Culture of Respect
C⁜RE EVALUATI⁜N

Baseline Results Summary

University of Wisconsin-Madison
Cohort 4 | July 2020

Culture of Respect.®
Ending Campus Sexual Violence
A NASPA Initiative

NASPA.®
Student Affairs Administrators
in Higher Education

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about

CULTURE OF RESPECT & THE COLLECTIVE

Culture of Respect is NASPA's signature initiative to support colleges and universities in their efforts to address campus sexual violence. Culture of Respect is dedicated to working with higher education administrators by providing tools, guidance, and technical assistance to support evidence-driven, multidisciplinary work that utilizes a public health framework.

The Culture of Respect Collective is a two-year program brings together institutions of higher education who are dedicated to ending campus sexual violence and guides them through a rigorous process of self-assessment and targeted organizational change. Each diverse cohort relies on an expert-developed public health framework, cross campus collaboration, and peer-led learning to make meaningful programmatic and policy changes. Participating institutions receive strategic support and technical assistance throughout the process, as well as detailed documentation of campus-initiated changes that support survivors, prevent sexual violence, and communicate that violence is unacceptable.

This report reflects the first component of the program: a detailed inventory of a participating institution's efforts to address sexual violence across six key areas. The data is based off the institution's administration of the CORE Evaluation, 5th Edition, a Culture of Respect assessment tool.

introduction

BASELINE REPORT

This report, provided exclusively to the University of Wisconsin-Madison, provides insights into the responses your institution provided on its administration and submission of the CORE Evaluation, 5th Edition on June 4, 2020. The purpose of administering this assessment is threefold:

1. To create a detailed inventory of your institution's efforts to address sexual violence, including policies, programs, and procedures.
2. To educate stakeholders from across campus on the scope of the institution's efforts, as well as raise awareness of federally required, or expert-recommended practices that could be adopted.
3. To establish baseline data as part of your participation in the Collective, which will be used both to create a detailed action plan for improvement and growth, and also to measure progress at the end of the program.

With the goal of helping stakeholders from your institution understand the results from the assessment, the report offers a few key components:

- An overview of the institutions in Cohort 4 and a summary of select aggregate baseline data from former Collective Cohorts;
- Scoring that provides a quantitative map of results that can be used to compare your institution to others in the cohort and to your campus's endpoint assessment using the same instrument;
- Qualitative feedback from Culture of Respect staff, identifying strengths and opportunities for growth within your institution's approach; and
- Two checklists that compare how responses match up to federal laws and guidance, as well as practices recommended by expert voices in the field.

Each section is organized around the six pillars of the Culture of Respect CORE Blueprint – six areas that Culture of Respect believes should be part of any institution's strategy for addressing sexual violence.

COHORT 4 AT A GLANCE

The Culture of Respect Collective Cohort 4 is comprised of a diverse group of twenty institutions from all over the United States, including:

- Thirteen 4-year public institutions
- Five 4-year private institutions
- Three religious institutions
- One community college
- Four schools from the state of Montana

comparison data

PREVIOUS COHORTS

The call-outs below and on the following page contain aggregate baseline data from institutions enrolled in Collective Cohorts 1 through 3 (N=80). These sample data points offer a comparison to other peer institutions across the country. For more comparison data and details about the data collection methodology, please consult our Institutional Responses to Sexual Violence: What Data from a Culture of Respect Program Tell Us About the State of the Field.

73%
alerted students of changes to the sexual misconduct policy

61%
had peer educators implementing sexual violence prevention programming

61%
included prevention messaging in timely warnings

53%
planned to administer campus climate surveys at least once every three years

86%

offered an anonymous reporting option for survivors of sexual violence

76%

train employees who implement grievance procedures annually
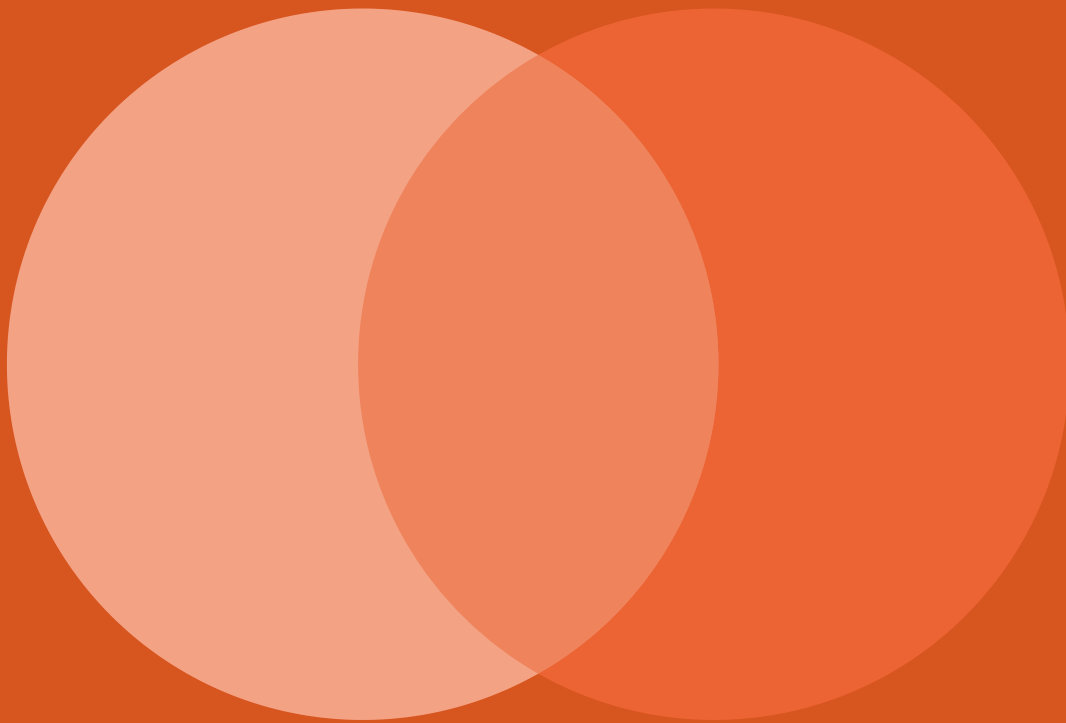
results

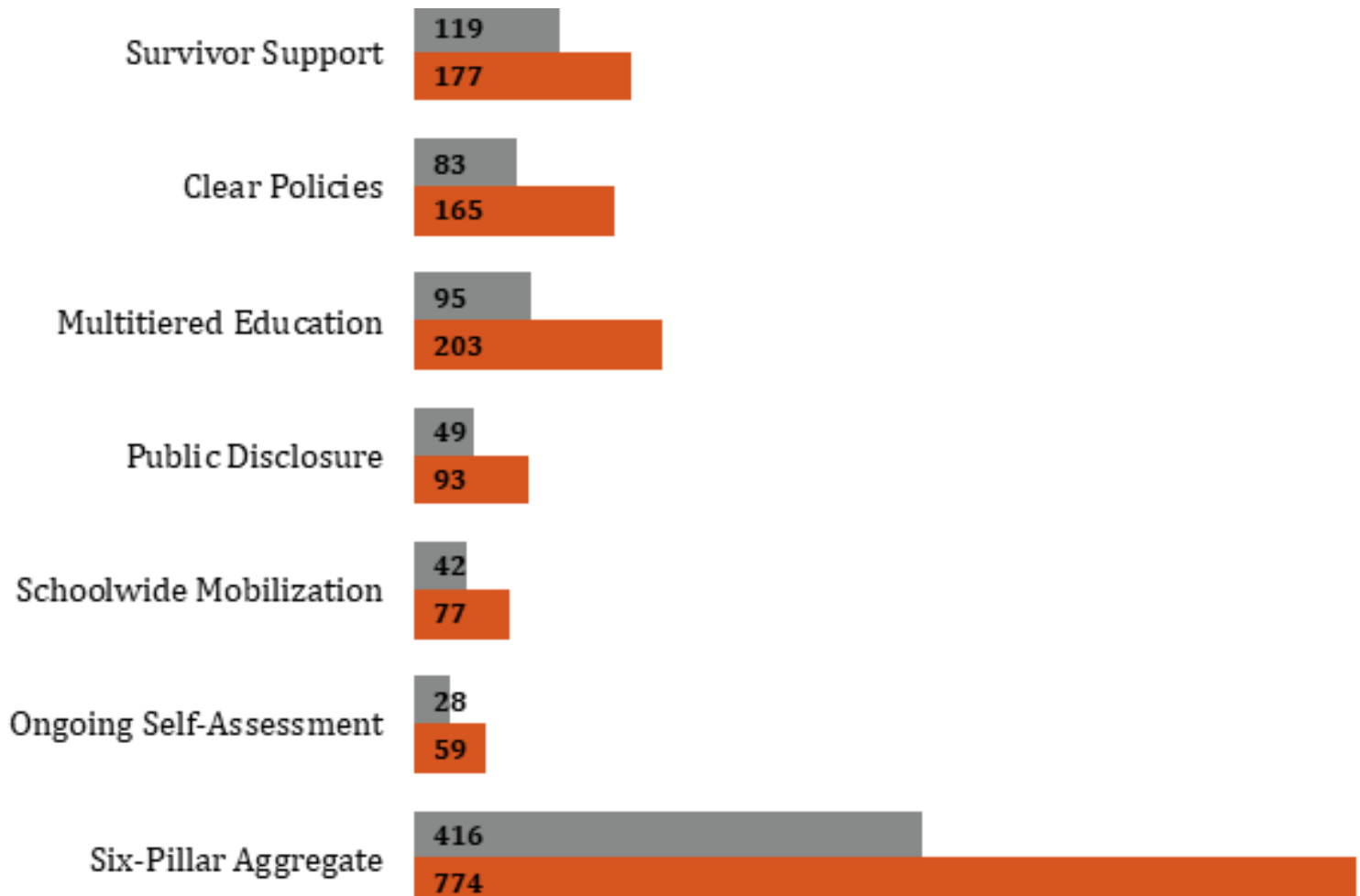# PLACING THE CORE EVALUATION IN CONTEXT

It is our hope that this report is a first step in telling the story of your institution's journey to improve and expand campus efforts to address and prevent sexual violence.

As comprehensive as the CORE Evaluation is, it cannot capture the totality of an institution's work. We hope you that will consider how this report, which includes both qualitative and quantitative feedback, along with comparison data, works together with what else you know about your institution's policies, climate, culture, and safety. For example, your CORE Evaluation responses and this report will summarize your institution's key policies related to addressing sexual misconduct, but you will need other information to find out how those policies are working and what the intended and unintended outcomes of those policies are. As you read through this report, please consider how all the evidence you have informs the current context in concurrence with the evidence presented here.

results

CORE EVALUATION SCORES

Your institution received points based on the ways policies, procedures, or practices align with best practices, expert recommendations, and federal law and guidance. The top bar (in gray) of each row below shows the number of points your institution received within each pillar, as well as an aggregate total. The second bar (in orange) shows the total number of possible points in each pillar: this is displayed to help you see institutional room for growth. Once you have completed your endpoint assessment we will add a third section to show any changes. Please keep in mind that it is not necessary nor realistic that your institution implement *all* of the policies and practices covered in the CORE Evaluation. It is the expectation of Culture of Respect that your institution can and should make improvements in each pillar.

Pillar	Points Received	Total Possible
Survivor Support	119	177
Clear Policies	83	165
Multitiered Education	95	203
Public Disclosure	49	93
Schoolwide Mobilization	42	77
Ongoing Self-Assessment	28	59
Six-Pillar Aggregate	416	774

results

QUALITATIVE FEEDBACK

The table on the following page is broken down into the six-pillars of the CORE Blueprint and provides feedback on specific areas of the CORE Evaluation where your institution's responses presented a particular strength or area for further improvement. Additional feedback can be found within the annotated survey results provided with this report.

While feedback within the "Opportunities" column is designed to provide institutions with goals that may be included in the subsequent Individualized Implementation Plan (IIP), it is not required that your final action plan include these recommendations. Additional context for each of the six-pillars and how to implement strategies within these key areas can be found within the CORE Blueprint document or the CORE Constructs Toolkit, both readily available to Collective institutions or for download from the NASPA bookstore.

	Strengths	Opportunities
Survivor Support	– Multiple reporting options available – No conflict of interest for Title IX coordinator(s) – Communicate with survivors about timely warnings – Sexual misconduct cases discussed in BIT/TAT – Information about support and medical services made widely available	– Consider ways of depicting the investigation and hearing process visually – Assess threat for all cases involving sexual violence with BIT/TAT – Ensure MOUs in place for all survivor services – Enhance training for employees providing support and medical services – Explore options for expanding Survivor Services staffing
Clear Policies	– Regular review of policies – Gender-inclusive language used in policies – Visual representation of investigation/ hearing process – Supportive services available for responding parties	– Explore additional options for providing accessible options for policies – Share information about policy changes with external stakeholders – Use less legalistic language in policies (i.e., "reporting" and "responding party") – Establish the option for informal resolutions, specifically restorative justice – Clarify the rights of responding parties within all policies
Multitiered Education	– Multiple FTE dedicated to prevention efforts – Annual training for relevant employees – Comprehensive training provided to responsible employees – Specialized training provided to student employees – Prevention and awareness campaign in place	– Offer additional training to all types of student employees – Explore additional training opportunities for confidential employees and those who provide on-campus healthcare – Consider expanding elements included in employee training (e.g., rape myths, intersectionality, etc.)

	Strengths	Opportunities
Public Disclosure	– Record retention policy for Title IX related incidents – Annual security report published with key requirements – Clear process in place for sending timely warnings	– Explore strategies for sharing statistics of reports and investigations outside of Clery requirements – Collect additional demographic data to identify and respond to any disparities – Include information on bystander intervention strategies in timely warnings – Increase communication with all types of campus stakeholders
Schoolwide Mobilization	– Collaboration with student groups – Peer educators involved in sexual violence prevention and awareness programming – Comprehensive and robust training for peer educators – Multidisciplinary task force in place – Student involvement in CLT	– Include student groups in decision-making around relevant policies – Establish system for soliciting feedback from students – Consider strategies for improving group dynamics of CLT (i.e., staff development exercises or retreat) – Explore additional strategies for engaging faculty, parents/families, and alumni
Ongoing Self-Assessment	– Recent administration of campus climate survey – Pre- and post-test administered after student prevention programming – Interview students who have participated in the grievance process – Use of self-assessment to examine practices to provide mental health services and LGBTQIA+ inclusive practices	– Consider forming an official plan for conducting regular campus climate surveys – Explore strategies for increasing response rate for future climate surveys

results

FEDERAL LAWS & GUIDANCE CHECKLIST

This table highlights CORE Evaluation questions that are tied federal laws and regulations that apply to institutions of higher education in the United States. A check mark appears in the final column if your institution reported implementing each policy or practice. Details about and links to each source are at the end of this report. This is not an exhaustive list of federally required practices and policies and this list alone should not be used to determine compliance with federal law.

Additionally, this checklist was last updated in February 2020 in the midst of changes in federal laws: interim guidance on Title IX and sexual violence had been issued by the Office of Civil Rights in September 2017, the Department of Education published a Notice of Proposed Rulemaking (NPRM) in December 2018, and final changes to regulations were still forthcoming as of the publication of the CORE Evaluation 5th edition. Culture of Respect chose to highlight select policy elements found in the NPRM, understanding that they may or may not become part of a final Title IX rule. Those items are italicized as a reminder that they were not yet part of the final Title IX regulations. Now that the final rule has been issued, institutions should refer to it to determine what changes, if any, are required regarding the ways in which they administer prevention education and respond to reports of sexual misconduct.

	Question #	Topic	Source	
SURVIVOR SUPPORT	4	Explanation of how to file a report of sexual misconduct	Clery Act OCR, 2017 guidance	✔
		Outline of procedures once a report is filed		✔
		Expected timeline of procedures once a report is filed	OCR, 2017 guidance	✔
		Statement that supportive measures are provided based on student's needs	Clery Act OCR, 2017 guidance	✔
		Assurance students can receive supportive services without a formal investigation	*2018 NPRM*	✔
		Prohibition of retaliation	Clery Act OCR, 2001 guidance	✔
		Contact information for Title IX coordinator	OCR, 2001 guidance	✔
		Explanation of preserving evidence	Clery Act	✔
	5	Multiple reporting options available	OCR, 2001 guidance	✔
		Institutional support provided for making criminal report	Clery Act OCR, 2001 guidance	✔
	9	Notification of survivors' right to report to law enforcement	Clery Act	✔
	16	Title IX coordinator: staffing	OCR, 2017 guidance	✔
	18	Title IX coordinator: responsibilities explained	OCR, 2001 guidance	✔
	21	Title IX coordinator: free of conflict of interest	OCR, 2017 guidance	✔
	35	Arranging supportive services	OCR, 2001 guidance	✔
	38	Accommodations/supportive measures provided	Clery Act OCR, 2017 guidance	✔

	Question #	Topic	Source	
CLEAR POLICIES	53	Definitions of prohibited behavior	Clery Act	✔
		Statement that sexual misconduct is prohibited	OCR, 2001 guidance	✔
		Statement of nondiscrimination		✔
		Statement of the institution's commitment to addressing sexual violence	OCR, 2017 guidance	✔

CLEAR POLICIES	53	What locations are part of Clery Act geography	Clery Act	✓
		What locations are part of institutional responsibility under Title IX	*2018 NPRM*	✓
	58	Description of investigation model used	Clery Act	
		Statement of commitment to a prompt and equitable investigation	Clery Act OCR, 2017 guidance	✓
		Statement that no contact orders are provided as needed		✓
		Specific timelines expected during an investigation	OCR, 2017 guidance	
		Assurance parties receive written notice in advance of interviews		
		Assurance responding parties receive written notice of allegations		✓
	61	*Cross examination*	*2018 NPRM*	✓
	62	Reporting and responding parties may select an advisor of choice	Clery Act	✓
		Assurance reporting and responding parties will receive an investigative report prior to any hearing	*2018 NPRM*	✓
		Assurance all parties will have equal and timely access to information used in disciplinary hearings	OCR, 2017 guidance	✓
		Assurance all parties may respond to investigation reports in writing before hearings		✓
		Explanation of evidentiary standard	Clery Act	✓
		Assurance all disciplinary proceedings are confidential	FERPA	✓
	70	Standard of proof	Clery Act OCR, 2017 guidance	✓
	74	Alternative resolution is only an option if all parties voluntarily agree	OCR, 2017 guidance	
	76	Statement all parties will be alerted of outcomes concurrently	OCR, 2017 guidance	✓
		Statement all parties will be alerted of outcomes in writing	Clery Act	✓
		Explanation of the appeals process	Clery Act OCR, 2017 guidance	✓
		Notification of when an appeal has been filed	*2018 NPRM*	✓

MULTITIERED EDUCATION	83	Prevention training dosage, new employees	Clery Act	✓
	86	Prevention training content, new employees		✓
	87	Training for responsible employees	OCR, 2001 guidance	✓
	96	Yearly training for staff who implement grievance procedures	Clery Act OCR, 2001 Guidance	
	102	Training for student employees	Clery Act	
	104	Prevention education dosage for incoming undergraduates		✓
	106	Prevention education content for incoming undergraduates	Clery Act, OCR, 2017 guidance	✓
	108	Prevention education dosage for incoming graduate students	Clery Act	✓
	110	Prevention education content for incoming graduate students	Clery Act OCR, 2017 guidance	✓
	114	Primary prevention and awareness campaign	Clery Act	✓

PUBLIC DISCLOSURE	120	Clery crimes reporting	Clery Act	✓
	121	*Maintenance of Title IX records*	*2018 NPRM*	✓
	123	Annual Security Report (ASR) publication	Clery Act	✓
	124	ASR content: three years of crime data		✓
	125	ASR content: prevention programming		✓
	126	ASR distribution		✓
	127	ASR content: list of possible sanctions		✓
	129	Timely warnings		✓

results

RECOMMENDATIONS CHECKLIST

The table spanning the next pages focuses on select questions from the CORE Evaluation 5th edition that are based upon recommendations by experts in the field of sexual violence prevention, education, and response. Additionally, though the 2014 OCR Guidance was rescinded in September 2017, many of its recommendations represent best practices in the field, and at the time of this report's publication were not in contradiction with standing guidance.

A check mark appears in the right-most column if your institution reported implementing a particular policy or practice. Complete authorship information and links to each source are at the end of this report.

	Question #	Topic	Source	
SURVIVOR SUPPORT	4	Visual depiction of the reporting process	White House Task Force	
		Explanation of which employees are obligated to bring reports to Title IX	OCR, rescinded 2014 guidance	✓
		Contact information for confidential employees		✓
		Contact information for campus security		✓
		Contact information for local law enforcement		✓
	5	Anonymous reporting option	ACHA; White House Task Force	
	15	Amnesty policy	ACHA; White House Task Force	✓
	22	Sexual Assault Response Team or Coordinated Campus Response Team	ACHA	
	24	Behavioral Intervention (BIT) or Threat Assessment Team (TAT)	Virginia Tech Review Panel; Nolan & Randazzo	✓
	25	Assessment of sexual misconduct cases at BIT/TAT meetings		
	36	Comprehensive identification on medical intake forms	ACHA, diversity	✓

	Question #	Topic	Source	
CLEAR POLICIES	53	Statement that sexual violence affects people of all identities	OCR, rescinded 2014 guidance	
	62	Alternative participation options	ASCA; OCR, rescinded 2014 guidance	
		Prohibition of discussing sexual history	OCR, rescinded 2014 guidance	✓
	63	Support services specifically for responding parties	Henkle, Dunlap, & Tabachnick	✓

	Question #	Topic	Source	
MULTITIERED EDUCATION	90	Training content for responsible employees	Henkle, Dunlap, & Tabachnick; OCR, rescinded 2014 guidance	✓
	113	Additional prevention education for athletes, Fraternity and Sorority life, other student leaders	NCAA; White House Taskforce	✓

PUBLIC DISCLOSURE, SCHOOLWIDE MOBILIZATION, & SELF-ASSESSMENT	131	Prevention section of timely warnings	OPE	✔
	141	Peer education program in place	White House Task Force	✔
	146	Recommended training content for peer educators	NASPA, CPE curriculum	✔
	147	Multidisciplinary taskforce to lead campus Title IX and pre-vention efforts	ACHA, sexual violence; White House Task Force	✔
	153	Student participation on Campus Leadership Team		✔
	163	Regular administration of climate surveys		
	167 – 169	Assess experiences of students who have participated in the institutional grievance process	White House Task Force	

closing

HOW TO USE THIS REPORT

As a reminder, this report and the CORE Evaluation are not intended to evaluate an institution's full compliance with any federal or state legislation and campuses should continue to consult their legal counsel to ensure they are in compliance with the law.

After reviewing this report with your Campus Leadership Team (CLT) and other key stakeholders at your institution, members of the Culture of Respect Collective should begin to develop a targeted action plan as outlined in the next stage of the Collective program timeline. This document, as well as your future IIP, are intended to inspire changes that will bring your institution beyond compliance in the realm of sexual violence prevention, education, and response.

While some institutions may only share this report with members of their designated CLT, it is the hope of Culture of Respect that relevant information, including an explanation of the CORE Evaluation process, insight into the work being done as a result of this report, and an outline of future plans will continue to be shared with various campus stakeholders, including students, parents/families, alumni, faculty, staff, and administrators who may not currently be an active part of this work. It is with that dedication and commitment that you will begin to create a culture of respect on your campus.

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