



BOSTON UNIVERSITY
SEXUAL ASSAULT RESPONSE & PREVENTION CENTER

ANNUAL REPORT ACADEMIC YEAR 2015-2016

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Introduction

The Sexual Assault Response & Prevention Center (SARP) provides the following report to document progress over the past year towards its goals and to name future directions. The primary objectives of SARP remain providing specialized response to trauma and interpersonal violence, as well as raising awareness and activating prevention efforts on campus.

The report includes information pertaining to the Academic Year 2015-2016 (hereafter AY 15-16), which spans from May 18th, 2015 through May 22nd, 2016. Unless noted specifically, figures and graphs are representative of data collected during this time period. It is important to note that AY 15-16 is inclusive of 12 months, where the report from AY 14-15 was inclusive of 10 months (to bring us into an academic year schedule for this report).

Data reported in the following document are drawn from a number of external sources including the 2015 Sexual Misconduct Climate Survey and AlcoholEdu®. Additional data is collected by the SARP staff. Each of these sources collect data in different ways, each with their own strengths and limitations. While comparisons between the different data sources are provided, caution should be taken as exact comparisons are not possible due to survey questions not being identical and surveys sampling differently from the student population.

In July of 2014 a Sexual Misconduct Working Group was formed at the behest of President Robert Brown. In March of 2015, this working group administered the Sexual Misconduct Climate Survey (SMCS) to investigate the problem of sexual misconduct on campus. The primary limitation of the 2015 SMCS is the low response rate from the study body, as well as the corresponding underrepresentation of certain groups (e.g. racial minorities) and overrepresentation of others (e.g. undergraduates). An important strength of this survey, however, is the nuance and depth regarding assessment of sexual misconduct victimization and prevention/awareness. The richness of this data is helpful in understanding the mindset of the University's victims, perpetrators, and bystanders.

The results of 2015 SMCS indicated that 18% of students reported experiencing at least one form of sexual assault and 13% reported experiencing intimate partner violence. These statistics are consistent with the research literature on college interpersonal violence, and suggest the ongoing need for clinical intervention for survivors, as well as education and prevention efforts. Likewise, the 2015 SMCS demonstrated a need for awareness and prevention efforts on campus. Seventy percent of responding students reported that they should learn more about sexual violence. Over 60% reported planning to learn more about the problem of sexual violence on campus. SARP is in a unique position to take advantage of these motivations and organize the campus towards positive social change.

AlcoholEdu® is an evidence-based online course designed to educate students about risky drinking and its effects. Before arriving at BU, all 1st year students are required to complete this

course, which teaches skills to prevent dangerous drinking and personal harms, as well as anonymously surveying students on their experiences with alcohol. Students being required to complete AlcoholEdu® is a significant strength. This allows data from the survey to be much more representative of the incoming freshman class. However, this information is limited to incoming freshman and does not allow for comparison between classes or showing longitudinal change. Additionally, the questions within AlcoholEdu regarding sexual misconduct are limited and secondary to those regarding alcohol.

Additional data is collected by Student Health Services (SHS) generally and by SARP on a monthly basis. SHS surveys students who receive services, inclusive of SARP clinical services, with a client feedback survey. Students receive an electronic survey via email. They are able to anonymously respond, rating the quality of the services they received. These questionnaires include both quantitative and qualitative questions. It should be noted that client feedback surveys are known to draw a bimodal sample from the tails of the full population, thus over-representing extremely positive and extremely negative responses. Additionally, the number of students responding to the SHS survey is very low, meaning it is not likely to be fully representative of all student receiving clinical services from SARP.

SARP clinicians also collect anonymized data on all clients presenting with sexual assault and/or dating violence. This is an exact count of all clients presenting to SARP but is unlikely to be fully representative of the University population, given that some groups may be more or less likely to seek services generally, or with SARP specifically. Clinicians capture as much data as possible without imposing on the client, meaning there are times when information is unable to be collected. Additionally, trauma survivors may have difficulty with memory secondary to physical or mental health symptoms resulting from their experience. This accounts for instances where clients are unable to report on information regarding their experience or perpetrator.

Progress of AY 15-16 Goals

As the office on campus responsible for the University's primary prevention and awareness programming, SARP staff is aware of the importance of consistent messaging as the most effective means of change. It is hoped that SARP will be regarded as a clearinghouse and resource for programming, awareness campaigns and initiatives to insure consistency and validity. Cutting-edge and creative initiatives, when used to bolster messaging from evidence-based programming, can be a valuable resource but a scattershot approach to the prevention of sexual misconduct and interpersonal violence can be confusing and counterproductive.

- Utilize data from the Sexual Misconduct Climate Survey, implemented in Spring 2015, to inform both clinical and prevention interventions. **Ongoing, and will continue to utilize information provided from bi-annual Sexual Misconduct Climate Survey to meet needs of students.**
- Develop and promote SUSIBU booster sessions for students who have previously attended SUSIBU. **SUSIBU2 has been developed and facilitated with varsity athletes who have previously participated in SUSIBU.**
- Adapt SUSIBU to be accessible for those with disabilities. **Adjunct materials, close captioned and written, have been added.**
- Continue to advocate for expansion of SUSIBU participation of students and faculty, recognizing the difficulty caused by lack of administration support in requiring participation. **Continuing.**
- Using information from focus groups, adapt SUSIBU to better serve international students. **Materials added to make SUSIBU and SUSIBU2 accessible also benefitted international students.**
- Release a SARP newsletter twice per semester. **Goal not yet met.**
- Establish a robust social media presence through tracking analytics and pro-active social media scheduling. **Continuing.**

Prevention Services

ORIENTATION

Students' introduction to SARP begins with our awareness programming at Incoming Student Orientation. All incoming students are required to attend this event, in which students watch skits about sexual misconduct prevention that were written and are performed by returning students. A total of three skits are performed.

The first skit presented at Incoming Student Orientation takes place at a party, and addresses the role of alcohol in sexual assault as well as the importance of bystander intervention. Alcohol is not addressed as the cause of assault, but as a tool that the perpetrator uses to assault another individual and excuse their own actions.

The second skit focuses on catcalling, a form of harassment commonly experienced by women and gender minorities while in public spaces. It demonstrates the importance of pro-social bystanders challenging inappropriate and unacceptable thoughts, beliefs, and behaviors in our community. The skit emphasizes that by challenging these thoughts, beliefs, and behaviors we can create long-term cultural change, making our community safer and more inviting for everyone.

The final skit explores interpersonal violence in a dating relationship. The couple's argument includes a perpetrator using abusive behaviors of manipulation and limiting independence, threats and intimidation, isolation, and electronic abuse, by the perpetrator. Threats of physical violence during the skit are intentionally excluded, and the bystanders are both known and unknown by the couple.

During the final skit, incoming students are live polled to actively engage them in decision making as bystanders. Various options for intervention are provided, and selected by students, in order to reinforce the many options students may have to effectively intervene. An overwhelming majority of students selected that they would engage in a pro-social bystander intervention such as "Knock on the door to distract them" and "Get an RA to intervene on your behalf" rather than "Do Nothing". Live poll results are the beginning of the social normalization of pro-social bystander action at the University.

Each of these skits is performed separately for students and parents. It is hoped that these skits will spark larger conversations about sexual misconduct between parents and their student before students begin their academic career at BU. It is also a hope that these skits will encourage students to participate in sexual violence prevention and awareness initiatives throughout their time at BU.

FIRST YEAR EXPERIENCE

The prevention foundation laid during Orientation is expanded upon during SARP’s FY101 module, a one credit elective in the College of Arts and Sciences (CAS), called First Year Experience (Figure 1). SARP’s module, facilitated by SARP’s Health and Prevention Educator (HPE), focused on consent. During the module, Sex is like Pizza, students learn how consent and communication before and throughout sexual activity mirror the process of designing, ordering, and sharing a pizza. In the casual setting of the workshop, students discuss their pizza likes, dislikes, preferences, and more. The end goal is to design the ideal pizza that they would like to share and enjoy with their partner at that moment. Sex is Like Pizza ends with a discussion on other sex-positive ways that sex and sexuality are like pizza.

First Year Experience

CAS FY 101

Credits: 1

A continuation of the orientation process, FY101 focuses on the individual student’s connection to the College and the University. Through discussions, assignments, class activities and some large group activities, students engage with the academic, social and cultural dimensions of the University while examining their own development as students and individuals.

Figure 1. FY101 Description from BU Course Bulletin

Attendance for the SARP module has continuously increased each academic year. In large part this is due to the expansion of the First Year Experience program, and the collaboration between SARP and Student Programs & Leadership at CAS. Attendance increased from 278 in AY 12-13, to 357 in AY 13-14, to 422 in AY 14-15, to 518 in AY 15-16 (Figure 2). It is important to note that FY101 students are from often difficult to reach and frequently at-risk populations, such as international students and first year students.

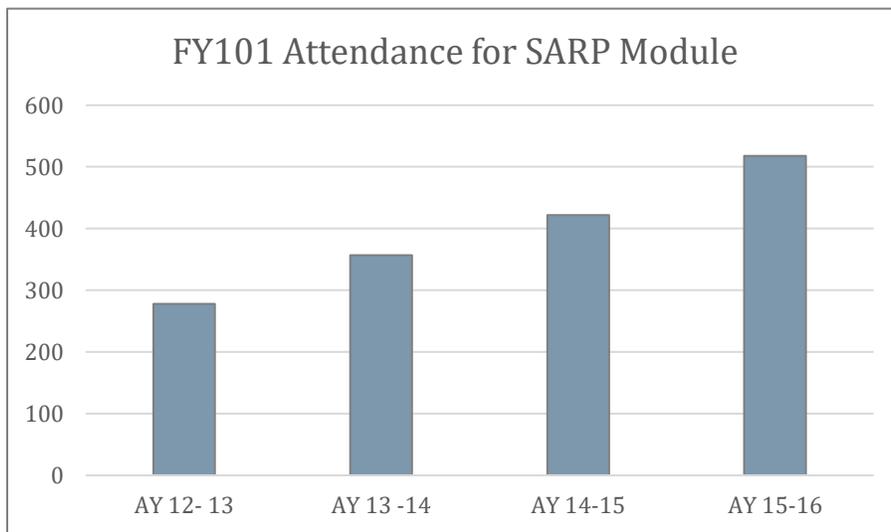


Figure 2. FY101 Attendance for SARP Module

STEP UP STEP IN BU

Step Up Step In BU (SUSIBU) is SARP's primary program for sexual violence prevention. It is an interactive training that raises awareness about the prevalence of sexual assault and what we as members of the BU community can do to help prevent it. Topics covered in SUSIBU include the responsibilities of leaders and the community, consent, exploring rape culture, bystander intervention strategies, and more. SUSIBU is based on the evidence-based program Bringing in the Bystander, developed by Prevention Innovations at the University of New Hampshire (Banyard, Moynihan, & Plante, 2007). Using student feedback, this program has been modified to be more specific to the BU community.

Academic year 15-16 saw 1,192 students trained in SUSIBU. Therefore, AY 15-16 saw 215 less students trained in SUSIBU than in AY 14-15. It is important to remember, however, that although the overall number of student participants is important, it does not necessarily reflect the impact of SUSIBU trainings for individuals and the community. Effective training sessions are held in smaller group sizes of 8-25 participants, because SUSIBU is an interactive program that includes conversation and story sharing. It has historically been a challenge to maintain appropriate group sizes. For example in AY 14-15, group sizes ranged from 4-194 participants. If we discount the one SUSIBU session in AY 14-15 which included 194 participants, the total number of participants in AY 15-16 has not significantly changed from AY 14-15.

Again, it has been a challenge to maintain appropriate group sizes for SUSIBU. Groups and individuals in the BU community often wish to schedule one SUSIBU session to be facilitated to a large group of students. SARP staff is often met with resistance when offering to schedule several SUSIBU sessions for large groups. SARP staff understands the logistical constraints and competing demands on students' time, however maintains that meaningful conversation, and the discussion of challenging topics such as sexual assault and bystander intervention are best had in small groups.

One way SARP has addressed large group and student scheduling conflicts is through opening most SUSIBU sessions to any BU student, instead of scheduling multiple sessions for a specific group. In open sessions, students with any group affiliation can attend an open SUSIBU session that is most convenient for their schedule. SUSIBU sessions open to any BU student are available several times per week in afternoon and evening hours. SARP does however continue to schedule SUSIBU sessions for specific groups of students when a professional or student leader establishes SUSIBU as a priority for their students, and works closely with SARP staff to ensure student attendance. As a result, in AY 15-16 more appropriate SUSIBU group sizes were maintained. In AY 15-16 group sizes for SUSIBU and SUSIBU2 ranged from 4-30 participants. Scheduling challenges still persist, including SUSIBU sessions being sparsely attended or cancelled because of the minimum participant requirement.

SARP staff also sees the opportunity for open SUSIBU sessions to be beneficial in other ways. Sessions open to any BU student allow students to interact with others outside their usual peer group. This may allow first year students to learn from returning students, help break up power dynamics present in student groups, and allow students to hear and challenge opinions from students outside their usual social circle. SARP staff also acknowledges benefits to students participating in SUSIBU as a group, and therefore thinks it is beneficial to maintain both options.

An additional challenge continues to be the participation of several student groups as a response to negative consequences or University disciplinary measures. Several Greek organizations have expressed interest in attending SUSIBU after their group's suspension, or threat of suspension, from being recognized by the University. Although SARP staff encourages every student to participate in SUSIBU, SUSIBU is a means for the prevention and intervention of sexual assault, not a means of remediation for the image of student groups. It is important to mention, however, that several other Greek organizations are proactive and engaged without the threat of disciplinary sanctions.

Student participants listed the following group affiliation when attending SUSIBU in AY 15-16. (Each student may only list one group affiliation):

- Club Sports Athletes (37)
- College of Engineering Student Advisors (29)
- College of General Studies London Summer Program (12)
- First Year Student Outreach Project
 - Children focus area student staff (20)
 - Abilities focus area student staff (19)
 - Elders focus area student staff (20)
- The Posse Foundation Scholars (17)
- Greek Life
 - Alpha Kappa Delta Phi (11)
 - Lambda Chi Alpha (29)
 - Kappa Sigma (58)
- Incoming Student Orientation Student Staff (96)
- SARP Ambassadors (6)
- SO 240: Sex and Social Life (31)
- Student Activities Organization Student Leaders (273)
- Varsity Athletes, incoming athletes (170)
- Varsity Athletes, SUSIBU2 for returning athletes (358)
- Questrom School of Business, session open to Questrom students (6)

STEP UP STEP IN BU 2

Step Up Step In BU 2 (SUSIBU2) is a one-hour follow-up booster program to Step Up Step In BU. SUSIBU2 was newly implemented in AY 15-16, and facilitated to returning Varsity Athletes who had attended SUSIBU the previous academic year. Returning Varsity Athletes attend SUSIBU2 in their team cohort.

Prior to the implementation of SUSIBU2, Varsity Athletes attended the original Step Up Step In BU program each academic year. Therefore, bystander intervention messaging was being reinforced to Varsity Athletes, however was being done through the same program and format. The introduction of SUSIBU2 has allowed important and consistent bystander intervention messaging to continue, but reinforces and builds on the material in SUSIBU, rather than simply reiterating the program in its entirety.

SUSIBU2 incorporates problem solving and intervention strategies around bystander intervention scenarios that BU students have identified as particularly challenging. The scenarios discussed in SUSIBU2 were identified by the SMCS as those in which student respondents were least likely to intervene. Scenarios in SUSIBU2 included intervening when a professor spreads misinformation about sexual assault in class, intervening when a student identifies a stranger might need to be walked home, intervening when a friend is making jokes about someone's body, and intervening when a roommate is yelling at their partner.

Although these scenarios were identified through the SMCS results, it is notable that the scenarios in SUSIBU2 do differ from the scenarios in the SMCS in several important ways. For example, instead of asking if a student would "Speak up in class if a professor is providing misinformation about sexual assault", SUSIBU2 asks, "You are in class when your professor says that people who drink are responsible if they've been assaulted. What can you do?". This SUSIBU2 scenario utilizes a specific sexual assault belief that the SMCS identified that the vast majority of BU student participants are in disagreement with.

In this and other SUSIBU2 scenarios, students are encouraged to identify multiple means of intervention. Students may identify speaking up in class as an unfeasible or ineffective intervention because of its perceived risk, their comfort level, or perceived low probability of success. SUSIBU2 facilitators are trained to navigate the many student responses that may arise, offer alternative ideas or suggestions for intervention, explore nuance, and validate and work with students' internal conflict for intervention.

Alternative intervention possibilities to this scenario could include: later writing an email to the professor, talking to the professor after class, expressing discomfort or disagreement to the students directly around you in class, speaking with other students after class, reaching out to a dean, reaching out to their academic advisor (particularly for Varsity Athletes), calling SARP for guidance on navigating this situation, etc. Students identify that their intervention strategy or

strategies would change depending on numerous factors. This is one reason that in-person small group facilitation of bystander intervention conversations are crucial.

Furthermore, SUSIBU2 incorporates an additional component of Bringing in the Bystander, the evidence-based program from which SUSIBU is based. SUSIBU2 includes a twenty-minute empathy building exercise, an important component of Bringing in the Bystander that due to time restraints had not before been included in the SUSIBU curriculum.

A total of 358 returning Varsity Athletes participated in SUSIBU2 in AY 15-16.

STEP UP STEP IN BU FOR FACULTY & STAFF

SARP also facilitates SUSIBU sessions for BU faculty and staff members who are interested in learning more about sexual misconduct prevention and the messaging students receive about prevention from SARP. The Health and Prevention Educator and staff presenters facilitate several SUSIBU sessions for faculty and staff. Staff presenters are from various offices across the University who are trained to co-facilitate SUSIBU specifically for faculty and staff. In AY 15-16, 17 staff members attended a SUSIBU session. In past academic years a result of SUSIBU sessions for faculty and staff, faculty and staff have offered SUSIBU as a voluntary or required component of a leadership program in their department or a class they instruct.

SARP PEER EDUCATORS

Peer Educators are BU graduate students who facilitate SUSIBU and SUSIBU2 to fellow students in the BU community. Peer Educators receive training, as well as ongoing one-on-one, and group supervision, with the Health and Prevention Educator.

In September 2014, SARP received the Avon Foundation for Women grant, in order to train and provide a stipend for five Peer Educators as SUSIBU facilitators during AY 14-15. Prior to AY 14-15 SUSIBU was facilitated to BU students by volunteer University staff members. Peer Educators were incorporated as facilitators in order to move SUSIBU closer to the evidence based efficacy of Bringing in the Bystander, which also utilized a peer education model (Banyard, Moynihan, & Plante, 2007). Additionally, Peer Educators were incorporated for logistical purposes in order to reach more BU students as the staff facilitator model was difficult to sustain. In AY 15-16 SUSIBU and SUSIBU2 were almost exclusively been facilitated by six Peer Educators. Because of the Peer Educator program's success, eight Peer Educators will be hired for AY 16-17. SARP hopes that an increase in Peer Educator staff will again further the reach of SUSIBU to the BU community.

AWARENESS & ADDITIONAL EDUCATION

SARP uses international, national, local, and BU specific initiatives to create a culture where sexual assault prevention is incorporated into sex-positive education messaging.

These initiatives raise awareness of SARP, as well as highlight issues of sexual misconduct, healthy sexuality, consent, interpersonal violence, stalking and harassment. We work with individual students, student groups, and other departments to develop and promote programming and events.

All of SARP's programming strives to have a positive effect, promoting healthy relationships and education about topics such as consent. SARP has worked to be inclusive and welcoming to marginalized groups, such as LGBTQ students, in all of our programming and events.

An overview of SARP's programming:

BU Sexual Assault Awareness Week – Aligning with National Sexual Assault Awareness Month, BU Sexual Assault Awareness Week (SAAW) is a collaborative effort to raise awareness of sexual assault on campus. Events sponsored by SARP during SAAW 2016 were:

- **I Will Walk With You** – A collaborative art project aimed to visually demonstrate the BU community's support of survivors of sexual violence. All members of the BU community who are committed to supporting survivors and learning how they can be a part of the solution to end violence in our community were invited to chalk paint one footprint. Chalk footprints created a path throughout west campus that ended at SARP's doors at 930 Commonwealth Ave. The footprints symbolized the virtual walk we commit to take with survivors for support. This project was proposed by first year BU student Keara Russell (CAS '19)
- **The Clothesline Project** – An international awareness program started on Cape Cod that gives survivors of violence the option to tell their story in their own way. BU students who are survivors, or supporters of survivors, are invited to decorate a t-shirt that is displayed at BU. The Clothesline Project is a healing tool for those who view the project, and allows those who may be suffering to understand that they are not alone. T-shirts decorated by BU students were displayed at the Fitness & Recreation Center. Efforts to hang the display on the Medical Campus, as had occurred in the past, did not yield results this year.



Figure 3. BU Sexual Assault Awareness Week 2016 Advertisement

- **Not Ready for Bedtime Players** – An entertaining and enlightening comedic performance from a UMass Amherst sexuality peer-education troupe. This comedic event explored sexuality, relationships, and more with humor and wit. The Not Ready for Bedtime Player’s goals are to educate others to think critically about sexuality, encourage fellow students to make safer decisions, and laugh. This event was co-sponsored by Wellness & Prevention Services and SARP.
- **Sexual Assault, Eating Disorders, and Feminism: An Evening of Comedy with Jessie K** - Jessie Kahnweiler uses humor as a medium to talk about important topics like sexual assault, eating disorders, and feminism. Creator of the short film, “Meet My Rapist”, Jessie discussed healing, using humor as a mechanism to cope with sexual assault, and shedding light on rape culture. This event was co-sponsored by Student Activities Office, Wellness & Prevention Services, and SARP.

Other awareness events and initiatives from AY 15-16:

BU White Ribbon Week – The White Ribbon Campaign was started in response to the mass killing of 14 female college students in Canada. The white ribbon has become a symbol of men’s efforts to end violence against women. Aligning with Jane Doe, Inc.’s White Ribbon Day, Boston University White Ribbon Week invites members of the BU community of all genders to make a commitment to non-violence in all relationships, and be a part of the solution to end interpersonal violence through being a pro-social bystander. SARP Ambassadors and student volunteers table across to talk with students about taking the pledge, wearing the ribbon, and what it means to be a part of the solution to end violence.

CAS FY 103: Identity, Inclusion & Social Action –The Identity, Inclusion & Social Action curriculum was developed by several BU staff from offices throughout the University, including SARP’s Health and Prevention Educator. The curriculum was based partly on SARP’s Power, Privilege, and Identity curriculum. In this one credit class students engage in discussions about social identities, explore experiences of discrimination of marginalized groups, and explore opportunities for further learning and social action. One of three sections of Identity, Inclusion & Social Action was co-instructed by SARP’s Health and Prevention Educator. As a guest speaker, a SARP Crisis Counselor also led discussion about gender, sexuality, and the intersection of interpersonal violence for each class.

<p>First Year Experience CAS FY 103</p> <p>Credits: 1</p> <p>Students will engage in discussions about social identities (race, ethnicity, national origin, sexual orientation, gender, disability, age, religion, and socio-economic class), examine systems of oppression, and identify opportunities to work towards social justice.</p>
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Figure 4. FY103 Description from CAS Student Programs & Leadership FY103 Webpage

Consensual Valentines – Consensual valentines delivered messages of consent and inclusion to BU students. Valentines sought to edit non-consensual statements typically displayed on infamous Valentine’s Day heart candies. Hearts expressing non-consensual statements such as “smile”, “kiss me”, and “be mine”, were playfully molded into consensual statements. SARP Ambassadors distributed consensual valentines, allowing for unique opportunities to discuss consent.

Sex in the Dark – During this event, sponsored by Wellness & Prevention Services, a panel of “sexperts” discuss sexual health and healthy romantic relationships, answering students’ anonymous questions. A SARP crisis counselor served on the panel of experts. SARP Ambassadors also write and perform vignettes that portray realistic scenarios around a variety of topics. These vignettes addressed the topics of: how to be a pro-social bystander to prevent a potential sexual assault at a party, how to ask for and give consent for sexual activity, how to respond to someone who is disclosing something that may be challenging for them (STI status, survivor status, or sexual orientation).

Sex is Like Pizza – A workshop in response to sexuality educator Al Vernacchio’s TED talk, “Sex needs a new metaphor. Here’s one...” (Vernacchio, 2012). Students learn how consent and communication before and throughout sexual activity mirror the process of designing, ordering, and sharing a pizza. In the casual setting of the workshop, students discuss their pizza likes, dislikes, and more, to design the perfect pizza to share and enjoy with their friend or partner at that moment. Sex is like Pizza ends with a discussion on other sex-positive ways that sex and sexuality are like pizza. Sex is like Pizza is facilitated by SARP Ambassadors and the HPE. SARP partnered with OTTO, who donated pizza for several Sex is like Pizza sessions. Students pick up the pizza they designed with their friend or partner at OTTO after the workshop.

SARP AMBASSADORS

SARP Ambassadors are BU students dedicated to being pro-social bystanders, raising awareness about sexual and interpersonal violence, and promoting healthy relationships. SARP Ambassadors build community, promote sex-positivity, and drive change on campus.

The SARP Ambassador program was initiated in January 2014 to increase student input and participation in SARP's education and awareness initiatives. SARP Ambassadors are trained in a variety of areas including bystander intervention, consent, how to support a survivor, and how to refer a student to SARP. SARP Ambassadors assist in the planning and implementation of SARP events and initiatives, facilitate programming, provide valuable feedback on campus sexual violence initiatives, and facilitate essential conversations with their peers.

In AY 15-16, eleven SARP Ambassadors' activities included, but were not limited to:

- BU White Ribbon Week: Peer-to-peer passive education about bystander intervention
- Consensual Valentines: Distribution of valentines and peer-to-peer passive education about consent
- Fresh Check Day: Peer-to-peer passive education about bystander intervention
- Sex in the Dark: Writing and performing vignettes about bystander intervention, consent, and how to respond to disclosures
- Sex is Like Pizza: Peer-to-peer direct education through workshop facilitation
- All other SARP events: Promote and attend events; table promoting SARP information and initiatives

Seven returning SARP Ambassador and seven new students, have been selected as SARP Ambassadors for AY 16-17. SARP's continuous goal is that the SARP Ambassadors represent the racial, ethnic, and gender diversity of the BU community.

Alcohol & Sexual Assault

The following charts present data collected from AlcoholEdu® for College, a required online alcohol prevention program for first-year students. This data compares responses from first-year students before matriculation in the Summer of 2015 and then again in the Fall of 2015.

The use of the Likert scale- a 1-7 range from Always to Never - for what would appear to be “yes” or “no” answers- as well as the wording of the questions, is problematic as it supports the myth that there are hierarchies of sexual violence.

During the past two weeks, to what degree did the following happen to you when drinking or as a result of your drinking? Don't count things that have happened to you but were not because of drinking.
Been taken advantage of sexually.

	Summer 2015		Fall 2015	
	Total	Percentage	Total	Percentage
1 - Never Experienced	2,096	92.62%	1,318	90.27%
2	59	2.61%	65	4.45%
3	44	1.94%	29	1.99%
4	34	1.50%	27	1.85%
5	17	0.75%	15	1.03%
6	7	0.31%	1	0.07%
7 - Always Experienced	6	0.27%	5	0.34%
Total Respondents	2,263		1,460	

Figure 5. AlcoholEdu® Generated Data

In Figure 5, we can assume that the 1,318 BU students who selected “Never” *had not* been taken advantage of sexually in the past two weeks as a result of alcohol use. Therefore, we can also assume that the 142 BU students who did not respond “Never” *had* been taken advantage of sexually in the past two weeks. Given that the second survey was administered in October and November of 2015, we can assume that these 142 students were taken advantage of sexually while students at Boston University.

During the past two weeks, to what degree did the following happen to you when drinking or as a result of your drinking? Don't count things that have happened to you but were not because of drinking.

Taken advantage of someone sexually.

	Summer 2015		Fall 2015	
	Total	Percentage	Total	Percentage
1 - Never Experienced	2,194	97.04%	1,399	96.02%
2	27	1.19%	25	1.72%
3	10	0.44%	14	0.96%
4	24	1.06%	12	0.82%
5	5	0.22%	4	0.27%
6	0	0%	0	0%
7 - Always Experienced	1	0.04%	3	0.21%
Total Respondents	2,261		1,457	

Figure 6. AlcoholEdu® Generated Data

Likewise for Figure 6, we can assume that the 58 BU students who did not respond “Never”, had taken advantage of someone sexually in the past two weeks. Once again, given that the second survey was administered in October and November of 2015, we can assume that these 58 students had taken advantage of someone sexually during their first three months as a Boston University student.

It should be noted that these figures include only students who have self-identified as using alcohol, leaving the experiences of a large number of first year students missing from the data.

Clinical Response

CLINICAL SERVICES OVERVIEW

Two Crisis Intervention Counselors and the Director are responsible for delivering the trauma informed clinical treatment provided by SARP. This includes but is not limited to:

- Sharing 24/7/365 on-call duties
- Assessment, development and implementation of individual treatment plans
- Advocacy for students with both external systems (e.g. police, District Attorneys, students' employers) and internal systems (e.g. faculty, Residence Life, Deans)
- Individual and group therapy
- Outreach to those affected by an event such as the death of a community member
- Consultation to faculty, staff, and friends and parents of students

We receive referrals from Residence Life (ResLife), SHS, faculty and staff, University Service Center (USC), the Office of Judicial Affairs (OJA), Boston University Police Department (BUPD), Beth Israel Deaconess Medical Center (BIDMC), Boston Area Rape Crisis Center (BARCC), and concerned friends and parents of students in addition to direct contact from students themselves. The three clinicians also participate in our prevention and awareness initiatives.

The clinical work involved is rarely confined to a weekly 50-minute therapy session, especially in the initial stages of disclosure of a recent assault or relationship with a violent partner. Students frequently use contact with clinicians on call for support and emotional containment.

SARP counselors had 115 incidents of after-hours on call contact in AY 15-16. These contacts can range from a phone call to a situation requiring the on call counselor's responding to a site. Some situations are fairly brief, others, especially emergency room visits, can take 6-8 hours. Counselors work closely with ResLife, individual schools and colleges, law enforcement and many other offices to ensure students' safety. SARP counselors had a total of 96 hours of direct student contact via advocacy in AY 15-16. This includes accompanying students to meetings with law enforcement, the courts, the Office of Disability Services, emergency room visits, academic intervention, informational meetings with Title IX and Judicial Affairs staff, and acting as advisors during Judicial and Title IX investigations and hearings.

Students come to SARP with a range of issues that center around sexual misconduct- sexual assault, sexual harassment, stalking, and dating/domestic violence. As the Crisis Intervention Counselors for the University, SARP counselors are often called upon to manage situations that involve trauma that is not sexual misconduct, such as the death of a student or other community member.

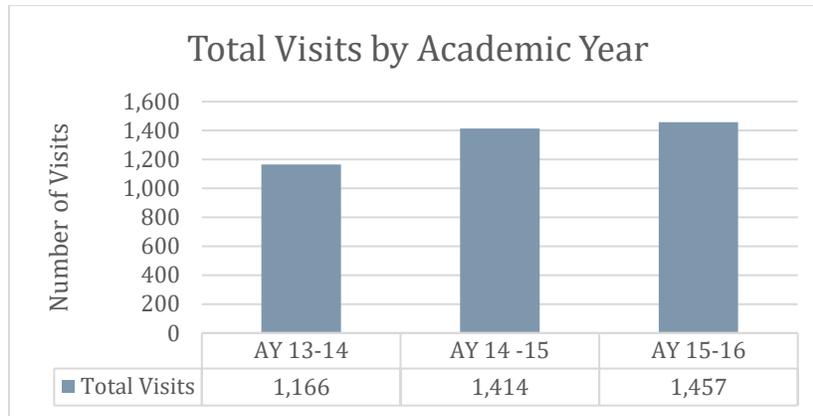


Figure 7. Total Visits by Academic Year

In the AY 15-16, 173 students were seen by SARP clinicians. Of these 173 students, 74 were new students to SARP presenting due to sexual assault (SA) and 26 were new students to SARP presenting due to domestic/dating violence (DV). Over the past three academic years, the number of new students presenting with SA has been consistent at 74 in each of the last three years. This is the first year SARP has collected data on cases of DV, with 26 new students presenting with DV. The remaining 73 students seen by SARP clinicians in AY 15-16 presented with clinical problems that included trauma but were not victims/survivors of SA or DV. Such traumas include recent experience with stalking, harassment, structure fires, and death of a friend or guardian. The total number of counseling visits for the AY 15-16, 1,457, is inclusive of all new clients, as well as clients originally seen in previous years. Clinicians also attended to 48 advocacy visits for a total of 96 hours of direct client advocacy, where clinicians advocated with clients in places such as the Office of Judicial Affairs, police stations, courts, and hospitals.

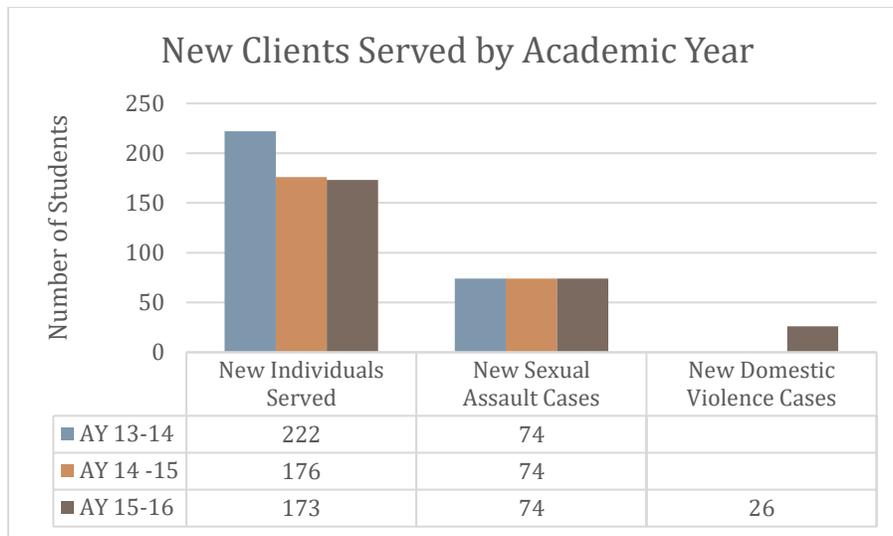


Figure 8. New Clients by Academic Year

SEXUAL ASSAULT STUDENT CONTACT

The following figures represent the 74 new students who received clinical services from a SARP counselor for the presenting problem of sexual assault.

Victims/survivors of SA are primarily female (female 90%, male 7%, trans* 3%). Similarly, perpetrators of SA are primarily male (male 94%, female 3%, trans* 0%, undisclosed 3%). The current gender distribution of SA victim/survivors and perpetrators has remained consistent over the past three academic years. This gender distribution is also consistent with the 2015 Sexual Misconduct Survey for both gender of victim/survivor (female 86%, male 12%, trans* 2%) and perpetrator (male 91%, female 8%).

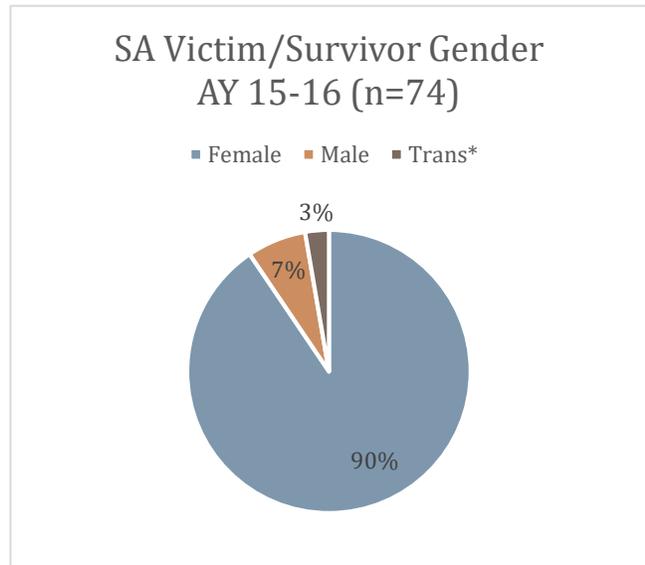


Figure 9. SA Victim/Survivor Gender AY 15-16

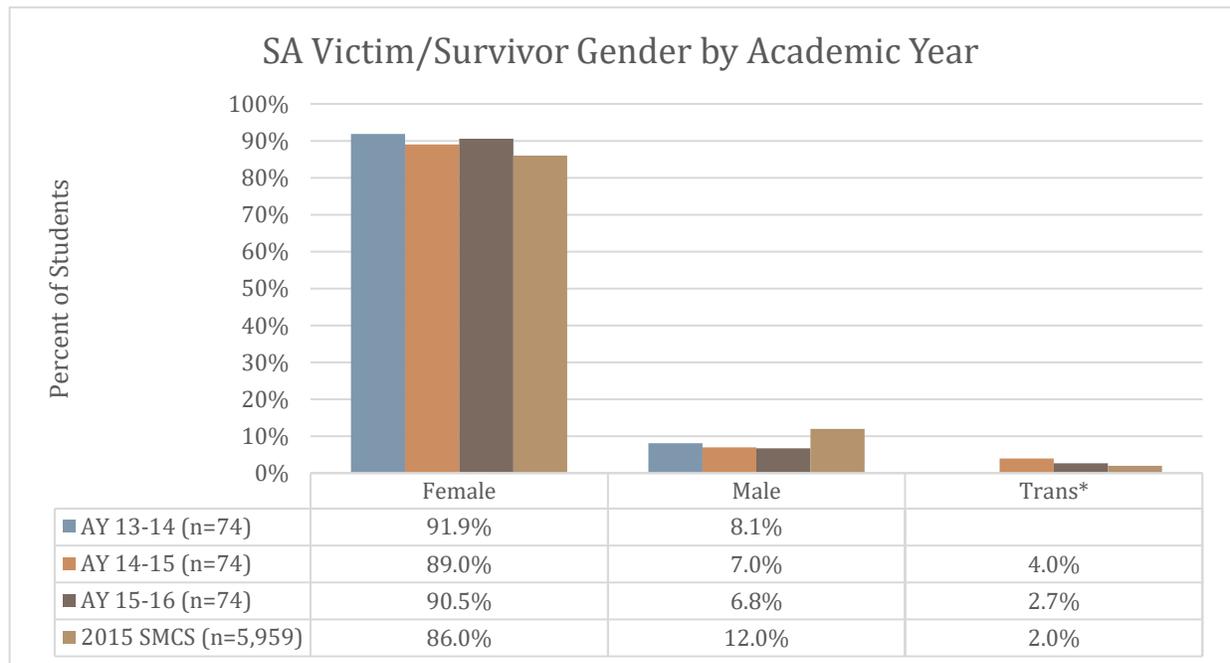
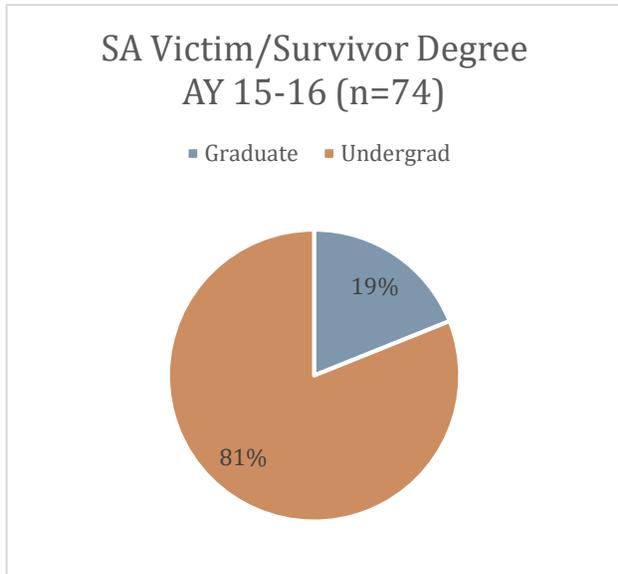


Figure 10. SA Victim/Survivor Gender by Academic year



Victims/survivors of SA presenting to SARP are primarily enrolled as undergraduate students (81%) versus graduate students (19%). This is consistent with rates from the AY 14-15 SARP report, as well as with the 2015 SMCS (undergraduates 88%, graduates 12%).

Figure 11. SA Victim/Survivor Degree

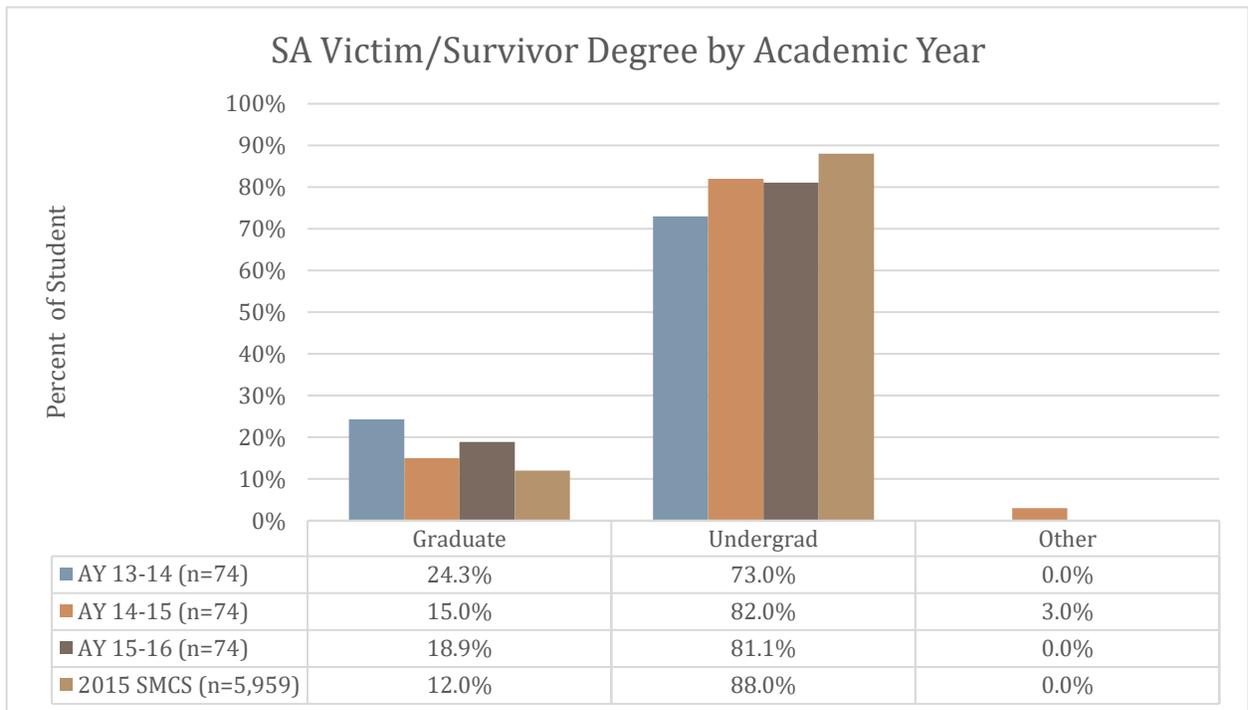


Figure 12. SA Victim/Survivor Degree by Academic Year

Victims/survivors of SA reported being primarily assaulted by someone known to them (friend 38%, other known person 28%, sexual/romantic partner 15%, and family 4%). Only 12% of the SA victims/survivors had a perpetrator unknown to them. Three percent did not disclose the identity of their perpetrator. Often the identity was unknown to the victim/survivor due to impairment or trauma symptoms. This is consistent with rates from the AY 14-15 SARP report, as well as with the 2015 SMCS (known 83%, unknown 17%).

SA Perpetrator by Identity
AY 15-16 (n=74)

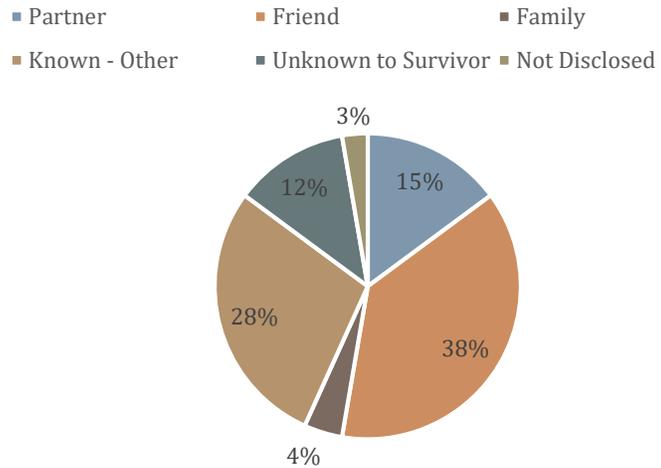


Figure 13. SA Perpetrator Identity

SA Perpetrator Identity by Academic Year

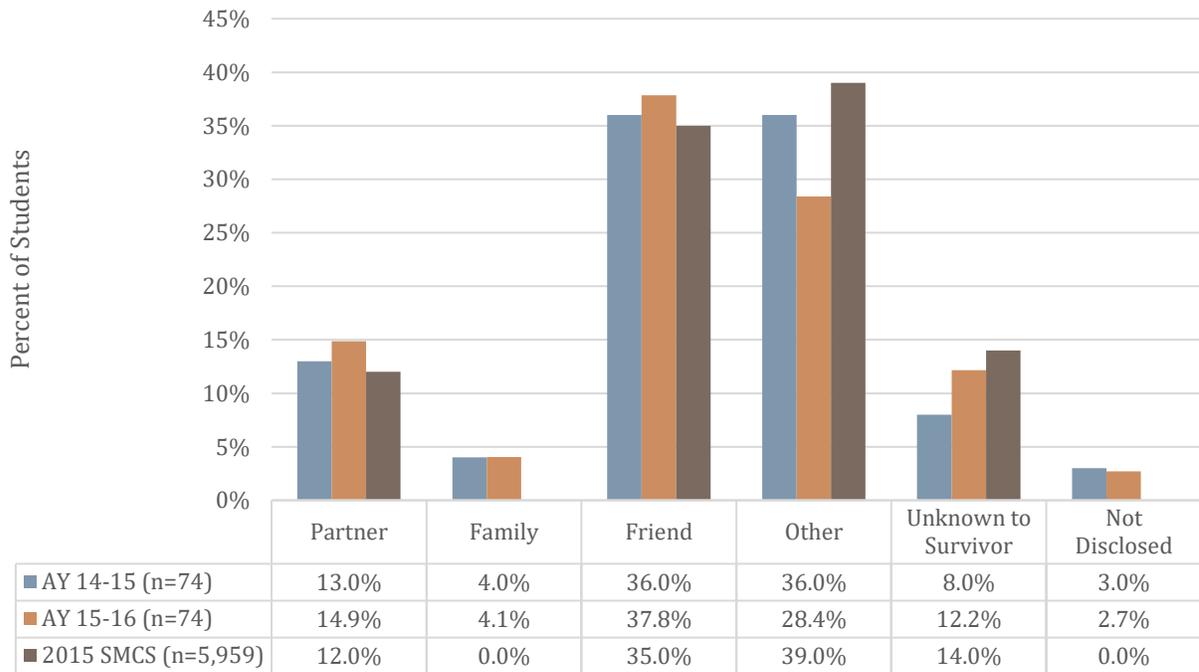
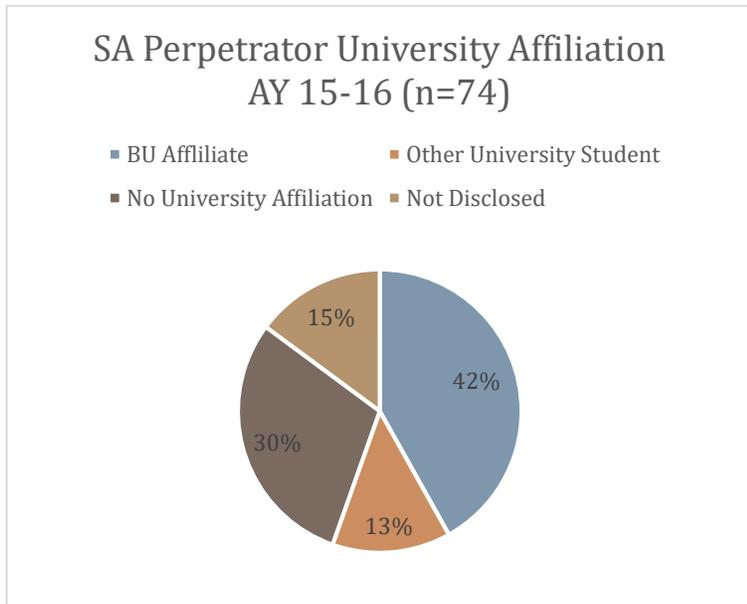


Figure 14. SA Perpetrator Identity by Academic Year



Perpetrators were primarily affiliated with Boston University (42%). Others reported their perpetrator was affiliated with another university (13%), or with no university (30%). Fifteen percent of victims/survivors did not know the affiliation of their perpetrator. These rates are somewhat different from what we would expect from the 2015 SMCS where 67% of students reported being assaulted by another BU student. It is currently unclear why SARP clients may be over-representative of students who have unaffiliated perpetrators.¹

Figure 15. SA Perpetrator University Affiliation AY 15-16

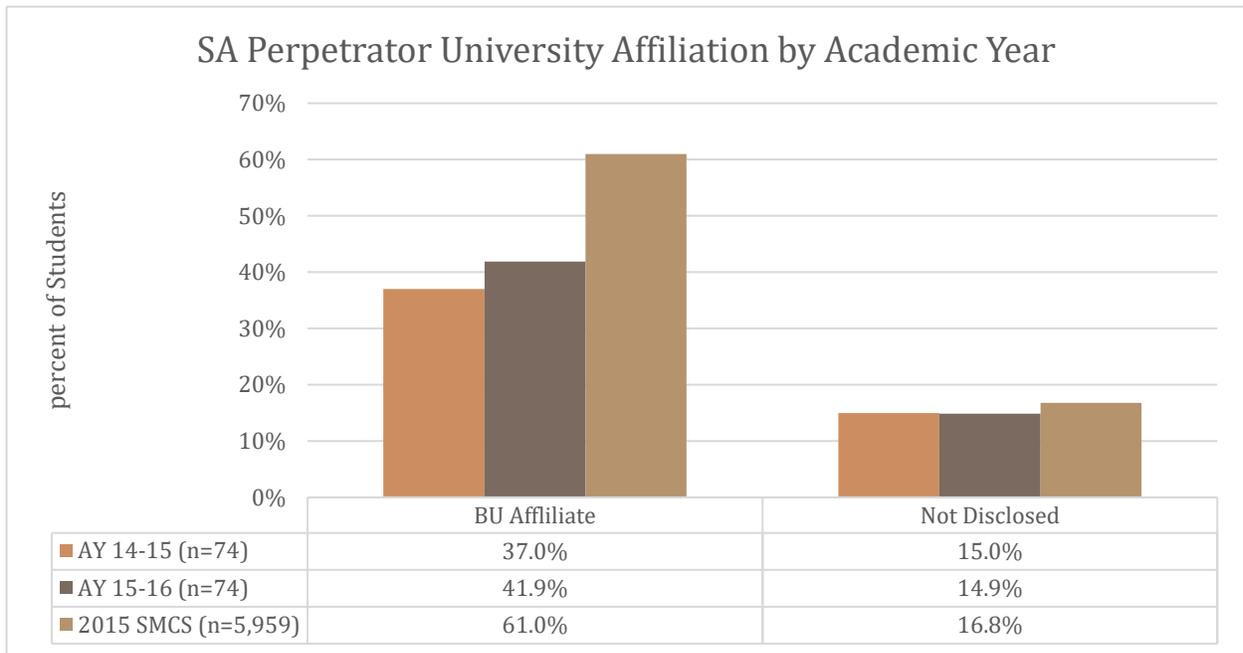


Figure 16. SA Perpetrator University Affiliation by Academic Year

¹ Comparisons between years are limited to the past two academic years. Data from AY 13-14 were collapsed into different categories, limiting our ability to compare to current year categories.

Victims/survivors of SA reported a number of locations of their assault: an on-campus dorm or residence (28%), other on-campus location (5%), or while on study abroad (7%). Twenty percent reported that their assault happened adjacent to Boston University property² and 20% reported the location was off-campus non-adjacent to BU property. Eight percent reported their assault occurred on another university campus and 5% did not name the location of their assault.

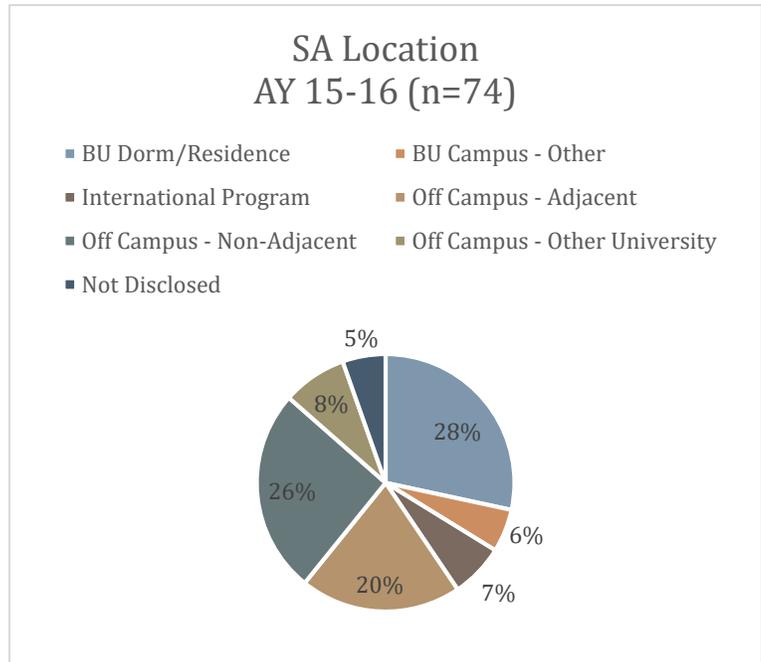


Figure 17. SA Location AY 15-16

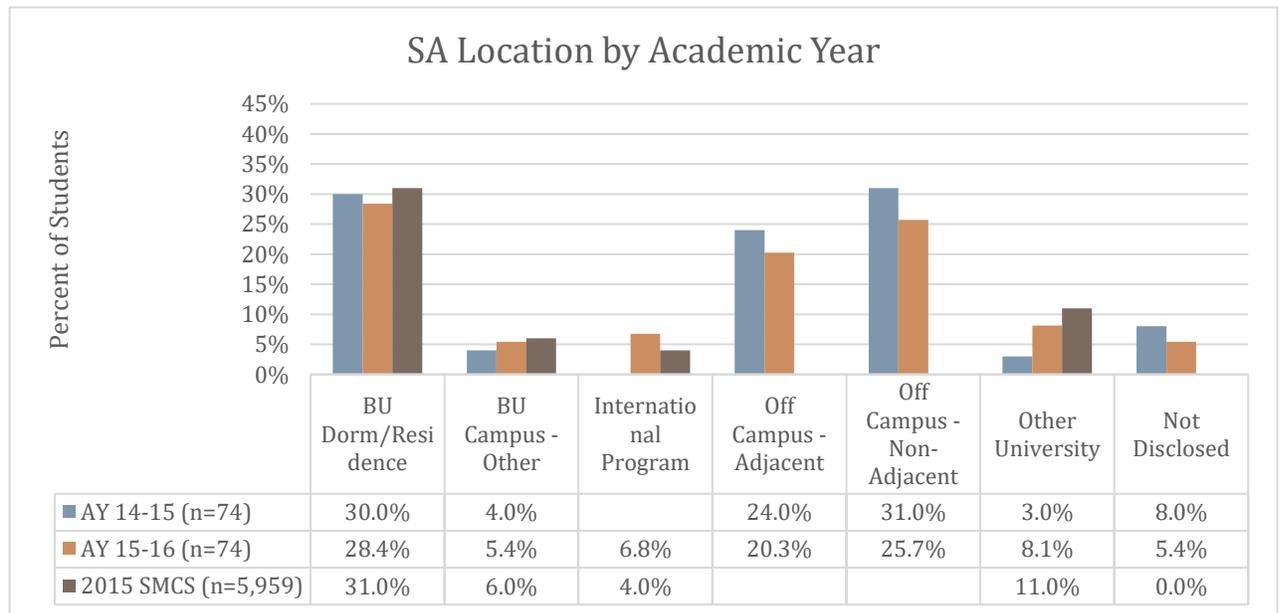


Figure 18. SA Location by Academic Year

² On-campus-adjacent is used here to refer to locations that are not university property but are close in proximity and frequented by BU students.

DOMESTIC VIOLENCE STUDENT CONTACT

The following figures represent the 26 students who received clinical services from a SARP counselor for the presenting problem of domestic/dating violence.

Victims/survivors of DV are primarily female (female 96%, male 4%, trans* 0%). Similarly, perpetrators of DV are primarily male (male 88%, female 12%, trans* 0%). This is consistent with the 2015 SMCS for both gender of victim (female 75%, male 23%, trans* 2%) and perpetrator (male 92%, female 8%). A majority of DV victims/survivors were undergraduate students (77%), compared to graduate students (23%).

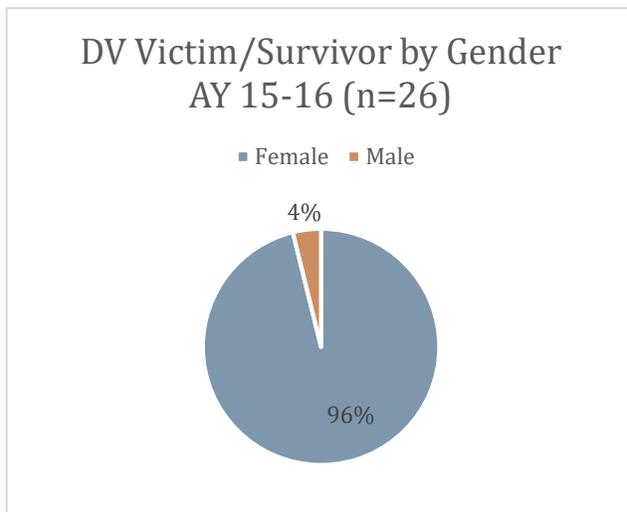


Figure 19. DV Victim/Survivor by Gender

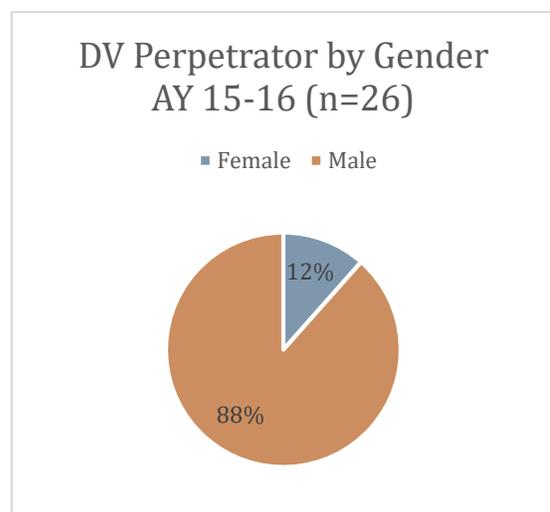


Figure 20. DV Perpetrator by Gender

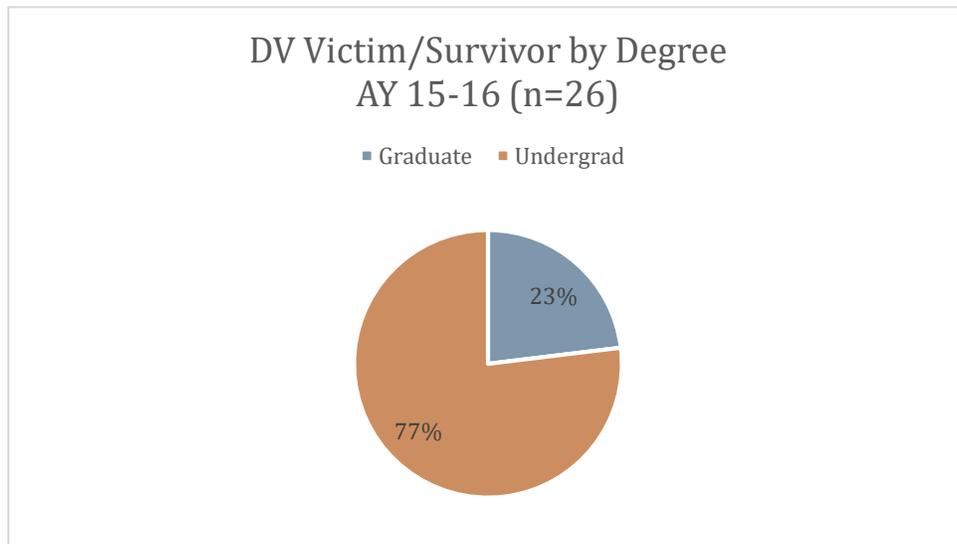


Figure 21. DV Victim/Survivor by Degree

About one half of these victims/survivors were in a current relationship with abuse (46%), with the other half seeking clinical services for a past relationships (54%). Nearly all perpetrators of DV were primary romantic or sexual partners (81%), while the others were made up of family or other relationships (19%). It should be noted that for the purposes of data collection, SARP uses a broad definition of domestic violence that is inclusive of romantic/sexual partners, as well as other loved ones and/or family members.

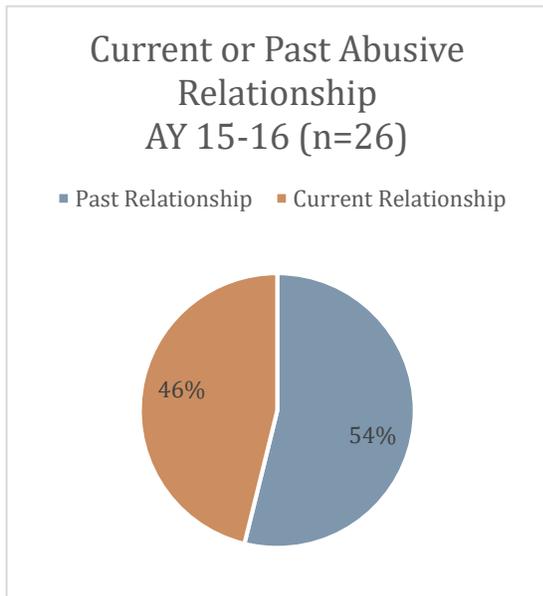


Figure 22. Current or Past Abusive Relationship

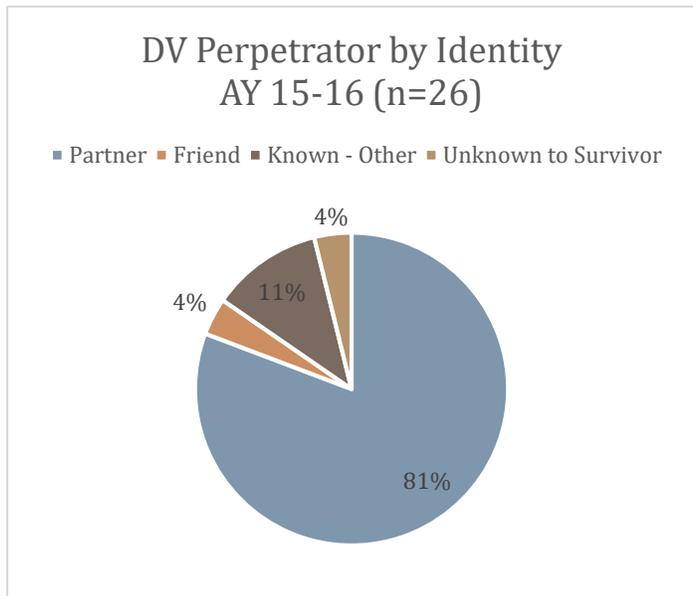


Figure 23. DV Perpetrator by Identity

Fifty percent of the DV perpetrators were other Boston University students, while 15% were enrolled in another university. Fifteen percent of DV perpetrators were not enrolled in any university, while 4% had an affiliation unknown to the victim/survivor.

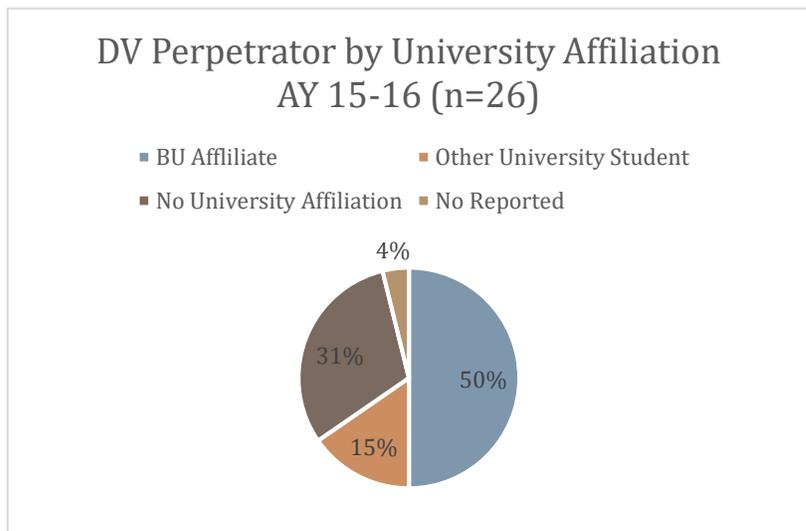


Figure 24. DV Perpetrator by University Affiliation

CLIENT FEEDBACK

All students seen at SHS are provided a client feedback survey that encourages them to rate their experience with services from the clinical staff. The figure below represents quantitative data from surveys submitted by 29 individuals in AY 15-16. It should be noted again that this is a small portion of the students seen and is unlikely to be fully representative of the total population of students seen at SARP.

- 97% of students either agree or somewhat agree that their appointments were scheduled in a timely manner.
- 100% of students either agree or somewhat agree that their confidentiality was respected by their counselor.
- 90% of students either agree or somewhat agree that their counselor validated their experience and/or feelings.
- 93% of students either agree or somewhat agree that they have been supported by their counselor.
- 89% of students either agree or somewhat agree that it is easy to communicate with my counselor.
- 67% of students either agree or somewhat agree that the on-call counselor has been helpful.
- 82% of students either agree or somewhat agree that their symptoms have improved since coming to SARP for services.

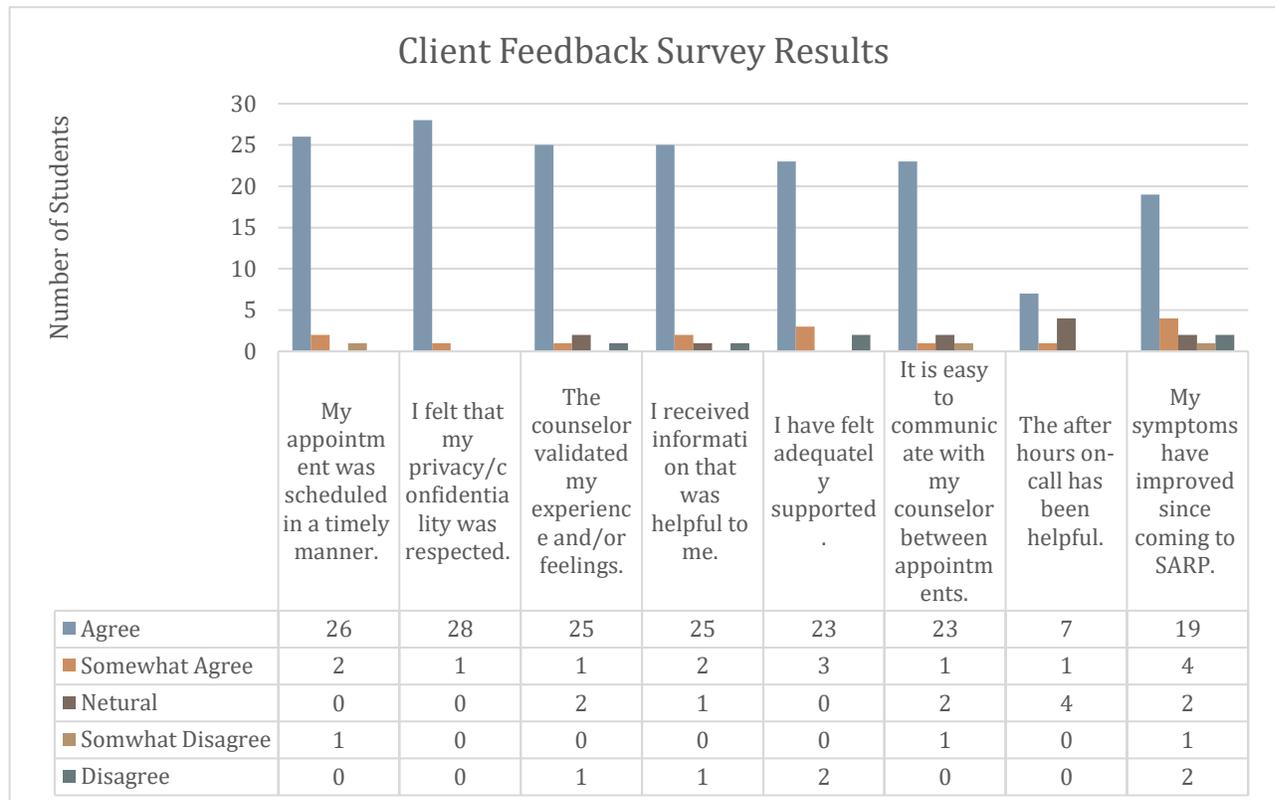


Figure 25. Client Feedback Survey Results

In addition to quantitative data, the survey provides an opportunity for clients to provide qualitative data. The following are quotes taken from this qualitative data:

- "SARP is amazing; I would not have been able to deal with this difficult time in my life without SARP's continuous support and understanding. "
- "SARP has been incredibly helpful. This program has helped me to cope with perhaps the greatest crisis I have ever experienced in my life. SARP has been able to help facilitate so many things regarding my school work and living situation, and I cannot express my gratitude enough."
- "I just wish I would've found SARP earlier. I feel so much better after receiving help, and I think without [my counselor], I would've just sunk into depression. I felt so supported by her, and I trusted her input. She really stopped me from going down a really dark path."
- "The visit was very helpful and I am glad the counselors at SARP were able to help tremendously."
- "... SARP is actually changing my life and I know they could change more on this campus if they had more counselors and if more people knew about SARP..."

GROUPS

The group program, started in AY 13-14, continues to benefit students looking for peer-support and counselor-led guidance. In addition to the support group for students who have experienced the death of a parent or guardian, a psycho-educational group for survivors of sexual assault as well as one for survivors of dating violence were added. The group for sexual assault survivors has developed into an ongoing process-oriented group, while maintaining its supportive and educational goals.

The three groups were facilitated by SARP counselors. Group size ranged from 4-6 students. Although this may seem like a small amount of students, group programs are notoriously difficult to initiate, especially since two of the groups – grief and complicated relationships – are brief treatment models that begin and end with each semester. SARP counselors will continue to enhance the group program by sustaining the survivors support and complicated relationship groups, and by assessing the interests and needs for other therapeutic groups.

TRAININGS

SARP 101 for RAs Provide basic information on SARP services and introduce all RAs and GRAs to their role in responding to issues of sexual misconduct.

SARP 101 Brief informational presentation with information about the services SARP provides to BU students and how to access these services.

- FYSOP student staff and coordinators
- Incoming School of Theology graduate students
- Incoming Questrom School of Business graduate students
- Incoming Sargent College graduate students

The Treatment of Intimate Partner Violence Clinical training for providing psychotherapy for survivors of intimate partner violence.

- The Danielson Institute, 20 mental health clinicians

Working with LGBTQ+ Students Training on the foundational concepts of sex, gender, and sexuality and best practices for RAs.

Violence in LGBTQ+ Relationships

FYSOP Gender and Sexuality Focus Area Student Staff, 20 leaders

Healthy Relationships Discuss and define the spectrum of relationships from abusive to healthy and provide information on how to access services on campus and locally in Boston.

- SHS-Wellness Event during “Frisky February,” 6 students
- FYSOP Gender and Sexuality Focus Area, 100 students

FY103 Students will engage in discussions about social identities (race, ethnicity, national origin, sexual orientation, gender, disability, age, religion, and socio-economic class), examine systems of oppression, and identify opportunities to work towards social justice. As a guest speaker, a SARP Crisis Counselor led discussion about gender, sexuality, and the intersection of interpersonal violence for each class.

PANELS, DISCUSSIONS & COMMITTEES

Graduate Resident Assistant (GRA) Crisis Intervention Training. SARP joined five other BU departments to discuss how GRAs will interface with offices when serving on call.

Sexual Misconduct Climate Survey Q&A. Sexual misconduct climate survey Q/A with task force chairperson and SARP crisis interventions counselors.

Gender Advocacy & Progress (GAP) Week: Discussion with “The Haze” playwright Heather Marlowe. BU student government initiative to educate community about the gender inequality.

Sex in the Dark Panel discussion regarding issues of sexual health and health romantic relationships, with students asking anonymous questions. SHS-Wellness Event, 700+ students

Examining the Public Health Impact of Sexual Assault on Campuses Panel following screening of excerpts from the film *The Hunting Ground*. School of Public Health

It's on Us- Prevention, Providing Support and Ensuring Accountability- Addressing Sexual Misconduct Presentation at Tenth Annual NADIIIAA (National Association of Division III Athletic Administrators) Forum, Denver CO

Addressing Sexual Misconduct in Ways That Make a Difference: Prevention, Providing Support and Ensuring Accountability Presentation at 2016 NCAA Annual Convention, San Antonio TX

Member of University's **Sexual Misconduct Climate Survey Task Force**

Member of University's **Sexual Misconduct Working Group**

Sexual Misconduct Table Top Exercise participant

RHA Annual Dinner attendee

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