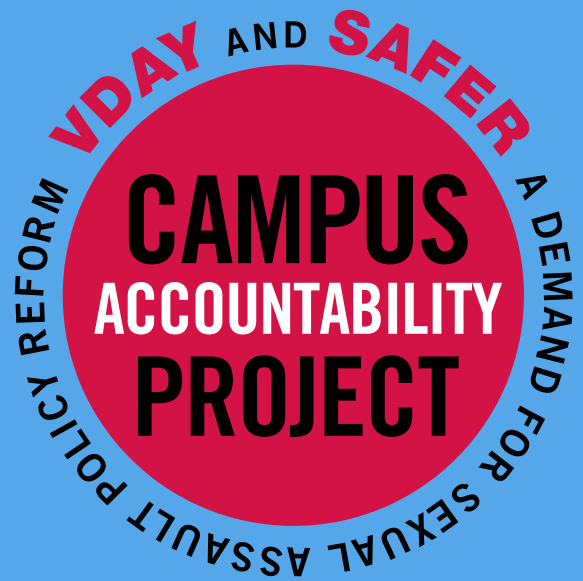


MAKING THE GRADE?

FINDINGS FROM THE CAMPUS
ACCOUNTABILITY PROJECT ON
SEXUAL ASSAULT POLICIES



A REPORT FROM STUDENTS ACTIVE FOR
ENDING RAPE (SAFER) AND V-DAY



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ABOUT SAFER AND V-DAY

About Students Active for Ending Rape (SAFER)

Started by Columbia University students in 2000, SAFER is the sole organization that fights sexual violence and rape culture by empowering student-led campaigns to reform college sexual assault policies. Run by a volunteer collective, SAFER facilitates student organizing through in-person trainings; the Activist Mentoring Program (AMP); SAFER and V-Day's Campus Accountability Project (CAP) policy database; and the Activist Resource Center (ARC),

a growing online resource library and network for student organizers. SAFER firmly believes that sexual violence is both influenced by and contributes to multiple forms of oppression, including racism, sexism, and homo/transphobia, and views anti-sexual violence work through a broader anti-oppression lens. Learn more about SAFER's work at www.safercampus.org.



About V-Day



V-Day is a global activist movement to end violence against women and girls that raises funds and awareness through benefit productions of Playwright/Founder Eve Ensler's award-winning play *The Vagina Monologues* and other artistic works. The V-Day movement has raised over \$100 million; educated millions about the issue of violence against women and the efforts to

end it; crafted international educational, media, and PSA campaigns; reopened shelters; and funded over 13,000 community-based anti-violence programs and safe houses in the Democratic Republic of Congo, Haiti, Kenya, Egypt, and Iraq. V-Day has received numerous acknowledgements and awards and is one of the top-rated organizations on both Charity Navigator and Guidestar. V-Day's most recent global campaign, ONE BILLION RISING, galvanized over one billion women and men on a global day of action toward ending violence against women and girls. Learn more about V-Day's work at www.vday.org.

Suggested Citation

SAFER & V-Day. (2013). *Making the Grade? Findings from the Campus Accountability Project on Sexual Assault Policies*. New York: SAFER (Students Active for Ending Rape).

CONTRIBUTORS AND ACKNOWLEDGEMENTS

Contributors and Acknowledgements

First and foremost, thank you to all of the incredible students who analyzed and submitted their schools' sexual assault policies to the Campus Accountability Project (CAP). CAP represents over five years of work by SAFER's Board of Directors, interns, volunteers, and partners at V-Day; and it would not exist without funding from the remarkable people at the American Association of University Women (AAUW), the Ms. Foundation for Women, and V-Day, whose financial contributions have been made possible by the generosity of Emily and David Pottruck. SAFER Policy and Research Coordinator Megan McKendry, MPH, authored this report with invaluable technical assistance from SAFER Evaluation Coordinator Emily Greytak, PhD. SAFER board member and graphic designer Renée Heininger created this report's beautiful layout. Thank you to former SAFER staff and board members, including Margaret Mikkelsen, MPPM, Nora Niedzielski-Eichner, PhD, Christine Borges, MPH, Erin Burrows, MA, and Wagatwe Wanjuki for developing the assessment tool, collecting the data analyzed in this report, and overseeing the fact-checking process. This project would not have been possible without coordination efforts by former SAFER Board Chair Sarah Martino, MPA, current SAFER Board Chair Selena Shen, V-Day Executive Director Susan Celia Swan, and V-Day College and Community Campaigns Director Shael Norris. Tremendous thanks to V-Day's Eve Ensler, Cecile Lipworth, Laura Waleryszak, Kate Fisher, and Purva Panday Cullman. SAFER and V-Day also owe a debt of gratitude to S. Daniel Carter, Director of 32 National Campus Safety Initiative, for reviewing the "Clery Act Compliance" section of this report. Thank you to several passionate and dedicated volunteers and interns, including Jes Lyons, Laura Hoffman, Suzanne Exposito, Molly Mangus, Avanti Adhia, Kyra Berasi, Danielle Armor, Sophia Davis, Erika Walker, Krista Lepper, Daniel Gould, and Richard Saenz. Thank you to SAFER's current Board of Directors for reviewing and editing this report and to former members of SAFER's Board of Directors from 2009–2012 for their contributions to this project. SAFER would also like to thank the individual and institutional supporters whose giving sustains SAFER's work.

EXECUTIVE SUMMARY

Background

In 2009, SAFER partnered with V-Day to launch the Campus Accountability Project (CAP), a national online database for assessments of sexual assault policies at U.S. institutions of higher education that dually functions as a teaching tool for student activists looking to analyze and reform their schools' policies.

Policy represents a powerful, sustainable tool for eliminating sexual violence and responding to the needs of survivors. Students, staff, and faculty leave campus, but policy endures. It can institutionalize social and procedural norms that support survivors, uphold due process, and counteract rape culture at U.S. colleges and universities.

SAFER and V-Day aim to support student activists who seek to affect long-lasting change in their campus communities by reforming their schools' sexual assault policies.



Methods

SAFER and V-Day developed an online assessment tool to analyze schools' formal and informal sexual assault policies across five domains, including survivor resources, educational programming, safety initiatives, formal policy highlights, and compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act). Formal policy includes codified language in schools' codes of conduct, disciplinary procedures, and annual security reports; informal policy includes written information about programs or resources located on the websites of school-affiliated health centers, police departments, equity offices, etc.

From 2009–2012, SAFER and V-Day conducted outreach to encourage policy submissions by students at U.S. colleges and universities. Students completed the assessment tool in order to submit their schools' policies to the database. SAFER reviewed and fact-checked each policy submission prior to its online publication in order to maximize the database's accuracy. Based on their criteria for a strong sexual assault policy, SAFER also generated a composite score to describe the overall quality of the policies assessed in the database. This report reviews findings from SAFER and V-Day's analysis of policy submissions from a sample of 299 four-year colleges and universities in the U.S.

Key Findings

Composite Score

- None of the policies assessed in the database scored in the A grade range.
- The highest-scoring policies assessed in the database received a B+ grade.
- Less than 1 in 5 of the policies (15.6%) assessed in the database scored in the B grade range.
- Over one-third of the policies (35.0%) assessed in the database scored in the C grade range.
- Over one-quarter of the policies (27.3%) assessed in the database scored in the D grade range.
- Over one-fifth of the policies (22.1%) assessed in the database scored in the F grade range.
- On average, the policies assessed in the database received a D+ grade.

Survivor Resources

- Nearly 7 in 10 of the policies (69.6%) assessed in the database indicate that schools provide 24-hour crisis services for survivors.
- While over half of the policies (55.0%) assessed in the database indicate that schools offer emergency contraception, only 9.7% indicate that schools provide emergency contraception to survivors at no cost.
- Very few of the policies (6.4%) assessed in the database indicate that schools offer campus services to non-school community members who are sexually assaulted by students or staff.

Educational Programming

- Nearly 40% of the policies (36.9%) assessed in the database indicate that schools employ at least one full-time staff member to work on sexual assault education and prevention.
- More than 9 in 10 of the policies (91.6%) assessed in the database indicate that schools provide awareness-raising programming.
- More than half of the policies (54.7%) assessed in the database indicate that schools provide primary prevention programming.
- Very few of the policies assessed in the database indicate that schools mandate awareness-raising (17.2%) or primary prevention (12.3%) programming.

Safety Initiatives

- More than 9 in 10 of the policies (92.3%) assessed in the database indicate that schools provide risk reduction programming.
- Three-fourths of the policies (75.4%) assessed in the database indicate that schools equip dorms with controlled electronic access.
- Over 75% of the policies (77.9%) assessed in the database indicate that schools have installed blue lights on campus.
- Over half of the policies (51.9%) assessed in the database indicate that schools use security cameras.

Formal Policy Highlights

- Approximately one-tenth of the policies (11.7%) assessed in the database indicate that schools require students to sign a statement or otherwise attest that they have read the policy.

- Most of the policies (63.2%) assessed in the database indicate that schools allow survivors to report either confidentially or anonymously.
- Less than 1 in 5 of the policies (15.9%) assessed in the database have amnesty clauses for underage survivors who were drinking or survivors who were using other drugs at the time of their assault.
- The vast majority of the policies (88.0%) assessed in the database explicitly include the sexual assault of a man.
- Less than one-third of the policies (28.6%) assessed in the database state that a survivor's dress and past sexual history may not be discussed during disciplinary proceedings.
- Less than one-third of the policies (31.7%) assessed in the database state procedures by which students can change the policy or raise concerns.

Clery Act Compliance

- Nearly one-third of the policies (32.6%) assessed in the database do *not* fully comply with the Clery Act.
- Despite Clery requirements, more than one-tenth of the policies (11.7%) assessed in the database do *not* explain the importance of preserving evidence.
- Despite Clery requirements, one-tenth of the policies (10.4%) assessed in the database do *not* state that the school will assist students in notifying the local police department.
- Despite Clery requirements, 13.5% of the policies assessed in the database do *not* inform survivors of interim relief measures, such as changes in academic or living situations.

Recommendations

Based on their findings, SAFER and V-Day recommend the following areas for improving sexual assault policies at U.S. colleges and universities:

- Increase the availability and accessibility of survivor resources, such as free emergency contraception after sexual assault;
- Increase primary prevention efforts and create more opportunities for students to engage meaningfully with primary prevention activities;
- Ensure that sexual assault policies are accessible to students in regard to centralized placement on schools' websites, readability, and comprehensiveness;
- Adopt amnesty clauses to encourage reporting by survivors who may have been in violation of other school policies at the time of their assault; and
- Create more opportunities for students to participate in policy decisions.

SAFER and V-Day believe that these actions will help schools develop policies that center the needs of students and challenge rape culture on their campuses. It is SAFER and V-Day's hope that this report will further assist student activists and their allies in their efforts to reform their schools' policies and end sexual assault at U.S. colleges and universities.

INTRODUCTION

History and Purpose of the Campus Accountability Project (CAP)

In 2007, with a grant from the American Association of University Women (AAUW), SAFER began analyzing sexual assault policies from U.S. colleges and universities and housing them in a national online database. Initially, SAFER staff, board members, and volunteers sampled and analyzed 93 policies from institutions of higher education across the U.S. They summarized their findings in SAFER's *2009 Policy Database Report*.

In 2009, SAFER partnered with V-Day to launch the Campus Accountability Project (CAP). With V-Day's funding, SAFER revamped its online database. Unlike the original database, CAP allows students, rather than SAFER staff and board members, to analyze their schools' policies. Thus, the redesigned database dually functions as a clearinghouse for assessments of sexual assault policies at U.S. colleges and universities and a teaching tool for student activists looking to analyze and reform their schools' policies.

About Sexual Assault Policy at U.S. Colleges and Universities

Many avenues exist for addressing campus sexual violence, including education, crisis response, and awareness. However, policy represents a powerful, sustainable tool for eliminating sexual violence and responding to the needs of survivors. Students, staff, and faculty leave campus, but policy endures. It can institutionalize social and procedural norms that support survivors, uphold due process, and counteract rape culture at U.S. colleges and universities. SAFER and V-Day aim to support student activists who seek to affect long-lasting change in their campus communities by reforming their schools' sexual assault policies.

Importantly, SAFER does not endorse a one-size-fits-all sexual assault policy. Rather, a policy must reflect the needs and values of the campus community that uses it. Nevertheless, strong sexual assault policies share certain elements, such as:

1. *Student Input:* Policies should outline the ways in which students from diverse communities can formally communicate their concerns about a policy to administrators and an effective, democratic means of changing the policy if it does not suit students' needs.
2. *Accessibility:* Policies should be easy to locate, understand, and use. Administrators should effectively publicize policies and ensure that students understand how they work. Students should be able to use services and disciplinary procedures regardless of income, ability, race or ethnicity, sexual orientation, or gender identity. Also, students should be afforded the option to report incidents of sexual assault either confidentially or anonymously.
3. *Fairness:* Disciplinary procedures should be clearly stated, standardized, and consistently enforced. Procedures should include measures to ensure fair treatment of those who come forward with complaints of sexual assault and provisions protecting students wrongly accused of sexual assault.

4. *Oversight*: Policies should clearly state how the school verifies that the policy is being implemented consistently and as written. Students should have formal access to that verification process and have a way to raise concerns if they feel the process is not being implemented properly and effectively. At no point in the process should one single person have absolute authority for carrying out the policy.
5. *Prevention and Education*: Policies should mandate the provision of meaningful efforts to educate students on the dynamics of sexual assault, the effects it has on survivors, and the many cultural factors that allow it to continue. These efforts should challenge sexism, homo/transphobia, racism, and other forms of oppression that intersect with sexual violence rather than reinforcing or ignoring them.
6. *Crisis Intervention*: Survivors should have crisis services available to them 24 hours per day, every day of the school year. Free emergency contraception, antibiotics, and post-exposure HIV prophylaxis should be available in school health centers. Policies should notify students about these resources.
7. *Long-Term Counseling*: Colleges should provide survivors with access to unlimited, free counseling and be able to link students directly to community resources that provide this service. Policies should notify students about these therapeutic resources.
8. *Community Involvement*: Policies should state the ways in which schools are responsible to surrounding communities. Members of the community who are sexually assaulted by students or staff should receive services offered by the college. Innocent community members should not be harassed or harmed in efforts to “protect” students. Schools should collaborate with community members, leaders, and organizations to ensure a safe environment for students and non-students in the surrounding community.
9. *Amnesty*: Policies should clearly state that victims who may have been in violation of other school policies (i.e., drinking or using drugs) at the time of their assault will receive immunity from campus discipline when they report.
10. *Sexual Assault Response Training*: Policies should stipulate that staff and faculty receive thorough training on how to appropriately respond to students reporting sexual assault.

CAP captures information about *formal and informal sexual assault policies* at U.S. colleges and universities. It does *not* capture information about implementation. Examples of formal policy include student codes of conduct, official disciplinary procedures, anti-harassment policies, and annual security reports mandated by the Clery Act. Examples of informal policy include written information about programs or resources located on the websites of school-affiliated health centers, police departments, equity offices, etc.

LEGISLATIVE BACKGROUND

Two key pieces of legislation have shaped sexual assault policies at U.S. colleges and universities. This report references this legislation at some points.

Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act)

The drafting and passage of the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1990, more commonly known as the Clery Act, marks an important moment in the movement to end campus sexual assault. This legislation represents one of the earliest institutional-level interventions to address violent crime and sexual assault at U.S. institutions of higher education. Specifically, Clery mandates that colleges and universities publish an annual security report that discloses campus crime statistics and outlines campus security policies.¹ The Campus Sexual Assault Victims' Bill of Rights, which Congress passed in 1992, amended the Clery Act's requirements for complaint policies at colleges and universities by detailing students' rights in the campus judicial process.² Furthermore, President Obama signed the Campus Sexual Violence Elimination (SaVE) Act into law in 2013 as part of the reauthorization of the Violence Against Women Act (VAWA). SaVE amended the Clery Act to include expanded protections for survivors and mandated prevention, awareness-raising, and risk reduction efforts at U.S. colleges and universities.³

Title IX of the Educational Amendments of 1972

Title IX of the Educational Amendments of 1972 broadly prohibits sex discrimination in educational settings that receive federal funds.⁴ Although most people associate Title IX with gender parity in sports, Title IX also constitutes a federal-level intervention against sexual assault and harassment, which are legally recognized forms of sex discrimination.⁵ Title IX's role in addressing campus sexual violence has received substantial media attention since the Obama administration issued the Dear Colleague Letter on April 4, 2011. This letter offered significant guidance to colleges and universities on Title IX compliance in cases of sexual assault.⁶ Recently, survivors whose cases were mishandled by college administrators launched a national campaign called *Know Your IX* to raise awareness about the law and encourage reporting to the Office for Civil Rights, the federal agency tasked with enforcing Title IX.⁷

METHODS AND SAMPLE

Assessment Tool

SAFER developed the original sexual assault policy assessment tool for internal use in 2007. Upon CAP's inception, SAFER and V-Day expanded the assessment tool and created a web-based version, which guides student activists through the process of analyzing their schools' policies. Students must consult formal (e.g., student codes of conduct, annual security reports, etc.) and informal (e.g., health center websites, police websites, etc.) policy documents in order to finish the assessment tool, which becomes a CAP policy submission upon its completion.

The online assessment tool measures the strength of schools' formal and informal sexual assault policies across five domains, including survivor resources, educational programming, safety initiatives, formal policy highlights, and Clery Act compliance.

Sampling and Outreach

SAFER and V-Day designed CAP to engage student activists in policy analysis and reform on their campuses. Thus, student submissions drove sampling and outreach efforts. SAFER and V-Day utilized their respective networks of student activists to solicit policy submissions from 2009–2012. With funding from the Ms. Foundation for Women, SAFER and V-Day employed an Outreach Coordinator from 2010–2011. The Outreach Coordinator focused on increasing student policy submissions by asking CAP supporters and participants to spread the word among their networks; compiling contact information for allied non-profit organizations, campus and student organizations, and blogs across the country; and coordinating and publicizing large-scale, web-based outreach campaigns in December 2010 and April 2011. SAFER also encouraged CAP participation by presenting at multiple national conferences from 2009–2011.

Finally, SAFER utilized its partnership with a leading magazine for college-age women to solicit policy submissions during the 2011–2012 academic year. This magazine published instructions and information about CAP in print and online.

During CAP's outreach phase, SAFER and V-Day welcomed policy submissions from students enrolled at diverse educational institutions, including two- and four-year colleges and universities, vocational schools, graduate colleges, and schools located outside of the U.S. This report only reviews findings from SAFER and V-Day's analysis of policy submissions from a sample of 299 four-year colleges and universities in the U.S., whose characteristics are shown in Table 1 (see page 6). Nevertheless, SAFER and V-Day encourage readers to use the online database to explore the policies of schools that were not included in this report and invite ongoing participation in CAP by students from all types of post-secondary educational institutions in the U.S. and abroad.

Fact-Checking

In order to maximize the database's accuracy, SAFER board members and volunteers fact-checked each policy submission prior to its online publication. Fact-checking volunteers received a tutorial on using the online database; instructions for finding formal and informal policy documents; and instructions for verifying or correcting student-submitted assessment tool items. SAFER board members reviewed fact-checking volunteers' work until they reached proficiency in the fact-checking process.

Fact-checking volunteers corrected students' assessment tool responses when they found conflicting information in schools' formal policy documents, such as codes of conduct or annual security reports. They also used information on school-affiliated health center, police, and security websites to verify students' assessment tool responses. In some cases, fact-checking volunteers contacted student submitters directly to ask for clarification.

Limitations

CAP is not a traditional research endeavor; it is a tool for student activists as well as a dataset. SAFER and V-Day neither systematically nor randomly sampled the policies assessed in CAP. Rather, the sample reflects student engagement in the project. This could introduce bias, since CAP participants may hail from schools with higher levels of student activism. On one hand, higher levels of student activism could positively affect the quality of a school's sexual assault policies, resulting in overrepresentation of exemplary policy submissions. Conversely, higher levels of student activism could indicate a greater need for policy reform, resulting in overrepresentation of subpar policy submissions.

As mentioned earlier, SAFER and V-Day's assessment tool measures the cumulative strength of schools' formal (e.g., codes of conduct or annual security reports) and informal (e.g., health center or security websites) policies. Because they are codified, formal policies are likely more stable than informal policies. Unfortunately, the assessment tool does not capture information about the source (i.e., formal or informal policy documents) of individual item responses.

It is also important to note that the policies assessed in CAP were submitted from 2007–2012. In some cases, students updated their policy submissions when administrators enacted revisions or activists completed a successful policy reform campaign. However, most of the policies assessed in CAP were submitted once and never altered. SAFER and V-Day acknowledge that many schools may have updated their policies between 2007 and 2012. Specifically, the Dear Colleague Letter issued by the U.S. Department of Education on April 4, 2011,⁶ may have resulted in positive changes to many of the policies assessed in the online database. Students and other stakeholders will continue to see policy improvements as colleges and universities work to comply with the Campus SaVE Act, which takes effect in 2014.³ This report describes findings from SAFER and V-Day's analysis of policy submissions from a sample of four-year colleges and universities in the U.S. at a given point in time; it is not intended to serve as a comprehensive or generalizable inventory of sexual assault policies from U.S. campuses.

Table 1: Characteristics of U.S. Colleges and Universities Represented (N=299)

School Size (N=294)	% (n)
2,000 or less	13.9% (41)
2,001 – 5,000	20.1% (59)
5,001 – 10,000	17.3% (51)
10,001 – 15,000	14.6% (43)
15,001 – 20,000	7.5% (22)
More than 20,000	26.5% (78)
School Type (N=297)	% (n)
Public	47.5% (141)
Private	52.5% (156)
School Region (N=299)	% (n)
West	13.0% (39)
Midwest	26.4% (79)
South	29.4% (88)
Northeast	31.1% (93)

FINDINGS

PRESENTATION OF FINDINGS

Assessment tool items are presented by category, and key findings are summarized at the beginning of each section. The capital letter “N” indicates the total number of policy submissions represented in a given assessment tool item, and the lower-case letter “n” signifies the total number of policy submissions with a particular response (e.g., “yes,” “no,” or “unknown”).

Categories include survivor resources, educational programming, safety initiatives, formal policy highlights, and Clery Act compliance. In the final section, this report uses a composite score derived from assessment tool responses to describe the state of sexual assault policies at U.S. four-year colleges and universities represented in the sample.

SURVIVOR RESOURCES

KEY FINDINGS

- Nearly 7 in 10 of the policies (69.6%, n=208) assessed in the database indicate that schools provide 24-hour crisis services for survivors.
- While over half of the policies (55.0%, n=164) assessed in the database indicate that schools offer emergency contraception, only 9.7% (n=29) of those policies indicate that schools provide emergency contraception to survivors at no cost.
- Very few of the policies (6.4%, n=19) assessed in the database indicate that schools offer campus services to non-school community members who are sexually assaulted by students or staff.

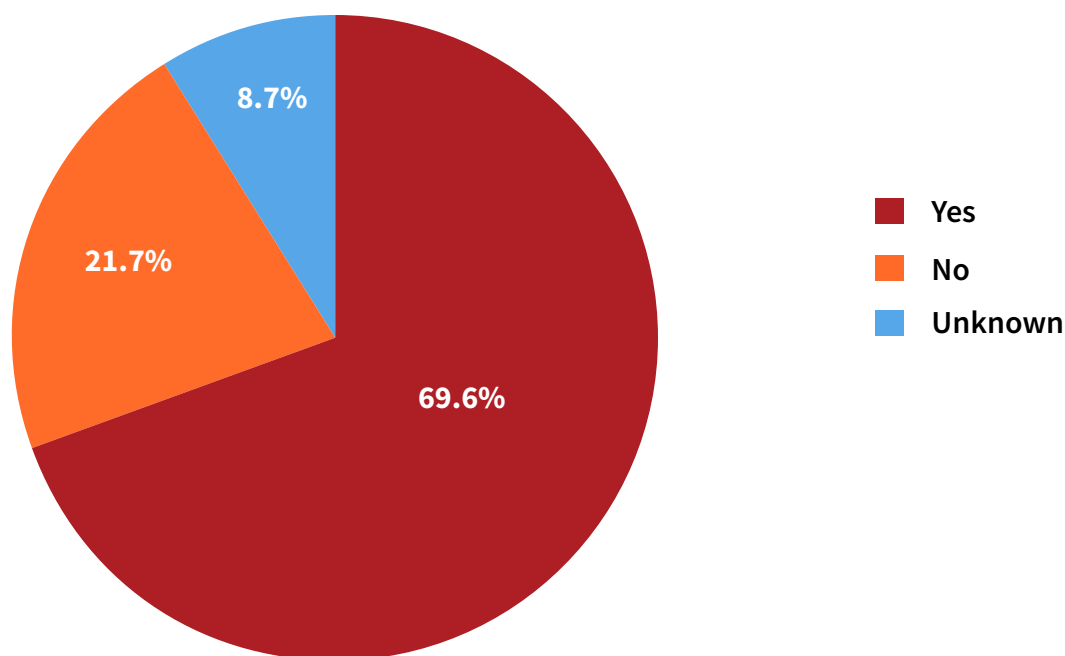
SAFER and V-Day believe that colleges and universities should provide survivors of sexual assault with critical resources, such as counseling, emergency contraception, post-exposure HIV prophylaxis, antibiotics, and 24-hour crisis services. These resources support survivors' physical, mental, and emotional wellness in the wake of trauma and prevent pregnancy and sexually transmitted infections. Furthermore, these services could protect against negative academic outcomes such as school dropout. SAFER and V-Day asked students to search their schools' formal and informal policies for information about survivor resources. The policies assessed in CAP indicate that schools are responding to survivors' needs effectively in some ways, but not others.

Therapeutic Resources

Nearly all of the policies (99.7%, n=298) assessed in the database indicate that schools offer counseling to students, including survivors. On-campus counseling centers may be more accessible to survivors as compared to off-campus therapeutic resources. In this way, on-campus counseling centers could facilitate survivors' access to mental health services. On the other hand, schools may utilize a short-term counseling model and offer a limited number of free sessions to survivors. Ideally, schools should offer free and unlimited long-term counseling to survivors during their time at the college or university.

As shown in Figure 1, the majority of the policies (69.6%, n=208) assessed in the database also indicate that schools provide 24-hour crisis services to survivors. This is a promising component of many of the policies assessed in the database. However, it is impossible to ascertain details about the implementation of these services based on SAFER and V-Day's CAP data. 24-hour crisis services could take a number of forms, including on-call mental health providers tasked with responding to general emergencies or 24-hour crisis hotlines staffed by paraprofessional volunteers. In some cases, on-call mental health providers may not be specifically trained to work with survivors of sexual assault.

Figure 1: 24-Hour Crisis Services (N=299)



Medical Resources

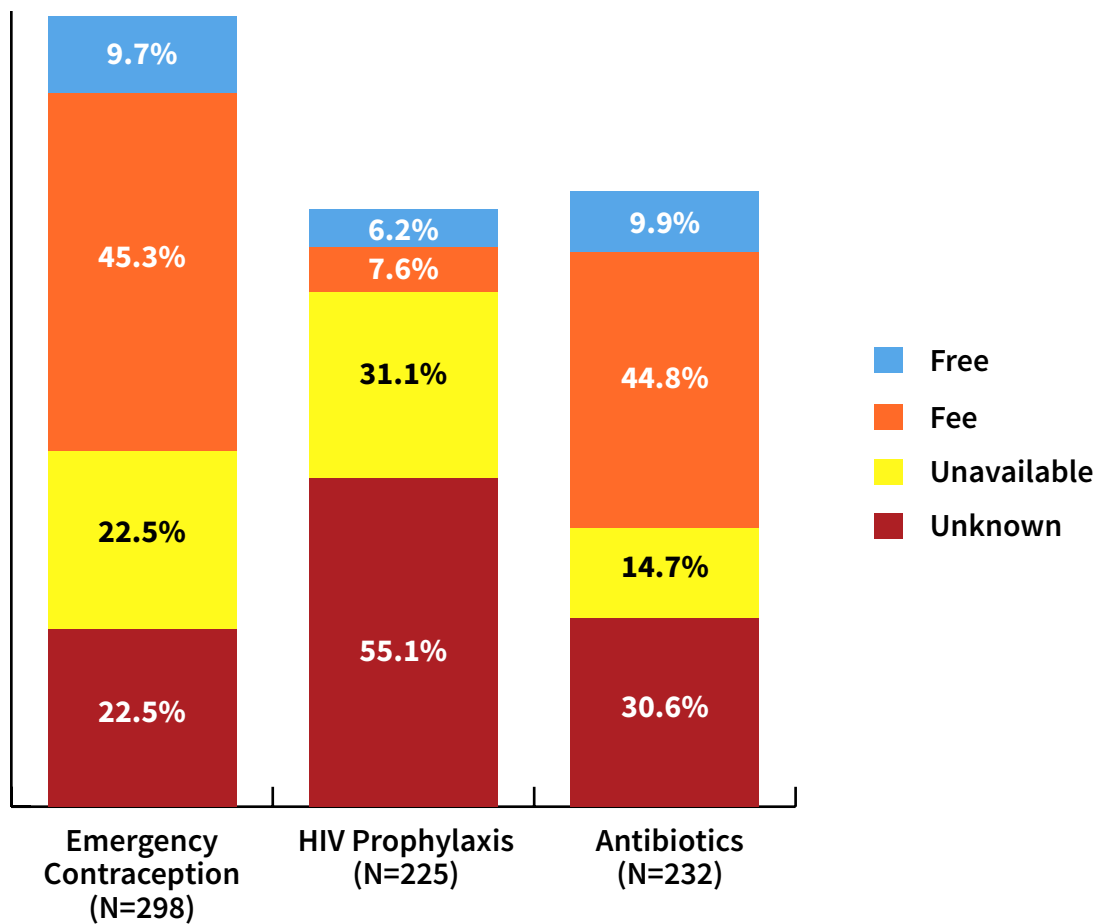
SAFER and V-Day also asked students to search their schools' policies for information about the availability of emergency contraception, post-exposure HIV prophylaxis, and antibiotics. This information is often provided on schools' health center websites, which SAFER and V-Day consider informal policy documents. As shown in Figure 2, over half of the policies (55.0%, n=164) assessed in CAP indicate that schools make emergency contraception available to survivors. However, less than one-tenth of the policies (9.7%, n=29) assessed in the database indicate that schools provide *free* emergency contraception to survivors. Furthermore, nearly one-fourth of the policies (22.5%, n=67) assessed in CAP indicate that schools do *not* provide emergency contraception. Notably, some schools may choose not to offer emergency contraception for religious or moral reasons.

As illustrated in Figure 2, very few of the policies (13.8%, n=31) assessed in the database indicate that schools offer post-exposure HIV prophylaxis to survivors. Importantly, HIV prophylaxis is most effective when administered within 72 hours of exposure.⁸ Many survivors may not seek services within this 72-hour window. When they do, they may not receive HIV prophylaxis because they or their provider may not perceive students as being at risk. Indeed, recent data show that students report low rates of HIV diagnosis; but only 25.7% of students report ever being tested for HIV.⁹ In light of low testing rates, it is possible that HIV prevalence among college students is higher than data suggest. Nevertheless, low utilization by students may discourage school health centers from stocking post-exposure HIV prophylaxis.

On a positive note, over half of the policies (54.7%, n=127) assessed in the database indicate that schools provide survivors with antibiotics to treat sexually transmitted infections such as chlamydia and gonorrhea. Unfortunately, as presented in Figure 2, less than 10% of the policies (9.9%, n=23) assessed in CAP indicate that schools offer antibiotics to survivors at no cost.

It is also important to note that many school health centers may not be equipped to provide forensic examinations or emergency care after sexual assault. School health centers may rely on other local medical facilities, such as hospitals, to provide resources such as post-exposure HIV prophylaxis and emergency contraception to survivors. In some cases, this could create a barrier to access for survivors. For example, survivors may have difficulty using off-campus services for various reasons (e.g., lack of transportation).

Figure 2: Medical Resources



Resources for Non-School Survivors

SAFER and V-Day recognize that colleges and universities are typically embedded in larger communities. Students, faculty, and administrators can perpetrate sexual assault against members of the non-school community as well as members of the school community. Unfortunately, very few of the policies (6.4%, n=19) assessed in CAP indicate that survivors from the non-school community who are sexually assaulted by someone from the college or university can access campus resources.

EDUCATIONAL PROGRAMMING

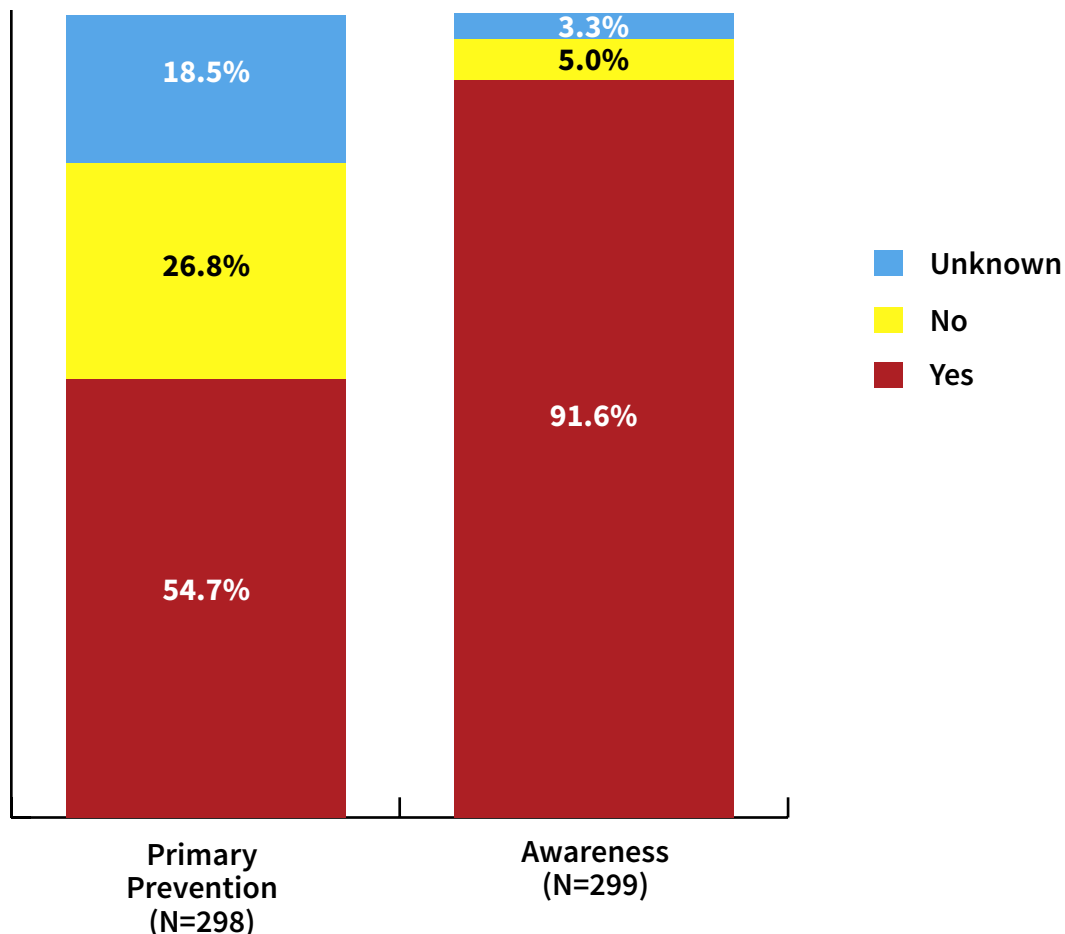
KEY FINDINGS

- Nearly 40% of the policies (36.9%, n=110) assessed in the database indicate that schools employ at least one full-time staff member to work on sexual assault education and prevention.
- More than 9 in 10 of the policies (91.6%, n=274) assessed in the database indicate that schools provide awareness-raising programming.
- More than half of the policies (54.7% n=163) assessed in the database indicate that schools provide primary prevention programming.
- Very few of the policies assessed in the database indicate that schools mandate awareness-raising (17.2%, n=47) or primary prevention (12.3%, n=20) programming.

SAFER and V-Day believe that prevention and awareness-raising activities are equally as important as response efforts in regard to campus sexual assault. Using SAFER and V-Day’s assessment tool, students looked for information about prevention and awareness-raising programs in their schools’ formal and informal policies.

Promisingly, nearly 40% of the policies (36.9%, n=110) assessed in CAP indicate that schools employ at least one full-time staff member to work on prevention education. However, the policies assessed in CAP also indicate that more schools provide awareness-raising programming as compared to primary prevention programming. As shown in Figure 3, nearly all of the policies (91.6%, n=274) assessed in the database indicate that schools sponsor awareness-raising activities, such as Take Back the Night. In contrast, as illustrated in Figure 3, approximately half of the policies (54.7%, n=163) assessed in the database indicate that schools offer primary prevention programming, such as bystander intervention training and programs aimed at men. Thus, primary prevention represents a critical area for growth among U.S. colleges and universities. It is also important to note that most of the policies assessed in CAP indicate that schools do *not* mandate students’ participation in either awareness-raising or prevention programming: less than one-fifth of the policies (17.2%, n=47) assessed in the database indicate that schools mandate awareness-raising activities, and little more than one-tenth (12.3%, n=20) indicate that schools mandate prevention programming.

Figure 3: Provision of Primary Prevention Versus Awareness-Raising Programming



SAFETY INITIATIVES

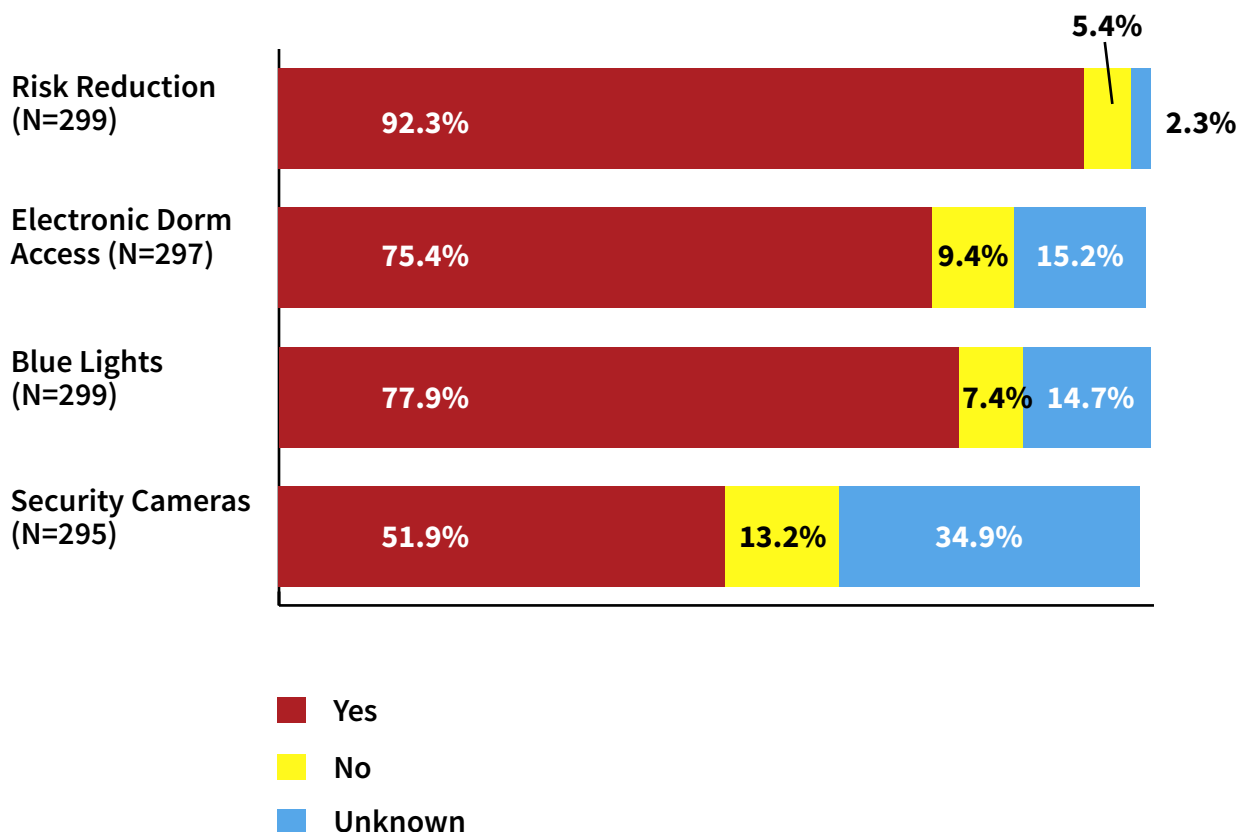
KEY FINDINGS

- More than 9 in 10 of the policies (92.3%, n=276) assessed in the database indicate that schools provide risk reduction programming.
- Three-fourths of the policies (75.4%, n=224) assessed in the database indicate that schools equip dorms with controlled electronic access.
- Over 75% of the policies (77.9%, n=233) assessed in the database indicate that schools have installed blue lights on campus.
- Over half of the policies (51.9%, n=153) assessed in the database indicate that schools use security cameras.

In addition to prevention and awareness-raising programming, SAFER and V-Day asked students to look for information about risk reduction and safety initiatives in their schools' formal and informal policies. Risk reduction represents an important component of a comprehensive response to campus sexual assault; but schools should *not* rely exclusively on risk reduction programs to address sexual violence. This unfairly places the burden of prevention on potential victims. Instead, colleges and universities should prioritize primary prevention programs and supplement those programs with risk reduction efforts.

As depicted in Figure 4, the vast majority of the policies (92.3%, n=276) assessed in CAP indicate that schools offer risk reduction programs (e.g., whistles, self-defense classes, and escort services) to their students. Many of the policies assessed in the database also indicate that schools utilize other safety measures, such as controlled electronic access to residence halls (75.4%, n=224), blue lights (77.9%, n=233), and, to a lesser extent, security cameras (51.9%, n=153). These programs may foster perceptions of safety among prospective, incoming, and current students as well as their parents. However, blue lights and risk reduction efforts may also feed the myth that strangers, rather than acquaintances, perpetrate the majority of sexual assault incidents.

Figure 4: Safety Initiatives



FORMAL POLICY HIGHLIGHTS

KEY FINDINGS

- Approximately one-tenth of the policies (11.7%, n=35) assessed in the database indicate that schools require students to sign a statement or otherwise attest that they have read the policy.
- Most of the policies (63.2%, n=189) assessed in the database indicate that schools allow survivors to report either confidentially or anonymously.
- Less than 1 in 5 of the policies (15.9%, n=47) assessed in the database have amnesty clauses for underage survivors who were drinking or survivors who were using other drugs at the time of their assault.
- The vast majority of the policies (88.0%, n=263) assessed in the database explicitly include the sexual assault of a man.
- Less than one-third of the policies (28.6%, n=64) assessed in the database state that a survivor's dress and past sexual history may not be discussed during disciplinary proceedings.
- Less than one-third of the policies (31.7%, n=70) assessed in the database state procedures by which students can change the policy or raise concerns.

SAFER and V-Day's assessment tool helps students analyze their schools' codes of conduct and other codified policy documents related to sexual assault. This section presents findings from SAFER and V-Day's analysis of schools' formal policy documents, such as codes of conduct, as well as schools' documented efforts to notify students about their sexual assault policies and ensure proper implementation and oversight.

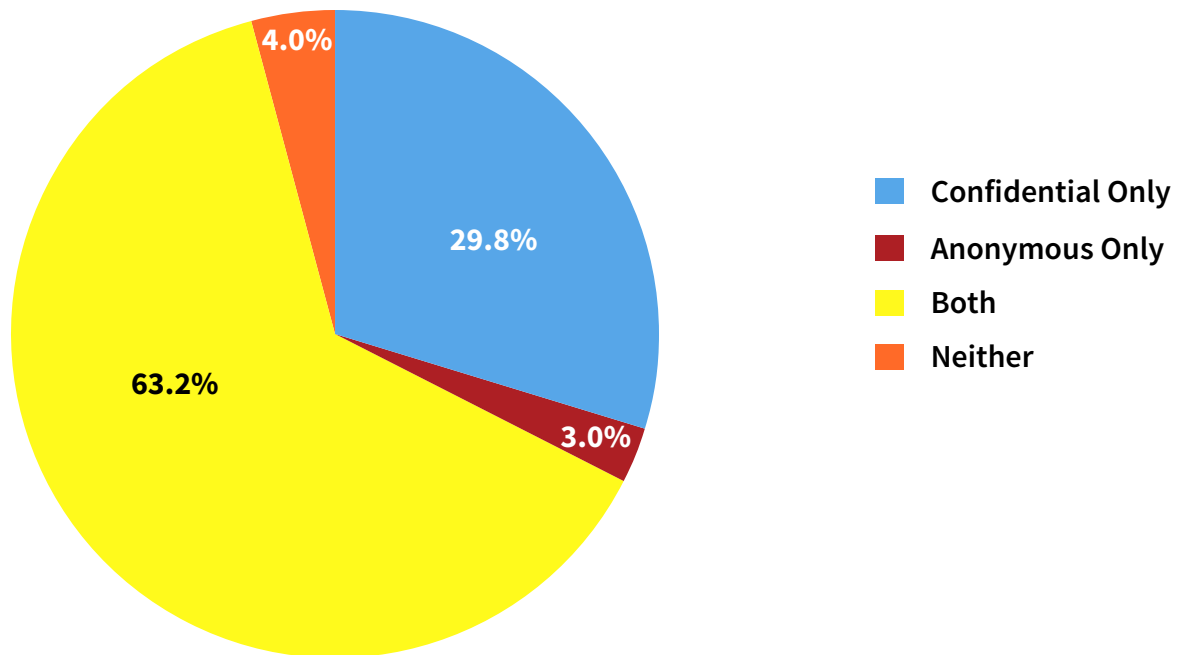
Policy Awareness

As detailed in Table 2 (see page 20), most of the policies assessed in the database are available online (96.6%, n=288) or in the student handbook (78.3%, n=234). Yet, in *Moving Beyond Blue Lights and Buddy Systems*, SAFER found that 34.8% of student activists had never seen their schools' sexual assault policies, and 22.1% of student activists had seen but never read their schools' sexual assault policies.¹⁰ These findings suggest that students may only read their schools' sexual assault policies when they need to use them. Schools could proactively raise students' awareness of policies related to sexual assault by requiring them to sign a statement or otherwise attest that they've read the policies. This could also encourage reporting and publicly demonstrate the institution's commitment to ending campus sexual assault. However, as shown in Table 2, very few of the policies (11.7%, n=35) assessed in the database indicate that schools use this strategy to notify students of sexual assault policies.

Reporting

SAFER and V-Day believe that colleges and universities should encourage reporting by survivors. Indeed, schools must create accessible reporting procedures in order to hold perpetrators accountable and foster a campus culture that condemns sexual assault. Nevertheless, SAFER and V-Day also recognize that, in some cases, reporting procedures may re-traumatize survivors, especially if they are poorly coordinated by the school. Confidential and anonymous reporting procedures offer survivors options, even if they are not ready to participate in a police or school investigation. Promisingly, as depicted in Figure 5, most of the policies (63.2%, n=189) assessed in CAP indicate that schools allow survivors to report either confidentially or anonymously.

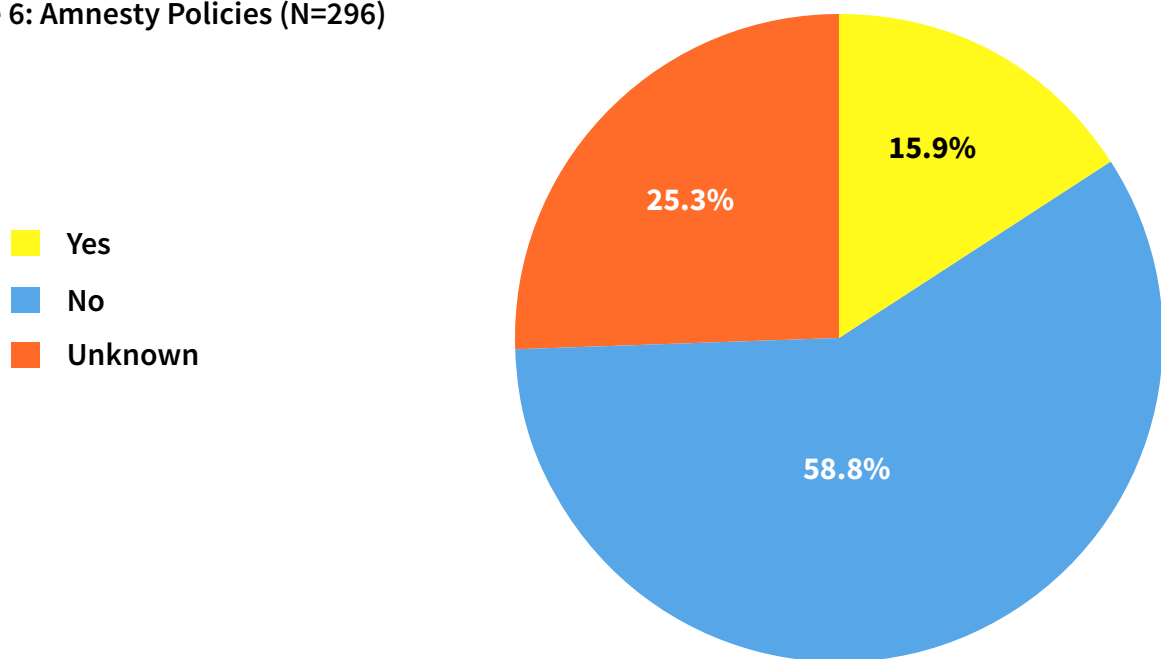
Figure 5: Reporting Options (N=299)



Amnesty

Unfortunately, as illustrated in Figure 6, only 15.9% (n=47) of the policies assessed in the database have amnesty clauses, which offer immunity to survivors who may have been in violation of other school policies regarding drinking or drug use at the time of their assault. Some schools may offer amnesty to survivors in practice, but this is not enough. The lack of a written amnesty policy could discourage reporting by survivors, particularly in light of the association between alcohol and sexual assault.¹¹

Figure 6: Amnesty Policies (N=296)



Disciplinary Procedures

Table 2 highlights important elements of schools' disciplinary procedures related to accessibility, fairness, and due process. Over 80% of the policies assessed in the database include a comprehensive outline of disciplinary procedures (83.0%, n=186) and state that proceedings are confidential except for the outcome (84.6%, n=187). Almost one-third of the policies (29.4%, n=65) assessed in CAP also include a provision protecting students from false reports of sexual assault. Furthermore, nearly three-fourths of the policies assessed in CAP allow students to appeal to someone other than the administrator who made the first decision (70.6%, n=156) and when new information is available or a procedural error has occurred (70.5%, n=158).

Protections Against Victim Blaming

SAFER and V-Day believe that policies should prohibit discussion of survivors' clothing or sexual history during disciplinary proceedings. These factors are irrelevant in cases of sexual assault and only serve to blame and further traumatize survivors. Unfortunately, as detailed in Table 2, less than one-third of the policies (28.6%, n=64) assessed in CAP state that mention of dress and sexual history is forbidden during disciplinary hearings.

Inclusivity

SAFER and V-Day believe that policies should encompass people of all genders, including non-transgender men, transgender students, and gender non-conforming students. To this end, policies should utilize gender-neutral language, define rape as including oral and anal, as well as vaginal penetration without consent, and explicitly include male victims of sexual assault. Table 2 shows that nearly 90% of the policies (88.0%, n=263) assessed in the database succeed at explicitly covering the sexual assault of a man. As detailed in Table 2, over 90% of the policies (94.0%, n=281) assessed in CAP also indicate that schools make all services available to students regardless of gender identity, ethnic background, or sexual orientation.

Policy Oversight

Schools should include students in policy-related decision-making processes and take steps toward ensuring that their policies are properly implemented. As shown in Table 2, less than one-third of the policies (31.7%, n=70) assessed in the database state the process by which students can raise concerns or change the policy, while over half of the policies (58.5%, n=175) assessed in the database say who is responsible for ensuring that the policy is followed as written.

Table 2: Formal Policy Highlights

Assessment Tool Question	Yes % (n)	No % (n)	Unknown % (n)
Is the sexual assault policy included in the student handbook? (N=299)	78.3 (234)	13.7 (41)	8.0 (24)
Is the sexual assault policy available on the school website? (N=298)	96.6 (288)	3.0 (9)	0.3 (1)
Are students required to sign a statement or otherwise attest that they have read the policy? (N=298)	11.7 (35)	50.3 (150)	37.9 (113)
Do survivors have the option to report confidentially? (N=299)	93.0 (278)	7.0 (21)	0.0 (0)
Do survivors have the option to report anonymously? (N=299)	66.2 (198)	33.8 (101)	0.0 (0)
Does the school have an amnesty policy? (N=296)	15.9 (47)	58.8 (174)	25.3 (75)
Does the policy cover the sexual assault of a man? (N=299)	88.0 (263)	6.7 (20)	5.4 (16)
Are all related services available to students regardless of gender identity, ethnic background, or sexual orientation? (N=299)	94.0 (281)	0.7 (2)	5.4 (16)
Does the school state that the accuser's dress and past sexual history may not be discussed at the disciplinary hearing? (N=224)	28.6 (64)	58.0 (130)	13.4 (30)
Do procedures include provisions protecting students wrongly accused of sexual assault? (N=221)	29.4 (65)	30.8 (68)	39.8 (88)
Does the school provide a clear, comprehensive outline of disciplinary procedures? (N=224)	83.0 (186)	16.5 (37)	0.4 (1)
Are disciplinary proceedings confidential except for the outcome? (N=221)	84.6 (187)	1.8 (4)	13.6 (30)
Can students appeal to someone other than the person or persons who made the first decision? (N=221)	70.6 (156)	7.2 (16)	22.2 (49)
Can students appeal when new information is available or there was a procedural error? (N=224)	70.5 (158)	12.5 (28)	17.0 (3)
Does the policy say how changes to the policy can be made or how students can raise concerns? (N=221)	31.7 (70)	59.3 (131)	9.0 (20)
Does the sexual assault policy say who is responsible for making sure that the policy is followed as written? (N=299)	58.5 (175)	27.8 (83)	13.7 (41)

CLERY ACT COMPLIANCE

KEY FINDINGS

- In compliance with the Clery Act, most of the policies assessed in the database:
 - ♦ Indicate that schools send out timely warnings about threats to the campus community, including sexual assault.
 - ♦ List procedures for survivors to follow.
 - ♦ List a person whom survivors can contact if an offense occurs.
 - ♦ Explain the importance of preserving evidence.
 - ♦ Explain that complainants and respondents have the same right to have others present during disciplinary proceedings.
 - ♦ Explain that the school will inform both complainants and respondents of the outcome of disciplinary proceedings.
 - ♦ Explain that survivors have the right to inform campus and local police departments.
 - ♦ Explain that school officials will assist survivors in notifying the police.
 - ♦ List on- and off-campus resources for survivors.
 - ♦ Inform survivors of interim relief measures, such as changes in academic and living situations.
- Yet, one-third of the policies (32.6%, n=73) assessed in the database do not fully comply with the Clery Act.
 - ♦ Over 10% of the policies (11.7%, n=26) assessed in the database do *not* explain the importance of preserving evidence.
 - ♦ Over 10% of the policies (10.4%, n=23) assessed in the database do *not* state that the school will assist students in notifying the local police department.
 - ♦ Over 10% of the policies (13.5%, n=30) assessed in the database do *not* inform survivors of interim relief measures.

In order to comply with the Clery Act, schools must include certain policy statements related to sexual assault in their annual security report.¹ SAFER and V-Day’s assessment tool prompted students to look for several of these statements in their schools’ policies.

Most of the policies assessed in the database contain the Clery-mandated statements shown in Table 3. However, 32.6% (n=73) of the policies assessed in CAP do not fully comply with Clery, as they omit one or more of these statements. For example, approximately one-tenth of the policies (11.7%, n=26) assessed in the database fail to explain the importance of preserving evidence after an attack; one-tenth (10.4%, n=23) fail to state that the school will assist students in notifying the local police department; and 13.5% (n=30) fail to state that the school will assist survivors with changes in academic and living arrangements.

Table 3: Policy Statements Required by Clery

Assessment Tool Question	Yes % (n)	No % (n)	Unknown % (n)
Does the school send out timely warnings? (N=218)	90.4 (197)	3.7 (8)	6.0 (13)
Does the school list procedures a student should follow if an offense occurs? (N=222)	97.7 (217)	0.9 (2)	1.4 (3)
Does the school list procedures regarding who at the school to contact if an offense occurs? (N=222)	98.6 (219)	0.5 (1)	0.9 (2)
Does the school explain the importance of preserving evidence after an attack? (N=222)	85.6 (190)	11.7 (26)	2.7 (6)
Are the rules regarding who may be present at a disciplinary hearing the same for accuser and accused? (N=222)	83.3 (185)	4.5 (10)	12.2 (27)
Does the school state that the accuser and accused must both be informed of the outcome of the disciplinary proceeding? (N=222)	81.1 (180)	6.3 (14)	12.6 (28)
Does the school inform the student of their right to notify campus police after an attack? (N=221)	96.8 (214)	1.8 (4)	1.4 (3)
Does the school inform the student of their right to notify local police after an attack? (N=222)	94.1 (209)	4.1 (9)	1.8 (4)
Does the school state that it will assist the student with notification of local police, if desired? (N=222)	85.6 (190)	10.4 (23)	4.1 (9)
Does the school notify students of on- and off-campus sexual assault victim services? (N=220)	90.0 (198)	5.9 (13)	4.1 (9)
Does the school notify students that it will assist victims with the changes in academic and living arrangements if available? (N=222)	79.7 (177)	13.5 (30)	6.8 (15)

Clery Oversight and Accountability

SAFER and V-Day also asked students to search their schools' policies for information about Clery-related oversight and accountability. The vast majority of the policies assessed in the database indicate that, in compliance with Clery, schools maintain a daily crime log (80.4%, n=176), which they make available to students (71.9%, n=156). The U.S. Department of Education recommends that schools publicize the log's availability by "[posting] a notice on [their] website, in [their] security office, in [their] student and employee handbooks or anywhere else it's likely to be seen."¹² A notice posted in a school's security office would not be captured by this report, which includes data from formal and informal written policies. Therefore, the number of colleges and universities that maintain a daily crime log may be higher than SAFER and V-Day's data suggest.

Furthermore, two-thirds of the policies (66.7%, n=146) assessed in CAP indicate that schools disseminate comprehensive crime statistics to students every year in accordance with Clery requirements. It is important to note that Clery does not require schools to craft a written policy statement describing the annual distribution of these statistics.¹² Thus, SAFER and V-Day's data, which are based on formal and informal written policies, may underestimate the number of colleges and universities that comply with this Clery provision.

Promisingly, nearly all of the policies (97.2%, n=212) assessed in CAP indicate that schools have a person or office responsible for overseeing campus security and the collection of crime reports; and over three-fourths (79.5%, n=175) indicate that schools have an individual or office designated to ensure that security policies are implemented as written. The Clery Act does not explicitly require that schools designate a person or office to oversee the law's implementation; but the creation of these roles could help schools ensure compliance and accountability.

COMPOSITE SCORE

KEY FINDINGS

- None of the policies assessed in the database scored in the A grade range (90-100%).
- The highest-scoring policies assessed in the database received a B+ grade (87-89%).
- Less than 1 in 5 of the policies (15.6%, n=34) assessed in the database scored in the B grade range (80-89%).
- Over one-third of the policies (35.0%, n=76) assessed in the database scored in the C grade range (70-79%).
- Over one-quarter of the policies (27.3%, n=59) assessed in the database scored in the D grade range (60-69%).
- Over one-fifth of the policies (22.1%, n=48) assessed in the database scored in the F grade range (below 60%).
- On average, the policies assessed in the database received a D+ grade (67.2%).

Explanation of Scoring

Based on their criteria for a strong sexual assault policy, SAFER generated a composite score to describe the overall quality of the policies assessed in the database. The assessment tool measures these criteria across five domains, comprising survivor resources, educational programming, safety initiatives, formal policy highlights, and Clery Act compliance.

Sample Selection

Policy submissions were excluded from the composite score for missing responses to more than three assessment tool items. 217 policy submissions, or 72.6% of the sample of 299 policies assessed in the database, had three or fewer missing items and were assigned a score. Table 4 presents characteristics of the schools whose policy submissions received a score. Although excluded from the composite score, the remaining 82 policy submissions were included in the previous descriptive sections of this report.

Method

Policy submissions received one point for each positive policy characteristic (i.e., a response of “yes” to assessment tool items). A policy submission’s composite score represents its total number of positive policy characteristics divided by the number of possible positive policy characteristics.

**Table 4:
Characteristics
of U.S. Colleges
and Universities
Represented in the
Composite Score
(N=217)**

School Size (N=212)	% (n)
2,000 or less	15.1% (32)
2,001 – 5,000	23.1% (49)
5,001 – 10,000	16.5% (35)
10,001 – 15,000	15.6% (33)
15,001 – 20,000	8.5% (18)
More than 20,000	21.2% (45)
School Type (N=215)	% (n)
Public	47.4% (102)
Private	52.6% (113)
School Region (N=217)	% (n)
West	14.3% (31)
Midwest	28.6% (62)
South	27.2% (59)
Northeast	30.0% (65)

Composite Score Grades

On average, the policies assessed in the database received a grade of D+ or 67.2%. As shown in Table 5, over one-third of the policies (35.0%, n=76) assessed in the database scored in the C range, over one-quarter (27.3%, n=59) scored in the D range, and nearly one-quarter (22.1%, n=48) scored in the F range. Less than one-fifth of the policies (15.6%, n=34) assessed in CAP scored in the B range, and none of the policies assessed in CAP received grades in the A range. Overall, SAFER's composite score suggests that schools' formal and informal sexual assault policies leave much to be desired.

Table 5: Distribution of Grades (N=217)

Grade	Score (%)	% (n)
A	100-93	0.0% (0)
A-	92-90	0.0% (0)
B+	89-87	0.9% (2)
B	86-83	7.8% (17)
B-	82-80	6.9% (15)
C+	79-77	8.8% (19)
C	76-73	10.1% (22)
C-	72-70	16.1% (35)
D+	69-67	6.5% (14)
D	66-63	13.4% (29)
D-	62-60	7.4% (16)
F	<60	22.1% (48)

CONCLUSIONS AND RECOMMENDATIONS

Despite decades of work by advocates, educators, and lawmakers to curb its incidence, sexual assault continues to affect an alarming number of students at U.S. colleges and universities.¹³ Schools can use policy to institutionalize programs and procedures that support the needs of survivors, hold perpetrators accountable, and cultivate equitable and violence-free campus environments. Since its establishment, SAFER and V-Day's Campus Accountability Project (CAP) has aimed to engage students in sexual assault policy reform and describe the state of sexual assault policies at institutions of higher education nationwide.

Primary Prevention, Awareness-Raising, and Safety Initiatives

SAFER and V-Day's findings suggest that U.S. colleges and universities are not utilizing comprehensive approaches to sexual violence prevention. For example, over 90% of the policies assessed in the database indicate that schools provide risk reduction programming (including self-defense classes, whistles, and escort services), and over 75% indicate that schools utilize blue lights and electronic dorm access. In contrast, only half of the policies assessed in SAFER and V-Day's database indicate that schools offer primary prevention programming (including bystander intervention and programs targeting men), and very few of the policies assessed in CAP indicate that schools mandate their primary prevention programming for students. Importantly, schools should not implement risk reduction and safety initiatives in the absence of primary prevention efforts. When used alone, risk reduction programs may skew campus conversations about sexual assault toward those that perpetuate dominant cultural myths about stranger rape and place the burden of prevention on potential victims.

It is heartening that over 90% of the policies assessed in the database indicate that schools sponsor awareness-raising activities for their students. Take Back the Night, V-Day events, and similar activities can inspire student activists, introduce students to resources, build empathy for survivors, and foster a sense of community on campus. Moreover, awareness-raising activities could positively affect campus culture and incite policy reform efforts among students and administrators by making sexual assault visible and encouraging open dialogue about the problem. However, schools must also bolster their primary prevention efforts, particularly among those at higher risk of perpetration, in order to increase students' skills for intervening against sexual assault and decrease their acceptance of rape myths. Promisingly, the Campus Sexual Violence Elimination (SaVE) Act mandates primary prevention programming, including bystander intervention training, for all incoming students and employees.³ Nevertheless, SaVE cannot guarantee the uniform provision of high-quality, evidence-based programming by U.S. colleges and universities. For example, the quality of prevention programming implemented by colleges and universities to achieve compliance with federal law may vary based on factors such as individual school commitment, size, and human and financial resources.

Schools' emphasis on risk reduction and awareness-raising programs echoes SAFER's findings in *Moving Beyond Blue Lights and Buddy Systems*, a study which investigated sexual assault activism among students at U.S. institutions of higher education. Student activists reported higher levels of engagement in awareness-raising activities than in primary prevention and policy reform efforts. And only two-thirds as many student activists endorsed bystander intervention training as compared to safety initiatives as one of the most effective ways to end campus sexual assault.¹⁰ This viewpoint could stem, in part, from greater exposure to and involvement in awareness-raising programs and safety initiatives. Indeed, the policies assessed in SAFER and V-Day's database indicate that more schools offer awareness-raising programs and safety initiatives versus primary prevention programs. Campus stakeholders seeking to end sexual assault should expand opportunities for student involvement in meaningful primary prevention activities.

Supporting Survivors

In some ways, schools are responding to the needs of survivors. For example, nearly 70% of the policies assessed in the database indicate that schools provide 24-hour crisis services. Yet, less than one-third of the policies assessed in the database state that a survivor's dress and past sexual history may not be discussed during disciplinary hearings; less than 10% indicate that schools offer free emergency contraception to survivors; and only 6% indicate that schools offer resources to non-school survivors who were assaulted by students, faculty, or staff members. In short, it seems that most schools could do more to support survivors on their campuses and in their communities.

Reporting and Policy Awareness

Promisingly, over 60% of the policies assessed in SAFER and V-Day's database allow survivors to report either confidentially or anonymously. Underreporting represents a pressing problem in cases of sexual assault,¹⁴ and confidential and anonymous reporting options may encourage survivors to come forward. On the other hand, less than one-fifth of the policies assessed in SAFER and V-Day's database feature amnesty clauses, which offer immunity to survivors who may have been in violation of other school policies regarding drinking or drug use at the time of their assault. Some schools may offer amnesty to survivors in practice, but this is not enough. The lack of a written amnesty policy could discourage reporting, particularly in light of the association between alcohol and sexual assault.¹¹ Schools committed to preventing and responding to campus sexual assault must equip their sexual assault policy with an amnesty clause.

Of course, policies function best when they're accessible and students know they exist. SAFER discovered in *Moving Beyond Blue Lights and Buddy Systems* that over half of student activists had never seen their schools' sexual assault policies (including a quarter of student activists who did not even know whether their school had such a policy).¹⁰ Based on this finding, it is unsurprising that only one-tenth of the policies assessed in CAP indicate that schools require students to sign a statement or otherwise attest that they've read the policy. SAFER and V-Day believe that colleges and universities should proactively notify and educate students about their sexual assault policies instead of waiting until incidents occur.

Furthermore, the high number of “unknown” responses to SAFER and V-Day’s assessment tool items, despite a rigorous fact-checking process, suggests that many schools’ policies are unclear or inaccessible. For example, formal (e.g., annual security reports, student codes of conduct, etc.) and informal (e.g., health center websites, security websites, etc.) policy documents may be scattered across school-affiliated websites and difficult to understand in relation to one another. Schools should create a centralized, all-inclusive web page for information about sexual assault programs, resources, and policies so that students can navigate their schools’ sexual assault policies with ease. Or, ideally, colleges and universities should codify their informal policies and include them in one all-encompassing formal policy document in order to ensure accessibility and institutionalize prevention programs and survivor resources.

Complying with the Clery Act

The policies assessed in SAFER and V-Day’s database also indicate that, in compliance with the Clery Act, most schools notify their students of important on- and off-campus resources, survivors’ rights, and reporting procedures. However, one-third of the policies assessed in the database fail to fully comply with the Clery Act. Specifically, over one-tenth of the policies assessed in CAP do not explain the importance of preserving evidence after an attack; one-tenth do not state that the school will assist students in notifying the local police department; and over one-tenth do not state that the school will assist survivors with changes in academic and living arrangements.

The Overall Picture

Overall, the findings in this report demonstrate that schools’ policies do not comprehensively address campus sexual assault. The policies assessed in SAFER and V-Day’s database lack crucial elements and are difficult for students to access. Student activists intuited the shortcomings of their schools’ sexual assault policies in *Moving Beyond Blue Lights and Buddy Systems*: nearly 40% of them assigned their schools’ sexual assault policies a grade of C or lower.¹⁰ This report corroborates students’ perceptions: over 80% of the policies assessed in the database received a grade of C or lower.

These composite scores paint a bleak picture of sexual assault policies at U.S. colleges and universities. However, there are reasons for hope. Intense public scrutiny, effective social movements, and the federal government’s commitment to ending campus sexual violence may positively influence schools’ policies in the near future. As mentioned previously, the Campus SaVE Act mandates primary prevention tactics and expands protections for campus survivors.³ Furthermore, survivors from schools across the country are collaborating online to hold their schools accountable for preventing and responding to sexual violence.⁷ Indeed, activists have momentum on their side.

Recommendations

Based on their findings, SAFER and V-Day recommend the following areas for improving sexual assault policies at U.S. colleges and universities:

- Increase the availability and accessibility of survivor resources, such as free emergency contraception after sexual assault;
- Increase primary prevention efforts and create more opportunities for students to engage meaningfully with primary prevention activities;
- Ensure that sexual assault policies are accessible to students in regard to centralized placement on schools' websites, readability, and comprehensiveness;
- Adopt amnesty clauses to encourage reporting by survivors who may have been in violation of other school policies at the time of their assault; and
- Create more opportunities for students to participate in policy decisions.

SAFER and V-Day believe that these actions will help schools develop policies that center the needs of students and challenge rape culture on their campuses. It is SAFER and V-Day's hope that this report will further assist student activists and their allies in their efforts to reform their schools' policies and end sexual assault at U.S. colleges and universities.

¹ Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1990, 20 U.S.C. § 1092(f).

² Campus Sexual Assault Victims' Bill of Rights, Pub. L. No. 102-325, § 486(c) (1992).

³ Campus Sexual Violence Elimination Act, Pub. L. No. 113-4, § 304 (2013).

⁴ Title IX of the Educational Amendments of 1972, 20 U.S.C. §§ 1681-1688.

⁵ Office for Civil Rights. (2011, April 4). Know your rights: Title IX prohibits sexual harassment and sexual violence where you go to school. Retrieved from <http://www2.ed.gov/about/offices/list/ocr/docs/title-ix-rights-201104.html>

⁶ Office for Civil Rights. (2011, April 4). Dear colleague letter. Retrieved from <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201104.html>

⁷ Know Your IX. (2013). About KYIX. Retrieved from <http://knowyourix.org/about-ky9/>

⁸ U.S. Department of Health and Human Services. (2005, January 21). Antiretroviral postexposure prophylaxis after sexual, injection-drug use, or other nonoccupational exposure to HIV in the United States. Retrieved from <http://www.cdc.gov/mmwr/preview/mmwrhtml/rr5402a1.htm>

⁹ American College Health Association. (2013). *National College Health Assessment II: Fall 2012 Reference Group Data Report*. Hanover, MD: American College Health Association.

¹⁰ SAFER (Students Active for Ending Rape). (2013). *Moving Beyond Blue Lights and Buddy Systems: A National Study of Student Anti-Rape Activists*. New York: SAFER.

¹¹ Abby, A. (2002). Alcohol-related sexual assault: a common problem among college students. *Journal of Studies on Alcohol* (Suppl. 14), 118-128.

¹² U.S. Department of Education. (2011). *The handbook for campus safety and security reporting*. Retrieved from <http://www2.ed.gov/admins/lead/safety/handbook.pdf>

¹³ Krebs, C.P., Lindquist, C.H., Warner, T.D., Fisher, B.S., & Martin, S.L. (2007). *The campus sexual assault (CSA) study*. (Unpublished government report). Retrieved from <https://www.ncjrs.gov/pdffiles1/nij/grants/221153.pdf>

¹⁴ Wolitzky-Taylor, K.B., Resnick, H.S., McCauley, J.L., Amstadter, A.B., Kilpatrick, D.G., & Ruggiero, K.J. (2011). Reporting rape in a national sample of college women. *Journal of American College Health*, 59, 582-587.

**SAFER
SAFER**

Students Active For Ending Rape
32 Broadway, Suite 1101
New York, NY 10004
www.safercampus.org



V-DAY
303 Park Ave South, Suite 1184
New York, NY 10010
www.vday.org