space.

ANONYMOUS WEBSITE

The student appointees created a website with UHS that allowed students to submit anonymous feedback. The website also provided information about the sessions and links to the It's On Us Pledge, the webchat, and resources. Old Screen Shots of the page is provided below

This was our website address: <http://www.uhs.wisc.edu/aau-students/>

Here are some screen shots of the website:

Non-expanded view:

AAU Sexual Assault Climate Survey Results Feedback

Sexual Assault Climate Survey Student Engagement Session Information

EVENTS INFO:

SESSION 1: Tuesday, October 20, 2015
5:30pm-7pm - Commons Room - 2nd Floor - School of Pharmacy Building - 777 Highland Avenue

SESSION 2: Monday, November 2, 2015
7pm-8:30pm - Symphony Room - Gordon Dining and Event Center

SESSION 3: LIVE WEB CHAT - Thursday, November 5, 2015
4:30pm-5:30pm
go.wisc.edu/aauchat

SESSION 4: Monday, November 9, 2015
Noon-1pm - Room 260 - Bascom Hall

SESSION 5: Wednesday, November 11, 2015
4pm-5:30pm - On Wisconsin Room - Red Gym

It's on us pledge: itsonus.org/#pledge_open

Your Voice Matters - Give Feedback

We are interested in hearing from students about the AAU Campus Climate Survey Data and resources and services on this campus. If you have any compliments, complaints, or suggestions on how to transform our campus climate, [please click here](#).

Every comment submitted will be carefully read.

With expanded form (and resources) exposed:

The screenshot displays a web browser window with the URL www.uhs.wisc.edu/aau-students/. The page title is "AAU Sexual Assault Climate Survey Results Feedback".

Sexual Assault Climate Survey Student Engagement Session Information

EVENTS INFO:

SESSION 1: Tuesday, October 20, 2015
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It's on us pledge: tsonus.org/#pledge_open

Your Voice Matters - Give Feedback

We are interested in hearing from students about the AAU Campus Climate Survey Data and resources and services on this campus. If you have any compliments, complaints, or suggestions on how to transform our campus climate, [please click here](#)

Every comment submitted will be carefully read.

Use this form to comment anonymously or provide your name and contact information.

If you need immediate emergency assistance or to report a crime, call 911. To reach the University of Wisconsin Police, call (608) 264-2677.

For 24/7 confidential consultation with a health care provider or counselor, students may call University Health Services at 608 265-5600 (option 9).

To contact UW-Madison's reporting and complaint advisors or a Title IX coordinator, email Tonya Schmidt for a response during business hours.

Is there a particular department or area of campus related to your comments?

- Dean of Students Office
- UW Police Department/UWPD
- McBurney Disability Resource Center
- Division of Intercollegiate Athletics - Student-Athlete Development
- Division of Intercollegiate Athletics - SAESO/SAAC
- UHS - End Violence on Campus/EVOG
- UHS - Counseling
- Division of University Housing
- International Student Services
- Division of Equity, Diversity, and Educational Achievement
- Multicultural Student Center
- Center for Leadership and Involvement
- LGBT+ Campus Center
- Promoting Awareness Victim Empowerment/PAVE
- Sex Out Loud
- Associated Students of Madison/ASM
- Campus Women's Center
- Other

Do your comments have to do with a particular person/people?

What are your comments?

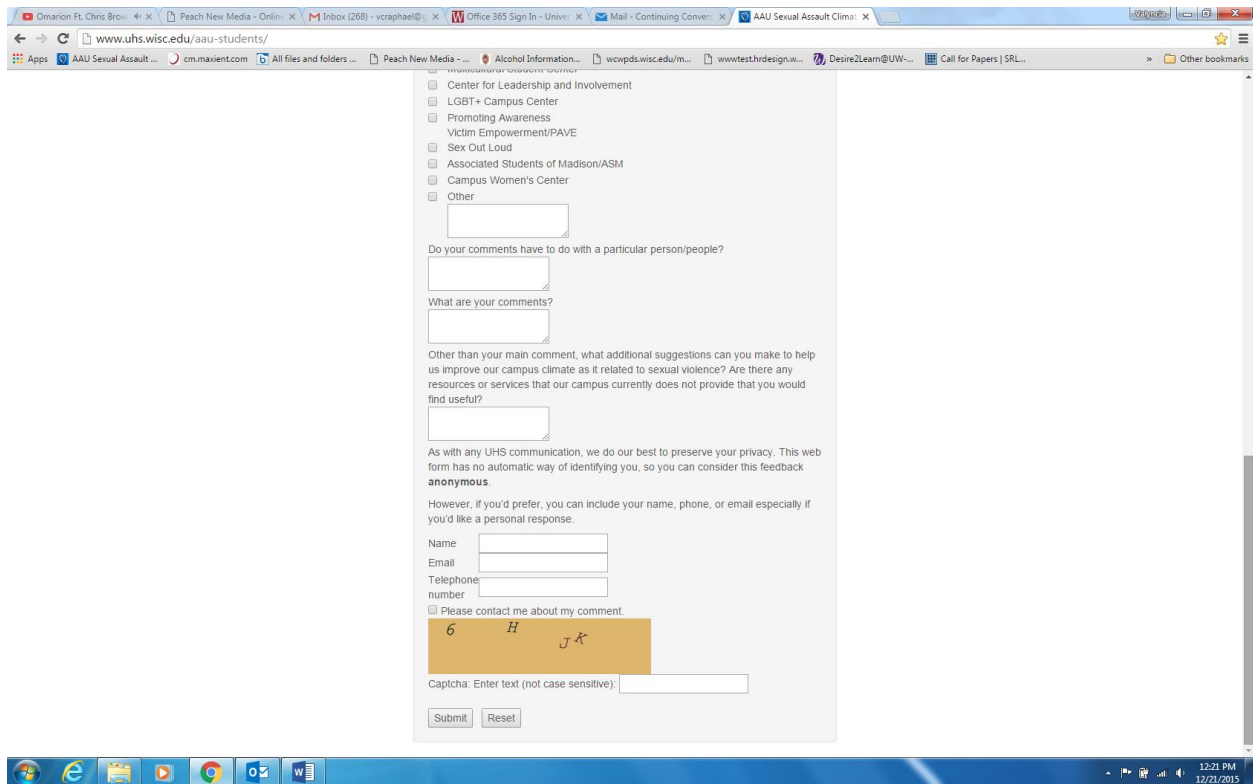
Other than your main comment, what additional suggestions can you make to help us improve our campus climate as it related to sexual violence? Are there any resources or services that our campus currently does not provide that you would find useful?

As with any UHS communication, we do our best to preserve your privacy. This web form has no automatic way of identifying you, so you can consider this feedback **anonymous**.

However, if you'd prefer, you can include your name, phone, or email especially if you'd like a personal response.

The right sidebar contains a "Resources" menu with the following items:

- SURVEY RESULTS
- WISC.EDU
- DEAN OF STUDENTS
- UHS
- END VIOLENCE ON CAMPUS



MINI-CLOTHESLINE PROJECT

The student appointees reserved the studio space on the second floor of the red gym to set up an interactive mini-clothesline project (more information here: <http://www.clotheslineproject.org/history.htm>). Photos of the final project below. The set up included 2 dowels supported by 2 paint cans full of sand, with three rows of yarn strung between them to resemble a clothesline. Using wooden clothespins, people could design messages on the shirts, then attach them to the clothesline.

We provided paper shirt cut outs, markers and clothes pins for people to write on the shirts and hang them up on the clothesline. A few red shirts had information and statistics from the survey on them. Along side of the clothesline, we posted the continuing conversation space documents for branding and contact information in case someone wanted to express any comments or concerns. We also provided a table with resource pamphlets/brochures so people could take materials with them if they need more information.

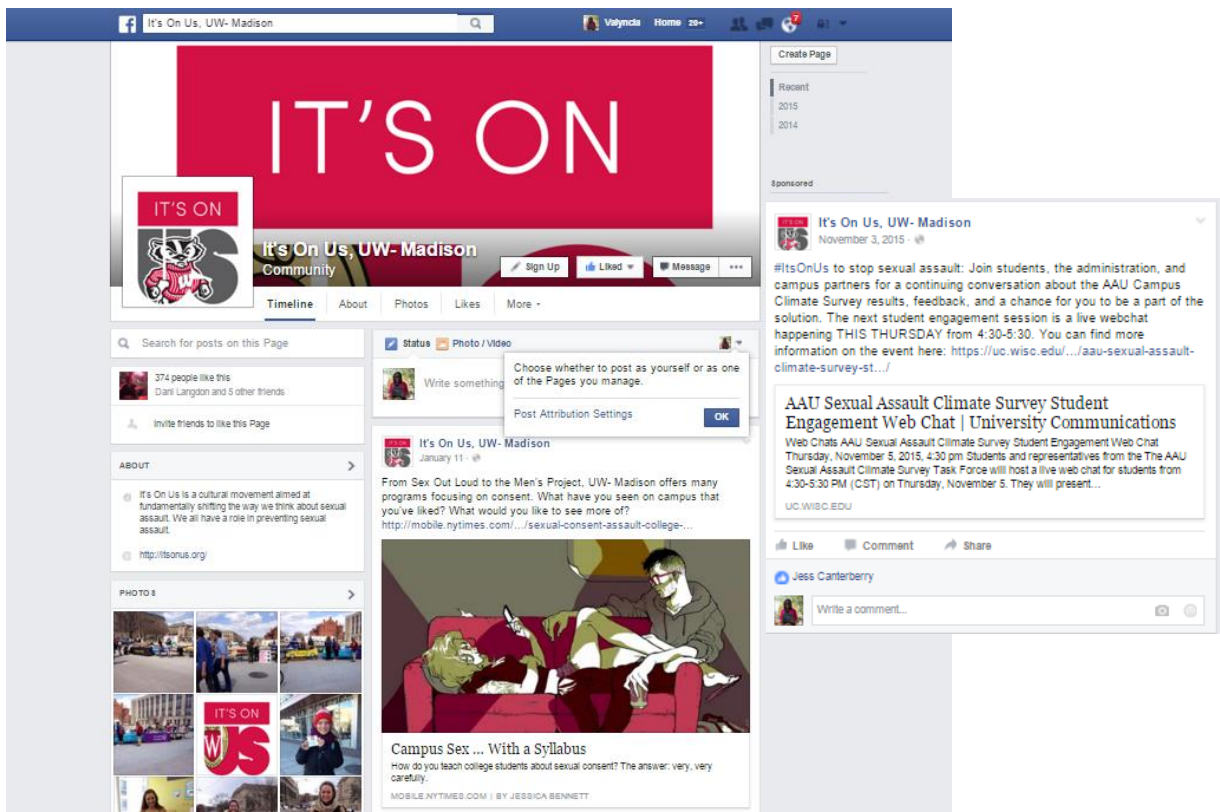
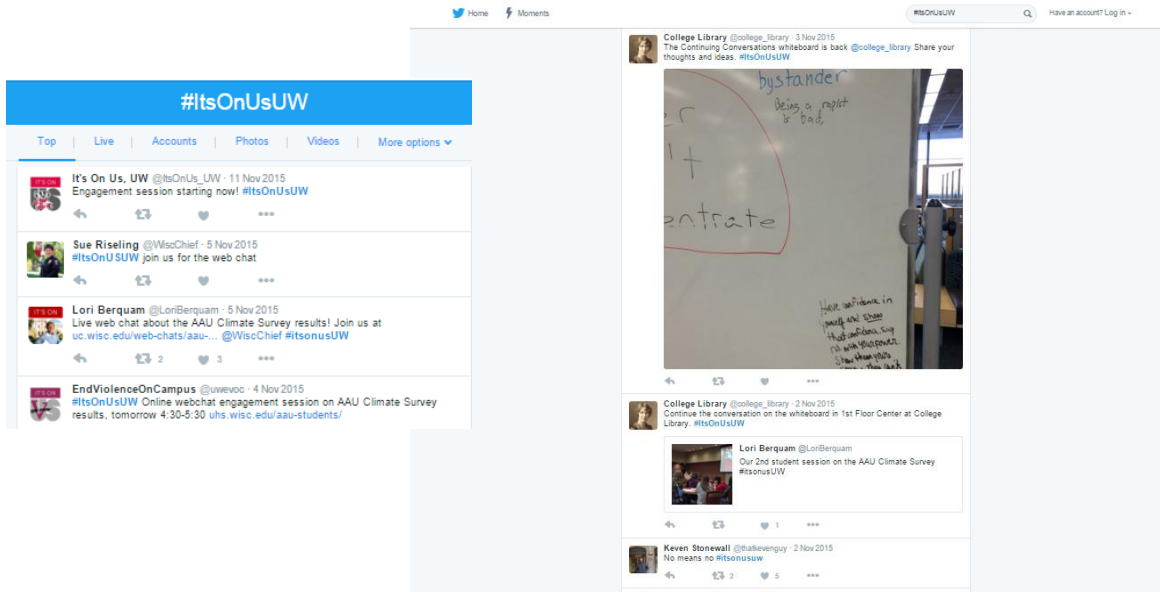
This is the template we used for the shirts: <http://www.clipartbest.com/cliparts/Kcj/roa/Kcjroapcq.jpeg>

Samples



SOCIAL MEDIA CAMPAIGN

For social media, we utilized Facebook pages and twitter under the hashtag #itsonusUW. The Facebook pages were utilized to promote the events and recruit volunteers. The It's On Us UW-Madison coordinator assisted with the social media campaign as well. Examples of tweets and pages are provided below.



Appendix F

AAU Sexual Assault Climate Survey Student Engagement Session Evaluation – page 1

1. How did you hear about the event? _____
2. How knowledgeable were you about the results before this event? Please circle one.
not at all knowledgeable somewhat knowledgeable very knowledgeable
3. How much do you agree or disagree with the following statements?

	Strongly Disagree	Somewhat Disagree	Neutral	Somewhat agree	Strongly Agree
The facilitators presented the survey results in a manner that was easy to understand					
I feel that I have learned something valuable from this event.					
After this event, I feel inspired to become involved with sexual violence prevention on campus.					
If applicable, my accessibility needs were met at this event.					
If applicable, I felt comfortable knowing there were victim advocates present at the event.					

AAU Sexual Assault Climate Survey Student Engagement Session Evaluation - Page 2

4. How comfortable did you feel at your table discussion? (1- very uncomfortable, 5- very comfortable)

1 2 3 4 5

5. What was your favorite way to provide feedback? Please circle all that apply. (Note: this was not asked on the LGBTQ+ event evaluation)

- a. Post-it notes
- b. Anonymous website
- c. Q&A
- d. Administrators in the room
- e. Facilitators in the room
- f. Other _____
- g. None

6. Please rate the event overall. (0- terrible, 10- best it could have been)

1 2 3 4 5 6 7 8 9 10

7. Is there anything else you would like to add? Please use the back if necessary.