

Presented by the ASIS School Safety and Security Council

CAMPUS SECURITY

RESPONDING TO RAPE AND SEXUAL ASSAULT

CONTENTS

Zero Tolerance	3
Rape is a Criminal Act	4
Michigan Tech	6
Preventing Sexual Abuse at Schools	7
Sexual Abuse of Males in America's Fraternity System	9
If	11
Unwanted Sexual Contact in the Military	12
Sexual Assault and Rape Investigation	15
Annex A: Campus Sexual Assault Study	16
Annex B: Criminal Investigation Standard Operating Procedure	18
Additional Resources and Further Readings	20

This project was developed after a conference call with ASIS Council members where we discussed that specific operational issues pertaining to our schools were not being properly addressed. The purpose of these papers is to identify issues, examine what seems to be working and what isn't, and create recommendations for dealing with issues tailored to local conditions. This paper is the second in a series initiated by the ASIS School Safety & Security Council.

The creation of the first paper was highly debated. The topic of bullying and harassment is one that affects many people—it is a serious issue for thousands of children and their parents. It's on our mind when we watch the evening news as parents announce that they filed lawsuits against their school because it failed to prevent the bullying or to take corrective action.

Sexual assault, especially for our female population, is as bad if not worse on an administrative level. One in five female students will be raped while attending college—think about that for a moment. A lot has been said and written about sexual assault and the incidents reported to campus police, but can the same be said about operational issues?

We want to sincerely thank all members of the School Safety & Security Council, Women in Security Council, and Crime Prevention & Loss Prevention Council for their hard work on these projects. We had many healthy discussions over these papers and their contents.

A special thanks goes out to Inge Sebyan Black, CPP and Linda Watson, M.S., CPP for their contributions, as well as Donna Beels, Rick Shaw, Sean Spellecy, Jason Stone, and Jason Thomas Destein.

We hope this paper is of help and assistance to school administrators as well as campus safety and security practitioners.

Fennelly & Perry

ZERO TOLERANCE VS. GUIDELINES FOR CRIMINAL BEHAVIOR

by Lawrence J. Fennelly and Marianna A. Perry, CPP

While industry professionals and federal officials have steered away from zero tolerance policies over a variety of reasons, we strongly encourage school administrators to continue to establish well promulgated policies and disciplinary guidelines that outline the potential consequences of infractions and the adjudication process. Understanding that there is no “one size fits all” solution, moving away from zero tolerance allows for each infraction to be evaluated based on the totality of circumstances and merits of the evidence presented.

The policies, procedures, and processes should not only be widely distributed to staff and students, but also to parents and guardians. Having an informed parental community and educating others why certain policies and/or consequences exist not only demonstrates transparency, it provides a forum to receive constructive feedback and gives constituents a sense of ownership in the process. This can increase the likelihood of community support, accountability, and compliance.

One way schools often foster an environment of safety and compliance is by providing staff, students, parents, and others with the ability to report infractions or concerning behavior to school administrators anonymously. Anonymous incident reporting and surveys are effective tools to allay fears or concerns of retribution, making things worse, or “tattling.” There are many ways to facilitate feedback, such as dedicated telephone contact numbers, websites, email, text messaging, and mobile phone apps. School administrators should review and investigate each complaint as outlined by the Office of Civil Rights in their “Dear Colleague” letters, internal policy, and seek the advice of Counsel when necessary.

At a minimum, schools should establish policies that prohibit, limit, or determine unacceptable behaviors and consequences of the following:

- weapons possession/use
- prescription vs. nonprescription drug possession/use
- alcohol/tobacco possession/use
- bullying/cyber-bullying/harassment/hazing
- **sexual assault/misconduct/harassment**
- stalking
- bias crimes
- use of cell phone and personal computing devices
- social media standards
- graffiti and property damage
- any criminal activity

It is critical school administrators understand—Even though we are stressing the value of policies and administrative guidelines as essential, they alone do not address the multi-faceted and often unique disciplinary challenges facing school administrators. They are in fact critical ingredients to a larger recipe for developing a culture of awareness, civility, and compliance within our schools.

RAPE IS A CRIMINAL ACT, EVEN ON COLLEGE CAMPUSES

by **Inge Sebyan Black, CPP**, (CFE, CEM, CPOI)

Our earliest draft of this paper included a quote from a Department of Education press release:

“55 colleges are currently under federal investigation for failing to recognize the “rising temperature” of sexual assaults on their campuses.”

Over two years have since passed and, as of March of 2016, federal authorities were investigating 208 sexual violence cases at 167 colleges and universities.

INTRODUCTION

Thirty years after President Ronald Reagan honored crime victims in a Rose Garden ceremony, thirty years after the establishment of the Office for Victims of Crime as a National Response Center, why are the real statistics of rape on college campuses still hidden? Why are schools not demanded to provide adequate support, full disclosure, specific training, and appropriate disciplinary action that address the sex crimes that happen on campus? Why can't we keep our campuses free of sexual assault, in any and all of its forms?

Rape is the most common violent crime on American college campuses, and especially at risk are college women. To clarify and avoid confusion over the definition of rape, the FBI defines it as “penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim,” which contains a revision to the definition by the Obama Administration. Where in 2012 the language referred to sex inflicted as “forcibly and against her will,” the change in the language now includes victims who are incapacitated by alcohol or otherwise unable to give their consent.

In 2014, President Barack Obama signed a memorandum creating a task force to respond to campus rape issues. Obama said he was speaking out as President of the United States and as the father of two daughters, and that all men must express outrage to stop the crime. I say everyone should express outrage and be compelled to stop this crime. We must acknowledge the seriousness of the problem. After following problems uncovered in an investigation by NPR and the Center for Public Integrity, Vice President Biden announced on February 9, 2014, that schools must do more to prevent sexual assaults on college campuses and to investigate these in a timely manner.

When addressing the issue of acquaintance rape, we need to include a multitude of offenses that encompass this crime. We need to include stranger rape, party rape (including gang rape), date rape, rape by a former intimate partner, rape by a current intimate partner, drug-induced

rape (using chemicals such as GHB, Rohypnol, or similar), sexual battery, and verbal coercion to obtain sexual intercourse, to list a few.

ONE OUT OF FIVE

The White House Council on Women and Girls reports, “no one is more at risk of being raped or sexually assaulted than women at our nation’s colleges and universities.” The rape statistics are already staggering, but all reported numbers are inaccurate because the real numbers are unknown. A White House report estimated that one out of five women on college campuses are raped. I argue the truth is much higher than that. Many victims don’t come forward that they were sexually assaulted. Why? Besides embarrassment and shame, how about fear of publicity, fear of reprisal from the assailant, fear of social isolation from the assailant’s friends, fear that police or the prosecutor won’t believe her, fear of facing the legal system, fear that her family will find out, the self-blame for drinking or using drugs before the rape, and the self-blame on how she allowed herself to be alone with the assailant.

The White House report indicated that most campus sexual assaults are fueled by drinking and drugs. No one is arguing that alcohol doesn’t cloud judgment and changes one’s behavior, but the fact is, neither alcohol nor drugs should allow an open invitation to sex. We often hear media reports on how “alcohol and drugs were involved.” It is time we force perpetrators to take responsibility for their actions. We must stop blaming the victim. It is no wonder why victims don’t report when they are sexually assaulted. There are plenty of reasons in addition to pressure from the victim’s family, friends and the school itself.

Rapists are often serial offenders. From one report, over half the men who’ve raped a person admitted to multiple offenses. One report stated rapists are often guilty of victimizing an average of six women during their college career. School administrators often view sexual assault as “teachable events” rather than face the evidence that a student on campus may be a serial rapist. Because the number of rape and attempted rape crimes are underreported, school administrators and the police have the false impression that their current efforts are adequate, when in fact, they are not.

THE TASK FORCE

President Obama has assigned a task force to hold schools accountable. Schools have long been required to publish crime statistics, however, the Associated Press under the federal Freedom of Information Act (FOIA) tells a different story: that there is a continuing problem for colleges in investigating crime. The U.S. Department of Education has received complaints alleging universities have not accurately reported on-campus crime, nor have universities punished perpetrators as required under federal law.

Congress enacted the Student Right-to-Know and Campus Security Act of 1990 covering all colleges and universities receiving federal funds. A 1992 amendment require campuses to give, in detail, rape victims' rights and to annually publish information on prevention programs. In 1998, another amendment added reporting obligations and renamed the act the Jeanne Cleary Disclosure of Campus Security Policy and Campus Crime Statistics Act (a.k.a., the Cleary Act). This stemmed from Jeanne Cleary's rape and murder on a college campus, which brought to light inadequacies both in knowledge of the problem and in college reporting of this crime. Federal laws were put in place to address sexual assault, for example, Title IX, the Federal civil rights law that prohibits gender discrimination in publicly funded educational programs, the renewed Violence Against Women Act, which was signed into law last year with new provisions on college sexual assault. The U.S. Department of Education investigated and appropriately fined schools that do not accurately report crime.

- In 2006, Eastern Michigan University was fined a then-record \$357,000 for failure to report the sexual assault and murder of a female student in her dorm room.
- In 2008, Arizona State University paid out \$850,000 after it failed to expel an athlete with a history of harassment who later raped a woman.
- In 2007, the University of Colorado paid out \$2.5 million because members of its football team sexually assaulted two women.

Yet despite the federal laws created to protect students, colleges and universities still *fail* to protect them.

THE IMAGE

There is a reason schools underreport sexual assault crimes. They create a negative public image. Statistics are skewed if the crime occurs off campus, which then becomes under the jurisdiction for the local police to investigate rather than the school. Another way schools can avoid public scrutiny is by having the suspect attend a campus proceeding, often in secret, and avoid judicial consequences.

Students Active for Ending Rape (SAFER) is a nonprofit group that works with student activists to push for sexual assault policy changes on campuses. In a 2013 report, SAFER published that schools often do not fully address the problem of rape on campus. They gave more than 80 percent of college policies a grade C or below and an F to nearly one-quarter. One-third of colleges do not fully comply with the Cleary Act.

Besides schools' failure to adequately respond to and investigate sexual assault, schools need to promote training for their staff, their police and security departments, and the students. This training needs to be a priority and the emphasis needs to be on communication, reporting

the crime, supporting the victims, and convicting the perpetrators.

An investigation into sexual assault on campuses conducted last year by the Center for Public Integrity (CPI) found a miniscule number of prosecutions of campus acquaintance rape. When prosecutors decline to prosecute a case, the only recourse is to seek justice through their university's disciplinary system. Unfortunately, most colleges are not equipped to investigate or resolve sexual assault cases. Schools are also unwilling to impose harsh sanctions on the perpetrators. We can't expect a victim would feel safe with her assailant still on campus.

College women are significantly more likely to be raped than college men, who were usually raped by another man. The FBI Uniform Crime Report (UCR) does not track data on male rape victims. The National Incident-Based Crime Reporting System (NIBRS) does collect statistics on men who are victims of rape, but NIBRS is not used throughout the United States. Some researchers have begun to collect information for data on males who are raped, which suggests that up to 10 percent of acquaintance rape victims on college campuses are male victims. The FBI data only require reporting rapes that involve force or fear, which had disqualified accounting most acquaintance rape where the victim was incapacitated.

In 2002, the Department of Justice commissioned a report that found a number of inherent problems with university policies and practices regarding sexual assault. Among the issues was a tendency to "unintentionally condone victim blaming." This report found that 38 percent of schools require sexual assault sensitivity training for campus law enforcement. Only 37 percent of schools fully comply with federal regulations about report crime. The CPI investigation also reported that even when college administrators found a student guilty of sexual assault, they were reluctant to expel the perpetrator. It is disturbing to know that if a man rapes someone off-campus, he can face years in jail, but if the rape occurred on campus, the victim could see him the next day in class. The Office of Postsecondary Education shows that Michigan State University reported 32 forcible sex offenses on its campus between 2007 and 2009, but it showed zero disciplinary actions associated with those crimes.

Social pressure to remain silent can be very intense. How do we help victims come forward? How do we break this silence? *Do not judge her. Do not blame her. Do not humiliate her. Support her and believe in her.*

Sexual assault is unacceptable and we must demand universities and colleges provide full disclosure. Schools must provide sexual assault and date rape education, better and clearer reporting efforts, counseling, zero tolerance and zero exemptions of athletes, and enforce prosecution in every case. We need to do a better job communicating the facts about this crime. In your colleges policy and procedures, be sure to add a section titled "Guidelines for Criminal Behavior."

CONCLUSION

The longer we remain silent about acquaintance rape, keeping it a hidden crime, the less likely anyone will find the incentive to invest sufficiently in its prevention. Stranger rape results in dramatic and much unwanted publicity for schools, and administrators often prevent these by investing high dollar amounts in prevention initiatives. Acquaintance rape, however, has a higher likelihood to occur without these resources or prevention measures. If we increase reporting, even anonymously, it may force colleges to take notice and invest in effective acquaintance rape prevention.

Researchers suggest that educational programs are the most effective acquaintance rape prevention approach. We need to pressure schools into providing multiple intervention efforts, including repeated and reinforced exposure to acquaintance rape and all forms of sexual assault. Police and other trained professionals should conduct training programs—at high-risk times and to high-risk groups. Police involvement can help assure students that the college takes this crime seriously. Programs should focus on changing behavior and attitudes. Besides conducting various training programs, the schools also need to evaluate their particular programs for effectiveness. Also necessary, is educating campus police departments on the importance of investing resources and prevention for acquaintance rape, not just stranger rape.

What is really needed is for campus administrators to have a conversation with students and student groups about sexual assault and rape culture. A meeting may initiate campus wide initiatives. An overhaul of the current reporting and investigating policies must occur to provide a safe and secure environment where our youth, especially our young women, can receive an education without being sexually harassed, sexually assaulted, or having any worry of being raped.

In July 2014, Drew Faust, President of Harvard University, was quoted in *Harvard Magazine*, “We must and will do better in committing ourselves to battling sexual assault and supporting its survivors.”

MICHIGAN TECH DEPARTMENT OF PUBLIC SAFETY AND POLICE SERVICES

by **Lieutenant Donna Beels**

Here at Michigan Tech, we are doing a few things to promote sexual assault prevention and awareness.

We are very aware of the White House Sexual Assault Task Force. Rape Aggression Defense (RAD) is a program composed of realistic self-defense tactics and techniques for women. The RAD program is a comprehensive women-only course that begins with awareness, prevention, risk reduction, and risk avoidance, and progresses to the basics of hands-on defense training. This program is offered as part of a crime prevention strategy through Public Safety and Police Services.

We have a Residential Officer Program. The program builds a strong link between Mich Tech students and campus law enforcement. A police officer lives in the residence hall interacting with residential students. The officer attends residence programs and conducts safety talks and sexual assault prevention classes in the residential halls.

We participated in “Take Back the Night” and held a candlelight vigil on campus. “Take Back the Night” serves to create a safe community and respectful relationships through awareness events seeking to stop sexual assault and domestic violence.

We have a Title IX committee that meets every month. The committee members are from different areas of the campus such as Athletics, ROTC, Student Life, Public Safety and Police Services, Conduct Services, and International Programs. This committee works to inform students of the various resources available for Title IX violations, sexual assault, and/or prevention.

PREVENTING SEXUAL ABUSE AT SCHOOL

by Sean Spellecy

It is one thing to read an article in your local newspaper about a reported sexual assault,¹ it is a whole different experience to watch a 13-year-old girl struggle every day in middle school because a school bus driver in your district sexually abused her when she was in the fifth grade.

The purpose of this brief narrative is to have a school administrator's perspective and additional awareness about sexual abuse incidents in schools to provide recommended research-based and proven effective methods that, if embedded in daily operations at educational institutions, will reduce the number of sexual abuse incidents.

THE PROBLEM

As a former middle school principal, we were fortunate that we never had a situation where a staff member was suspected of committing inappropriate sexual acts against a minor. That doesn't mean, however, we didn't see the negative fallout of sexual abuse on a daily basis. What it does to a student, their family, the school, and our community is so pervasive and devastating that it can't be described as anything other than tragic. I went looking for research-based and proven effective prevention methods in 2008, and I was shocked. I was not shocked from what I found, but rather from what little there were.

For the purposes of this article, I conducted an anonymous survey that asked current school administrators to list "what actions are you currently taking to mitigate the risk of a staff member to student sexual abuse incident." I sent the link in an email to a thousand private and public K-12 school administrators across the United States. The email was sent on April 23, 2014. 278 responses were returned by May 20, 2014. The following are the top five common responses:

Background checks prior to employment	271 (97%)
Strengthen or revise current school policy	208 (75%)
Supervise or have other staff supervise more closely	197 (71%)
Provide a reporting procedure or way to tell an adult	113 (41%)
Work with local law enforcement, consultant, or outside agency/organization	96 (35%)

After conducting this survey, it became apparent there are items that can launch more in-depth articles and studies:

- Not one administrator listed more than four actions
- 45 administrators asked if there were any more actions that we could recommend for them to take
- 16 administrators listed "regularly check or subscribe to sex offender notification websites"
- 24 administrators listed "educate staff/students/parents on the characteristics of a sexual abuser," but only two of these administrators listed educating all three

The results I chose to use from this short survey are those that school administrators who took this survey need more of to put in place effective prevention methods to reduce the risk of a sexual abuse incident at their school. (Side note: There is no 100 percent accurate way of stating the current percentage rate of schools that will experience a sexual abuse incident. This is primarily due to the fact that it would require every sexual abuse incident to be reported.)

THE SOLUTIONS

A 2012 report from the Centers for Disease Control and Prevention found that the estimated average lifetime cost per victim of nonfatal child maltreatment (which includes sexual abuse) is \$210,012. If we multiply that by 3.5 million students currently in school who report physical educator sexual misconduct that result is more than \$735 billion (Fanga, Brown, Florencea, & Mercya, 2012). And that's just for students currently in school.

— Charol Shakeshaft

"Knowing the Warning Signs of Educator Sexual Misconduct"

Listed below are the actions we have our schools take for the past two years. There are additional prevention actions out there, but these fit best into the flow of the "normal" school day operation. Our key point is regardless of the actions taken, they cannot be taken only once and then forgotten. The actions have to be embedded into the daily operations throughout the school and evaluated on a regular basis to make sure they remain effective.

- 1) Create an atmosphere of "uncomfortability" for person(s) intending harm.
 - a) Educate your staff on a regular basis on common sexual abuser characteristics and common characteristics of those who have been abused or have the potential to be abused.
 - b) Educate parents on the same characteristics.
 - c) Educate students on how to avoid being in compromising situations: What is appropriate "touch" and how/when to report a concern. (All of this should be done with age appropriate guidance and within the cultural guidelines of your school.)

¹ "Teacher Arrested for Sexually Abusing Student" <http://washington.cbslocal.com/2014/05/22/teacher-arrested-for-sexually-abusing-student>

- d) Maintain an anonymous concern reporting system [it has multiple benefits] and regularly send reminders of its existence. Maintain that you want concerns reported in-person. If that is not possible, educating and maintaining awareness on what has been taught will take very little class and professional development time. These actions also will make someone taking or contemplating taking inappropriate actions very, very uncomfortable.
- 2) Rule of Three: At no time should an adult be alone with a child anywhere unless in an emergency situation. (It should be strictly defined what an emergency situation is.) There should always be three people, preferably two adults and one child. Yes, tutoring and one-on-one conferences can still happen, but they will happen in rooms with open doors and/or adults around.
- 3) Develop a social networking policy so that “secret” conversations cannot be held between a teacher and a student without parents/administrators permission. Emails, texts, posts, etc., should include (have CC’ed to) the administrator and the parent. This protects the student and the staff member.
- 4) Develop random supervision drop in times from random people for all school activities and areas.
- 5) Make sure that your extracurricular activity policy contains the following:
 - a) Supervision policy that is the same as the school’s (Rule of Three).
 - b) Locker room policy that does not have an adult in the locker room without another adult, and does not have kids unsupervised for more than 5 minutes.
 - c) Same social networking policy as above.
 - d) Transportation policy that does not allow a staff member to transport a student by themselves.
- 6) Screen your potential employees and volunteers carefully. Background checks that go back only 7 years and only cover the area in which the applicant lived are not sufficient. State laws that do not allow a more thorough background check are usually referenced after it turns out a teacher had multiple convictions in other states but was hired due to having a “clean” background check. Schools can be much more proactive by not accepting “they worked here from this date to that date” as an acceptable reference check. Schools can do background investigations instead of just background checks that verify professional licensure, education degrees, certificates, credit levels, etc.
- 7) Develop a self-reporting policy. Especially if a staff member is involved in any type of action that would change the status of the background check information that was supplied prior to being hired.
- 8) Monitor site server logs. Two people should look at server logs for inappropriate sites being routinely blocked/accessed while also looking at the site content and time spent on the sites. It will help make sure those searching for constant “visual stimulation” are not from your school.

Despite all the known effort to support that 13-year-old girl I saw in the halls every day, she ended up dropping out of school as a junior. She has three children from three different fathers and two admittances to a chemical detox unit.

This section was a brief response to what our schools are facing today in terms of sexual abuse incidents. We have provided some of the prevention methods that can be embedded into the day-to-day culture and operations. Awareness, research, and continued assistance is needed to make schools a safe environment, and further help is needed to end sexual abuse.

SEXUAL ABUSE OF MALES IN THE AMERICAN FRATERNITY SYSTEM

by Jason Thomas Destein

When asking college students why would they decide to join the Greek System, you can expect typical responses like, “we did it for the camaraderie” or “to have a place to party with friends” or maybe “to be with like-minded people.” Everyone has their own reasons and I certainly had mine. What’s interesting is I had no idea what I would be getting into by pledging. To be clear, the experiences I had were in no way, shape, or form anything close to what I will be describing in the following pages. Looking back on my experiences, mine were actually not too bad.



When you think of joining a fraternity, a few thoughts can go through your mind. Thoughts like pledging, hazing, and maybe some “mental stress.” I’m not sure how many people would associate sexual abuse or rape with the thought of joining a fraternity. The truth is, sexual abuse and rape during the pledging process do happen, and they happen more often than you might think. Have you ever heard of the ‘elephant walk’? Ever tried to imagine how many different ways a Sharpie can be used? Certainly you’ve heard of or seen images of the ‘brick and string’? How about Paddling? While these may seem harmless in Hollywood movies, laughs aside, the reality is often something entirely gruesome to witness.

So why are smart, young college students accepting these types of behaviors and do these physically and brutally abusive activities while pledging for a fraternity? Don’t get me wrong, sororities can be just as abusive but in a different way. I want to stay on the topic of abusive behaviors toward males because it is more often under reported. We, in our society, tend to be more protective of females and would do almost anything we can to raise awareness when their safety is involved. With guys, it seems to be more of a “hide and seek” with these types of stories since they are generally regarded as embarrassing to the victim. The stories, however, are out there; mostly kept secret by those who are abused and those who do the abusing, and probably for obvious reasons. Nonetheless, these are criminal acts and we really do need to raise awareness on this subject. Let us look at a few things surrounding these acts.

Why do those who pledge accept them? The really abusive acts don’t happen right away so pledges don’t immediately quit the process. By the time the sexual abuse starts, the students may feel they are too far into the program to

quit. They may also feel the peer-pressure to stay with it. One thing to consider is some students may be afraid of further physical violence and ostracism if they do quit. The “Greek System” or the students who make up the Greek System do everything they can to keep their programs as secretive as possible. The acts may have leaked out, but usually those who commit the acts remain a secret.

Why are these acts being committed? There are multiple reasons. One reason is a complete lack of responsibility by those committing the acts. There is a sense of invincibility among those already in fraternities, mostly due to the fact that they feel nobody will file reports against them. For the most part, they are right. Seldom are these acts reported.

Another reason is attributable to irresponsible use of drugs and alcohol. Many times if it’s related to pledging activities, the brotherhood will ignore those under the influence since it was all done in good fun. They’ll look the other way to what are being done to the pledges. Needless to say, when drugs or alcohol enters the equation, those activities involving physical and sexual abuse tend to increase. Sympathy for others and recognizing wrong from right is greatly diminished. The ability for a student pledge to try and rationalize with someone under the influence is also greatly diminished. This combination can and will lead to physical abuse, sexual abuse, sexual humiliation, and other criminal behaviors.

To differentiate the out-of-line actions from regular initiation, what are some of these abusive acts we are talking about? I mentioned the ‘elephant walk’ earlier. The elephant walk is when the pledges are stripped naked and lined up. They are instructed to lean forward, insert one thumb in their mouth and the other thumb in the anus of the person in front of them, and then they begin walking. No thank you, you say! But it happens on our college campuses. I also mentioned Sharpies. In this activity, pledges are lined up—again, stripped naked—and their bodies are marked up with the marker to point out some not so nice features. Taking it too far, the marker is forcibly inserted into the anus, causing severe physical and mental harm to the pledge, not to mention the sexual abuse aspect of the act.

A reason why these acts are committed is sheer abuse of power over the students who are pledging. Students already in the fraternal system tend to have a superiority complex. They went through the process once themselves, and now it’s their turn to dish out the pain. When you add the fact that these activities are seldom reported due to an oath of secrecy in place, that superiority complex grows. In some cases, those in the system become curious to see how far they can push the limits on those who are pledging. That is when rape of pledges can occur. Those with power will impose it over those who feel they do not have power. They are told that if they don’t conform to the sexual act, they will never be allowed to become members of the fraternity. They are told that if they say anything of the sexual act, they will be physically beaten and, again, will not become members of the fraternity.

I want to be clear, these acts and behaviors are not indicative of everyone in the Greek System. Most fraternities and sororities treat their pledges with respect while staying true to their traditions. I do not want to paint a picture that they are all horrible or have complete disregard for people. But we cannot ignore what we know to be happening on our nation's campuses.

So what signs should we be looking for? Is there any indication that these acts are taking place? What actions can be taken to help end this on our campuses?

Looking for signs can be difficult. Unless you are trained to look for physical abuse, it can be tough to see the signs. It might be easier to see the mental signs of this type of abuse. Those who are closest to the student being abused might see them more withdrawn, less talkative or not engaging in normal conversation. I do not profess to be an expert on the signs of abuse, but I do know when my friends are acting differently. Secondly, how can you tell if these acts are taking place on a campus? Unless you're living in the house where these activities are taking place, it can be difficult to see what is happening. It is not impossible, though. You have to be highly observant—observant of those consistently returning to their dorm rooms late at night. Observant to what condition they are returning in and how they are dressed when returning versus how they were dressed when they left. Do they appear to have any injury that would affect the way they are walking or their posture? This is by no means easy to observe as it takes time, consistency on the part of the observer, and close attention to detail. But the signs can be there for someone to see.

What actions can be taken to end these acts? I think there are a few things that can be done. First, and maybe most important, is awareness that these acts and behaviors take place. We can inform all incoming freshmen that this exists, that it can occur on their campus, and it will not stop until people speak up and out against it. It is the students who must be empowered to stop this activity once and for all. Every freshman orientation class should include a list of what type of hazing and abuse acts could possibly take place during the pledging periods. The more information is shared, the less likely these acts are to take place.

All freshmen need to sign a commitment letter stating that they will not pledge during their first semester on campus. This is important as it will give them time to watch and learn what really happens in the Greek System. If we can give them time to make a more informed choice, then maybe we can prevent a senseless, stupid act from occurring. The other component of this is educating their parents as well. The more they know what their child may go through may help them talk to their children, regardless of their ages, and help them make better choices. Schools should take the time to create a video for parents to watch on hazing and the types of abuses that can occur. It could be a powerful tool to force parents to have those difficult conversations. Additionally, schools can provide training for all RAs (resident administrators) or those with super-

visory roles on the floors of each dorm to know what signs to look for, on how to be more observant, and how to spot some of the physical signs of abuse. These signs for what to look for and how to be more observant can be trained for or provided by campus police.

Lastly, the fraternity systems need to be held accountable. Zero tolerance policies are far too numerous to be taken seriously anymore. Examples need to be set. Let the punishments be made known. Until students are aware of and truly understand the serious repercussions of abusing fellow students, they will continue to commit these acts. I wish there was a perfect way to teach them the importance of personal responsibility or how the choices they make will stay with them for their entire life. It would be great to see schools offering a free seminar to their students on responsibility. In the end, much of this is dependent on the parents of each student to raise him the right way.

CONCLUSION

I want to say again that this is not an indictment of the Greek System. A vast majority of the students in the system, or have graduated from the system, are really great people. It is a great way to socialize with others. However, a small percentage who don't take responsibility for themselves can give the system a bad reputation. Until we educate those who are thinking about joining a fraternity and set expectations that bad choices will result in detrimental actions against those carrying out these acts, we can expect to hear more leaked stories from those brave enough to expose what is happening. The examples provided do happen. The sad truth is that it is only a small, censored list of what else takes place.

The acts can get worse as students get more creative or sick with what they do. Add alcohol and drugs to the mix and that will further worsen it as well. The more unchallenged an abuser feels, the worse the acts will become. I think the only real solutions start and end with educating incoming freshmen with real facts. Empower their bright minds to make smart choices without feeling like they are the minority or that they must conform to keep things quiet. Make no mistake, there is big money at stake for the universities—they don't want these stories to get out. It can cost them in recruitment and/or in settlements. But I say embrace the reality. Have direct, honest conversations up front with new students. Set the precedent early and put an end to the abuse.

Recommended Reading:

"The Dark Power of Fraternities," by Caitlin Flanagan, *Atlantic Magazine*, Feb. 19, 2014

IF

by Rick Shaw

When you research hundreds and hundreds of post-event reports like we do here at Awareness, the data reveals the right solutions and the right tools to eliminate these dangerous gaps and disconnects.

IF spending millions upon millions of dollars on security products was the solution, shouldn't campus security and community violence prevention programs be millions of times better? Do schools have the spending budgets to allow implementation of advanced security systems that provide maximum security, and are school administrators willing to make the purchase? Yet even maximum security zones like those found at Fort Hood and the Washington Navy Yard were not able to prevent preventable violence.

IF all of the stop sexual assault organizations, PSAs, and related programs were the total solution, shouldn't the numbers be decreasing as prevention efforts improve? Here are the facts:

- Rape and sexual assault victimization affect one out of five co-eds—approximately 31,000 students per year—on U.S. college and university campuses
- More often than not (80 percent of the time) student victims do not report the assault
- Over 1 hundred colleges and universities are under federal investigation for failures to investigate and prevent sexual assaults on their campus

IF incident reporting systems (some of which have been in existence for generations) were the solution to preventing incidents and tragedies, why do so many incidents and tragedies still occur even when the attacker exhibited pre-incident indicators?

IF passing laws and creating policies were the solution, why aren't some of these laws and policies that have been around for decades making things better?

Evidence-Based Data Reveals Dangerous Gaps ... and Answers Too!

Evidence-based data from post-event reports clearly reveal why schools, colleges, organizations, and communities are failing to prevent preventable incidents, the media headlines, and heartbreaking tragedies.

Most organizations believe because they followed the recipe—they purchased anti-bullying programs, spent thousands to millions of dollars on security products, offered assemblies, implemented an incident reporting system and/or case management system, and created anti-

bullying policies—that they are equipped to proactively prevent preventable incidents and tragedies. Evidence-based data from post-tragedy reports reveal most schools and colleges that experienced incidents and tragedies had some or all of the above.

Please don't fall into the trap of believing student safety will get better by using the same status quo systems and approaches. When you stop and think about it, old school systems and approaches *don't* make sense with new risks and threats. Add in the overwhelming evidence and it is clear old school approaches are not solutions for effectively preventing preventable incidents.

So we beg to ask, what are schools, colleges, organizations, and communities missing? What do the evidence-based data tell us about answers and solutions?

THE BIG PICTURE

We critically need the awareness and accountability programs (PSAs, assemblies), proactive prevention solutions, and reactive response solutions (security devices). But most schools, colleges, organizations, and communities only use two out of those three: the first (awareness and accountability) and the last resort (security reacting to the threat at the front door). Group leaders and administrators must be made aware of the evidence and overwhelming data that by missing the second link (proactive prevention), dangerous gaps will lead to more failures and tragedies.

The good news is numerous forward-thinking leaders across the nation had already seen this data and realize that "next generation" prevention solutions are needed for improving student safety, campus safety, employee safety, community safety, and to proactively prevent incidents and tragedies.

Proactive prevention requires the right tools for ongoing awareness and accountability at the individual level, threat assessment, behavior assessment, secure information sharing, collaboration with third party resources, automated reminders, escalation of at-risk individuals and situations, mental health services and resources, audit-ready documentation of actions taken for legal due diligence, compliance and internal controls, and more.

IF everyone agrees that it is cheaper, safer, *better* to PREVENT tragic events, then why do schools, colleges, and organizations spend millions on security solutions that by design REACT to the threats that have passed the gates? Invest in "proactive prevention" solutions to prevent threats from getting to your front door!

UNWANTED SEXUAL CONTACT (USC) IN THE MILITARY AND ITS ACADEMIES

by Jason Stone

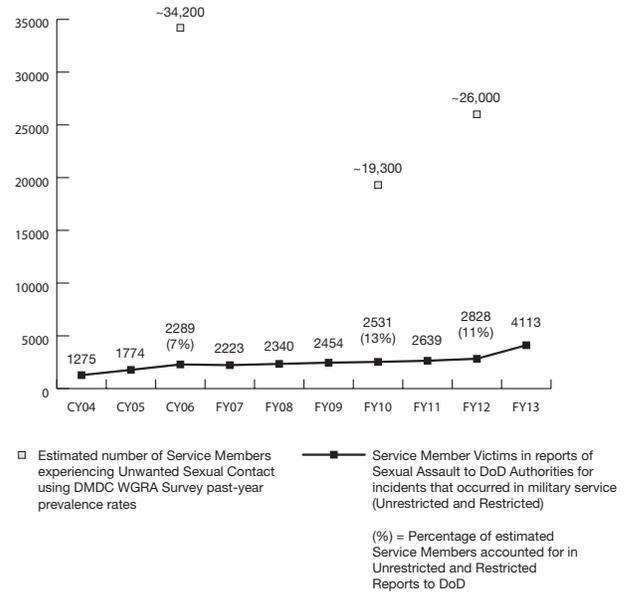
February 2004, the U.S. Department of Defense began a new war. In many ways it was a war like any other—complete with a task force, mission statements, and so forth. But unlike those others, this war wasn't against a foreign people halfway across the world. The enemy was in our ranks and engaged in our day-to-day activities. The enemy was among our soldiers, sailors, marines, and airmen. The victims are our sisters and brothers serving alongside each other. In 2004, the DoD began a war on sexual assault in the military.

In October of 2005 the Sexual Assault Prevention and Response Office (SAPRO) was formed and has since become the watchdog of the U.S. Armed Forces to ensure their awareness and prevention programs meet the standards set by the DoD. As stated on their website, "The Sexual Assault Prevention and Response Office (SAPRO) is responsible for oversight of the Department's sexual assault policy. SAPRO works hand-in-hand with the Services and the civilian community to develop and implement innovative prevention and response programs."

U.S. service members took a survey in 2012, titled "2012 Workplace and Gender Relations Survey of Active Duty Members,"¹ mandated by U.S. Code Title 10. It yielded two surprising statistics—a shocking conclusion that an estimated 26,000 service members experienced some form of unwanted sexual contact (USC), and reporting 1.2% of males who took the survey claimed they experienced some form of USC. Approximately 1 million males serve the U.S. Armed Forces, which converts that 1.2% to about 14,000 men.

According to the DoD's "Annual Report on Sexual Assault in the Military,"² the Department received 3,374 actual reports of unwanted sexual contact that fiscal year. Compare this number to the estimated 26,000 victims supplied by the 2012 survey results, obviously something is preventing people from coming forward. Service men and women do not feel comfortable reporting their attacks.

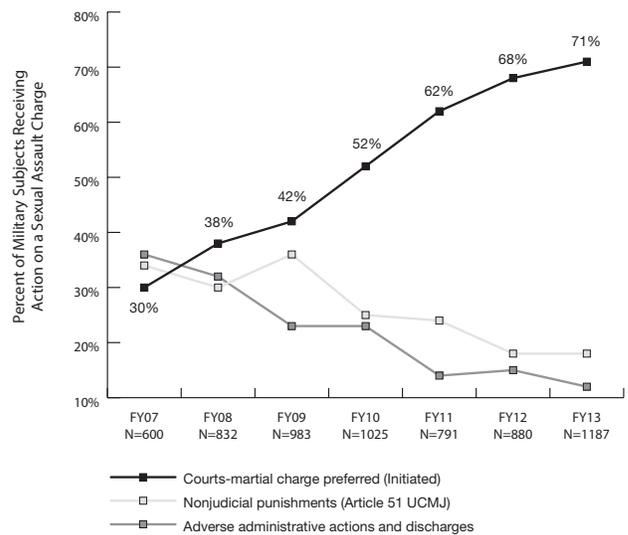
On May 1, 2014, the DoD released "FY2013 Annual Report on Sexual Assault in the Military." The findings could be interpreted both positive- and negatively. Compare the dramatic increase of reporting in FY 2013 with the steady increase of courts-martial in response to sexual assault investigations over past years, and this can be seen as a



"Figure 1: Estimated service members experiencing unwanted sexual contact based on survey prevalence rates vs. number of service member victims in reports of sexual assault made during the fiscal year, for incidents occurring while in military service"

Source: FY13 DoD SAPRO Annual Report

positive sign. The FY 2013 report states there is no evidence the number of USC incidents has increased, but there is proof that more are being reported. Clearly, steps DoD has taken since 2004 has begun fostering an environment in which female victims are encouraged to report incidents. This, however, is not the case for the opposite sex. The number of males who were subjected to USC is actually greater than females according to the 2012 survey, yet more

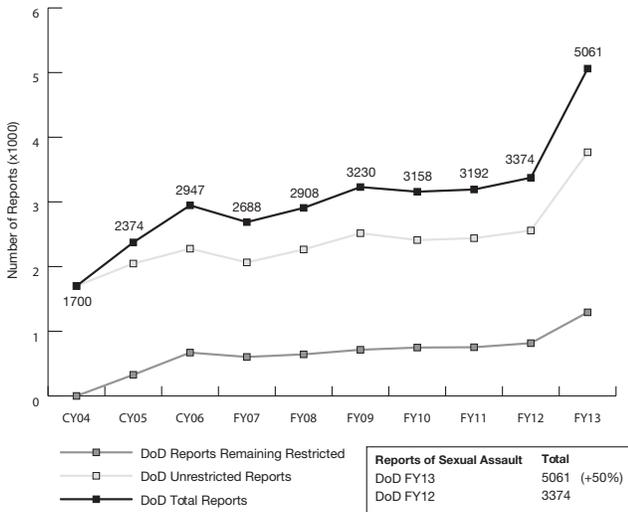


"Figure 3: DoD Command Action for military subjects under DoD legal authority, and for whom sufficient evidence existed to support action, FY07 to FY13"

Source: FY13 DoD SAPRO Annual Report

¹ http://www.sapr.mil/public/docs/research/2012_Workplace_and_Gender_Relations_Survey_of_Active_Duty_Members-Survey_Note_and_Briefing.pdf

² http://www.sapr.mil/public/docs/reports/FY13_DoD_SAPRO_Annual_Report_on_Sexual_Assault.pdf



Description: Year to year trend of restricted and unrestricted reports received by the Department.
Frequency: Reported on a quarterly basis.
Source: Current Source = Service Reporting, Future Source = Defense Sexual Assault Incident Database (DSAID)
Implication: A change in reports of sexual assault may reflect a change in victim confidence in DoD response systems. The continuing growth of Restricted Reporting may be a sign that victims view this option as a valuable and trustworthy means to access support while maintaining confidentiality.
Summary Points: The data shows an unprecedented 50% increase in reports of sexual assault in DoD through FY13, compared with FY12. All four Services and the Guard show this increase in reporting through Y13. The increase in reporting of sexual assault creates more opportunity for victim care and holding offenders appropriately accountable.

“Figure 15: Metric 1 – Reports on Sexual Assault, CY04 to FY13”

Source: FY13 DoD SAPRO Annual Report

Gender of Victims in Completed Investigations of Unrestricted Reports, FY13	FY2013
Female	86%
Male	14%

Source: FY13 DoD SAPRO Annual Report

women report their USC than men based on unrestricted reports alone. If the results of the 2012 survey are correct, the military environment is not one in which the male population is comfortable reporting assaults whether their own or those they witness.

In April of 2014, *Army Times* released an article about a soldier assaulted by his fellow soldiers. The article reported how the victim was in his room when three fellow soldiers stormed in, pinned him down, and removed his pants. One soldier inserted his finger into the victim’s anus while they each took turns grabbing the victim’s genitals. Based on the evidence, the assailants’ actions were not to seek sexual pleasure from the incident; rather, the goal was to achieve a sense of control.

After this victim spoke out, two other male victims gave

Service Member Victims of Unwanted Sexual Contact

	FY2006	FY2008	FY2010	FY2012
Female	10.50%	8.60%	9.10%	10.70%
Male	1.00%	.60%	1.20%	1.70%

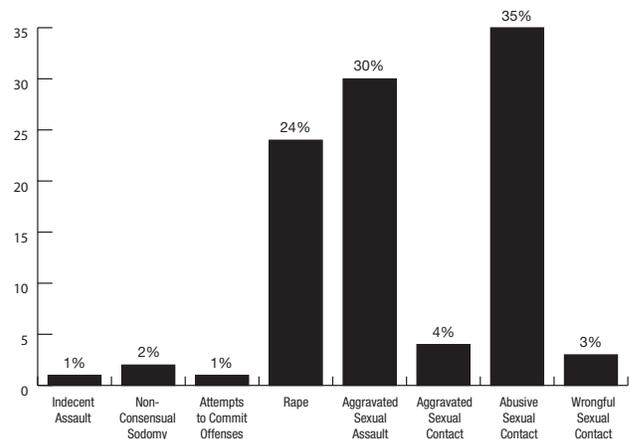
Source: 2012 Service Academy Gender Relations Survey

their testimonies of similar encounters. Many newcomers to army units experience initiation practices to form comradery, but as this example shows, sometimes these types of interactions can be taken too far. This type of misbehavior, classified by the DoD as “Abusive Sexual Contact,” accounts for 35% of all unrestricted reports of USC from FY 2013, and was 11% higher than reported rapes in FY 2013.

Unfortunately, this trend is not contained in the active duty military alone. In 2012, the DoD conducted a second survey titled “2012 Service Academy Gender Relations Survey.” The target groups for this survey were students attending our military academies. The results: 1.7% of males and 10.7% of females who were enrolled in U.S. military academies in 2012 experienced USC in some form or manner. Of the 10.7% female respondents, a little over half (55%) claimed alcohol was not a factor—that neither they nor their assailant were drinking prior to the attack. 50% claimed their assailant threatened to use physical force.

Based on further results from this survey, females in their sophomore year had the most claims of unwanted sexual contact, reportedly at 14.5%. Of male students, it occurred during their junior year, where 2.3% claimed exposure to unwanted sexual contact in 2012.

On a more positive note, the vast majority (99% male students, 97% female students) said they received training on sexual assault topics in the recent year. Only 10% felt the



“Exhibit 8: Offenses originally alleged in unrestricted reports of sexual assaults, FY13” (converted)

Source: FY13 DoD SAPRO Annual Report

training they received was not effective. This is another step towards building awareness to prevent future instances of USC. The DoD, however, will not be limiting its engagement to combat the issue by only providing training.

According to the FY 2013 report, the DoD will pursue several methods to combat USC incidents in the military. The following lists a few of those initiatives:

1. **Preventative Programs:** The DoD believes that good prevention programs will reduce, and eventually eliminate, all instances of unwanted sexual contact. The DoD believes this can be done by reinforcing a culture of mutual respect and trust between and within people of different gender and sexual orientation. Trust and mutual respect will create a military where sexual harassment and sexual assaults will not be tolerated, nor will these criminal activities be ignored.
2. **Investigative Programs:** Encouraging victim involvement and focusing on the privacy and confidence of the victim is an imperative in a detailed investigation. To do this the DoD has established a “special victim” capability, with annual training to include refreshers and advanced level trainings.
3. **Accountability Programs:** The third major step in is to hold alleged offenders responsible for their actions. The DoD looks to their Special Victims Counsel and Unit Commanders. Unit Commanders must promote and ensure discipline and good order while the DoD looks to military prosecutors to uphold justice when good order is not kept.
4. **Advocacy/Victim Assistance Programs:** The DoD’s goal is to be trusted by victims and encourage reporting. They will continue to focus on highly effective services such as medical treatment, counseling, legal assistance, victim witness assistance, and chaplain services. These services will be provided when requested in a safe environment to reduce as much stress as possible for the victim.
5. **Assessment Programs:** The DoD has put many programs and initiatives in place against USC in the military. One of the most important initiatives is to assess and evaluate the steps taken. The DoD wants to ensure the most effective initiatives are being continued. The ones that are not working will be discontinued or restructured to produce better results. The DoD has invested time and money into accurate and meaningful assessment tools to ensure the above steps, and all their aspects are providing the men and

women of our armed forces the best care possible in a time of need.

In closing, the DoD has made many improvements and put many programs into action in the war of Unwanted Sexual Contact in the ranks of our armed forces. Every step taken to help these men and women is a step in the right direction. While the DoD has made a great deal of progress, it still seems that there is a long way to go. This war is not one that will be won in a few years. This war will rage on for years to come.

CONCLUSION

by Dr. Jennifer Hesterman, EdD, Colonel, U.S. Air Force (retired)

A military base has a large population of 18- to 22-year-olds living in dormitories; therefore, many of the military’s lessons and observations regarding sexual assault may be cross-applied to the college campus. In addition to increased security and a robust protected reporting and survivor support system, the Air Force has worked very hard on the issue of “risk reduction,” an acknowledgement that common sense, situational awareness, and trusting instincts may reduce the risk from being sexually assaulted. Also, the “wingman” concept is instrumental to the Air Force approach. Military members are reminded that when they go to a party and are drinking, they should go with a group of friends, arrive together, watch out for each other, and leave together. Everyone on campus has a right to co-exist, to study, and work in a safe environment. It is part of our job description to make it happen.

SEXUAL ASSAULT AND RAPE INVESTIGATION

by **Linda Watson, CPP**, (CSC, CHS-V)

An open source search of the Internet on rape investigations yielded surprisingly little information. The available material were mostly old, out-of-date, or originated from foreign countries. When the average person thinks about rape investigations, they are probably imagining a CSI Unit swooping in, processing the crime scene with hi-tech gear like they see on television crime dramas. That is rarely the case. In most jurisdictions across America (with the exception of a handful of major metropolitan police departments) it is low-tech police work led by a first responding police officer. The level of training the responding police officer received may have occurred only in the police academy though it may include advanced specialized rape investigation training. The level of training can greatly affect the outcome of the investigation since many times physical evidence is left at the crime scene.

When a sexual assault or rape is reported, the first responding patrol officer is usually an investigator within a small department. The level of violence involved in the sexual assault or rape case and the perceived injuries the victim presents define the interaction between the victim and first responding officer. The victim's first impressions of how they are treated and what is said between the two parties can make or break whether or not the victim decides to go forward with prosecuting the attacker(s).

In many cases, the victim does not report to law enforcement immediately after the crime. They wait beyond the time period in which some of the physical evidence can be collected. This makes the collection of evidence more difficult but not impossible as physical evidence can be found on clothes or at the crime scene. Victims are aware of how rape and sexual assault cases are treated in the media and now on social media. This may make a victim more reluctant to come forward, especially if it's an accusation of date rape with alcohol involved. There is a lot of peer pressure to be quiet. Victims of campus assault should be encouraged to make their report immediately, which might be possible by having well-documented school policy and procedures in place introduced in student orientations and collected in a school handbook.

The timing of the report of the crime also influences the type of investigation that will be conducted. Reactive investigations include crimes in the past or a crime in progress. These reports can be generated from citizen complaint(s) or police discovered reports. Proactive investigations include crime(s) in progress or a potential crime initiated by the police using a passive decoy or sting with active focused surveillance or an undercover officer.

The initial response will trigger a basic format for investigation of a sexual assault or rape. Questions to ask

include: Did a crime occur? Can the case be solved? Is a specialized investigation required? The first officer will collect the basic information and determine if a crime was committed and if further actions are required.

The initial investigation follows the above criteria and then asks if a specialized investigation is required. All witness statements and evidence would be collected from the crime scene, victim's interviews, and witness statements. Information and evidence would be processed and it would be determined if there was any missing information. All specialized reports and supplemental reports would be compiled.

According to Dale M. Moreau and P. David Bigbee in *Practical Aspects of Rape Investigation*:

The Nature of Physical Evidence: The major concepts unusually applicable to evidence in sexual assault case are:

1. Evidence identification
2. Class characteristic evidence
3. Individual characteristic evidence
4. Evidence transfer
5. Evidence environmental
6. Evidence contamination

Follow-up and Pre-Prosecution Investigations include in-custody interrogation, neighborhood survey, victim re-interview, and witness re-interview. After this phase of the investigation the report is completed and filed for prosecution.

Other than a college campus, "there is no other place in America where a body can determine you're guilty of rape, particularly a body that is run by the government, based on a more-likely-than-not-standard," said Robert Shibley, an attorney with FIRE, the Foundation for Individual Rights in Education.

It is a fact that some rape allegations are false. How many is hard to say. University of Massachusetts-Boston psychologist David Lisak looked closely at 136 rape allegations reported over 10 years at one unidentified university in the Northeast and concluded 6 percent of allegations proved demonstrably false. That was separate from another 45 percent that did not proceed to prosecution or campus disciplinary action, either for insufficient evidence or because the complaint was withdrawn.

In conclusion, it is clear to see how complex a rape and sexual assault investigation can be. The victim must be treated with utmost respect and dignity, something all professional officers must strive to do. The initial interaction with campus police or law enforcement can forever change the way a victim decides to go forward with the prosecution of the case. With only one first impression, it is critical to be highly trained and professional to gain the victim's confidence.

ANNEX A: THE CAMPUS SEXUAL ASSAULT (CSA) STUDY

While gathering background information for this white paper we discovered a two-year research project titled, “The Campus Sexual Assault Study.” We spoke with one of the authors about permission to reprint their material, and were informed that it was copyright free. We decided to include their conclusions. (Fennelly & Perry)

Document Title:	The Campus Sexual Assault (CSA) Study
Authors:	Christopher P. Krebs, Ph.D.; Christine H. Lindquist, Ph.D.; Tara D. Warner, M.A.; Bonnie S. Fisher, Ph.D.; Sandra L. Martin, Ph.D.
Document No.:	221153
Date Received:	December 2007

6.4 CONCLUSION

The CSA Study generated many useful data on sexual assault that have not previously been presented in the literature. Sexual assault is a serious social, public safety, and public health problem that affects men and women across the country. University students may be at increased risk for sexual assault, particularly certain types of sexual assault. The CSA Study data suggest women at universities are at considerable risk for experiencing sexual assault, especially AOD-enabled sexual assault, and that a number of personal and behavioral factors are associated with increased risk. Universities may be able to take several steps to reduce the prevalence of sexual assault, as well as improve the resources for and response to sexual assault victims, by

- better educating males and females about what constitutes sexual assault, how prevalent it is, when it is most likely to happen, and subgroups who may be at greatest risk;
- including information about the use and abuse of alcohol and how it can increase one’s risk for sexual assault in all prevention and education messages;
- making sure all students are aware of the various resources available on and off campus to victims of sexual assault;
- ensuring that crisis centers and law enforcement have appropriate protocols and staff in place to deal with victims of sexual assault; and
- educating students about what they should do if they witness a sexual assault, experience a sexual assault, or have a friend who is sexually victimized.

CONCLUSIONS AND RECOMMENDATIONS (Executive Summary)

Sexual assault is clearly an issue in need of attention by the campus community given its high prevalence and adverse consequences, and the CSA Study results carry many social and policy-oriented implications. One out of five undergraduate women experience an attempted or completed sexual assault during their college years, with:

- the majority of sexual assaults occurring when women are incapacitated due to their use of substances, primarily alcohol;
- freshmen and sophomores at greater risk for victimization than juniors and seniors; and
- the large majority of victims of sexual assault being victimized by men they know and trust, rather than strangers.

It is important that sexual assault prevention strategies and messages be designed such that undergraduates are educated (and as soon after enrollment as possible) about these facts. Programs should focus on both primary prevention for women who have not experienced sexual assault and secondary prevention in an effort to prevent re-victimization (although more research is needed to guide the development of effective secondary prevention programming).

Sexual assault prevention programs for women could:

- Provide accurate information on legal definitions of sexual assault, the extent and nature of sexual assault among college women, and risk factors for sexual assault (e.g., risky sexual behaviors, multiple sex partners, the role of substances);
- Combine sexual assault prevention education with alcohol and drug education programming (e.g., education concerning how levels of alcohol consumption and use of different drugs, and their interactions, affect cognitive functions; harm reduction messages; education about the impact of alcohol and drug use, especially heavy episodic drinking, has on cognitive functions, which reduces one's ability to detect dangerous cues and threats, and one's ability to effectively resist unwanted advances that can arise in common college social situations);
- Stress that even though many sexual assaults involves substance use by the victim, this does not imply that women are to blame for their sexual assault. Victimization is committed by the perpetrator, and therefore the sole responsibility for the assault lies with the perpetrator;
- Educate women about different types of sexual assault, especially since there appears to be continuity in the type of sexual assault experienced over time (physically forced or incapacitated sexual assault);
- Teach effective sexual assault resistance strategies to reduce harm, particularly with respect to strategies for protection from men that women know and trust;
- Educate women about how to increase their assertiveness and self-efficacy;
- Convey knowledge about how to report to police or school officials, the availability of different types of services on and off campus;
- Stress the importance of reporting incidents of attempted and completed sexual assault to mental and/or physically health service providers and security/law enforcement personnel, and the importance to seeking services, especially given the well-documented negative impacts sexual assault can have on psychological and physical functioning.

In addition, programs for men to prevent sexual assault perpetration could:

- Provide accurate information on legal definitions of and legal penalties for sexual assault;
- Inform men that they are ultimately responsible for determining (1) whether or not a women has consented to sexual contact, and (2) whether or not a women is capable of providing consent; and
- Educate men that an intoxicated person cannot legally consent to sexual contact and that having sexual contact with an intoxicated or incapacitated person is unacceptable.

All of these prevention programs should be tailored to include risk factors that both college women and men encounter in common college social interactions/situations. Moreover, the programs should be designed as continuing educational curriculums rather than brief, "one shot" doses since research suggests that the former approach is more helpful.

Sexual assault is a serious social, public safety, and public health problem that affects men and women across the country. The CSA Study data suggest women at universities are at considerable risk for experiencing sexual assault, especially sexual assault occurring after the voluntary consumption of alcohol, and that a number of personal and behavioral factors are associated with increased risk. It is our hope that universities can take the information produced by the CSA Study and use it to reduce the prevalence of sexual assault, as well as improve the resources for and response to sexual assault victims.

ANNEX B: CRIMINAL INVESTIGATION STANDARD OPERATING PROCEDURES

The following is an example of a standard operating procedure on criminal investigation, courtesy the Truro Police Department.

Truro Police Department CRIMINAL INVESTIGATION

Policy Number: OPS-6.02 Effective Date: June 1, 2000

REFERENCE: TPDM Policy OPS-6.02.1 Revised Date: October 20, 2004

Accreditation Standards: Mass. Gen. Law: Chap. 90, Sec.22B, MRCP 14(a)(1)(A)(viii)

Other: Comm. v. DiGiambattista, District Attorney's Guidelines on Identification Procedures

POLICY

It shall be the policy of the Truro Police Department to conduct criminal investigations for the purpose of clearing crimes by arrest and/or complaint; to prosecute lawbreakers; and to recover stolen property. Whenever members of this department conduct an investigation, which requires the interrogation of a suspect, or an interview, connected therewith, all constitutional and statutory rights guaranteed under the law shall be afforded to the individual.

The Truro Police Department will ensure that there is a screening of all reported offenses to assure adequate follow-up investigation whenever appropriate. Whenever possible, the District Attorney's Guidelines on Identification Procedures with attached forms and checklists will be used when dealing with photo line ups, arrays, show ups and taped interrogations and identifications.

PROCEDURES

1. UNIFORM PATROLMEN CONDUCT PRELIMINARY INVESTIGATIONS:

Most preliminary investigations will be conducted by members of the patrol force since they are usually the first to arrive at the scene and can start the investigation without delay. Patrolmen should pursue the initial investigation at the scene until such time that it seems unlikely to produce additional benefits. It may frequently be possible and desirable for patrolmen to conduct limited follow-up investigations of some crimes. Many times the name of a perpetrator may be known and an interrogation, while the incident is still fresh and before evidence of a crime can be destroyed, may be advantageous. Minor larcenies and assaults, and other misdemeanors not requiring specialized expertise, are examples of crimes that may be followed up by preliminary investigating officers.

A. GUIDELINES FOR CONDUCTING PRELIMINARY INVESTIGATIONS:

All officers assigned to conduct a preliminary investigation shall make every effort to obtain as much information as possible during this stage of the investigation. It will frequently be possible to bring an investigation to a satisfactory conclusion at this point, thus obviating the need for a follow-up investigation.

The first officer assigned to a preliminary investigation shall:

1. Ascertain if the suspect is still in area and armed;
2. Proceed to the scene promptly and safely;
3. Render assistance to the injured;
4. Effect the arrest of the criminal;
5. Locate and identify witnesses;
6. Interview the complainant and witness;
7. Maintain crime scene and protect the evidence;
8. Interrogate the suspect;
9. Note all conditions, events, and remarks;
10. Arrange for the collection of evidence;
11. Report the incident fully and accurately;
12. Yield the responsibility to the follow-up investigator.

B. CRIMINAL INVESTIGATION PROCEDURES:

Whenever practicable, members of the department shall follow the below listed procedures when investigating a crime committed, or an incident which has taken place requiring police action:

[text redacted]

2. INFORMATION DEVELOPMENT:

The primary purpose of a preliminary or follow-up criminal investigation is to identify and arrest the offender, when appropriate and consistent with law. This is usually accomplished by the gathering of information. Information may be obtained from physical evidence as well as from people or testimonial evidence. Both sources should be used. An investigating officer should always conduct an investigation within the bounds of the law and with all due respect to the persons and the property with whom he comes in contact.

Investigating officers shall maintain a notebook and, at a minimum, take the following information:

- a. Time of assignment/arrival;
- b. Weather conditions, when pertinent to the investigation;
- c. Approximate time of crime, and by whom and when it was discovered;
- d. Identity of other officers present;
- e. Name, address, telephone numbers of the victim(s) and/or witnesses;
- f. Hour, date, and location of the interview;
- g. Description of the suspect, particularly unusual characteristics;

ADDITIONAL RESOURCES AND FURTHER READINGS

Websites

International Association of Campus Law Enforcement Administrators (IACLEA)
www.iaclea.org

National Crime Prevention Council (NCPC)
www.ncpc.org

Crime Prevention Coalition of America (CPCA)
www.cPCA.org

International Society of Crime Prevention Practitioners (ISCPP)
www.iscpp.org

Security-on-Campus (SOC)
www.securityoncampus.org

International Association of Chiefs of Police (IACP)
www.theiacp.org

Federal Bureau of Investigations (FBI)
www.fbi.gov

Crime Stoppers International (C-S-I)
www.csiworld.org

National Institute of Justice (NIJ)
ojp.about/offices/nij.htm

- **Rape and Sexual Violence**
www.nij.gov/topics/crime/rape-sexual-violence/Pages/welcome.aspx
- **Factors That Increase Sexual Assault Risk**
www.nij.gov/topics/crime/rape-sexual-violence/campus/Pages/increased-risk.aspx

Readiness and Emergency Management for Schools
rems.ed.gov

Psychological First Aid for Schools
www.nctsn.org/content/psychological-first-aid-schoolspfa

For More Information or to Report a Crime

Not Alone, Together Against Sexual Assault
www.notalone.gov

National Domestic Violence Hotline
1-800-799-7233
www.ndvh.org

National Teen Dating Abuse Hotline
1-866-331-9474
www.loveisrespect.org

National Sexual Violence Resource Center
1-717-909-0710
www.nsvrc.org

Rape, Abuse, and Incest National Network (RAINN)
1-800-656-HOPE (4673)
www.rainn.org

National Human Trafficking Resource Center
1-888-373-7888
www.traffickingresourcecenter.org

Sexual Assault Prevention and Response Office (SAPRO)
U.S. Department of Defense
www.sapr.mil

Safe Helpline (Sexual Assault Support for the Department of Defense Community)
1-877-995-5247
www.safehelpline.org

Publications

Rape and Sexual Assault Victimization Among College-Age Females, 1995-2013. U.S. Department of Justice.
Available: <http://www.bjs.gov/index.cfm?ty=pbdetail&iid=5176>

The Handbook for Campus Safety and Security Reporting, 2016 Edition. Office of Postsecondary Education, U.S. Department of Education. Available: <http://www2.ed.gov/admins/lead/safety/handbook.pdf>

Copyright © 2016 by ASIS International (ASIS). All rights reserved. Permission is hereby granted to individually download this document for personal use with acknowledgement of ASIS as the source. This document may not be sold, offered for sale, or otherwise used commercially.

The information presented in this document is the work of the author(s). The views and opinions expressed therein, or the positions advocated, may not necessarily reflect the views, opinions, or positions of ASIS or any ASIS member other than the author(s).

ASIS disclaims liability for any personal injury, property, or other damages of any nature whatsoever, whether special, indirect, consequential, or compensatory, directly or indirectly resulting from the publication, use of, or reliance on this document. In issuing and making this document available, ASIS is not undertaking to render professional or other services for or on behalf of any person or entity. Anyone using this document should rely on his or her own independent judgment or, as appropriate, seek the advice of a competent professional in determining the exercise of reasonable care in any given circumstance.