

CREATE *a culture of* **CARING**

CENTRE SPEAKS SURVEY

Comprehensive Report and Action Plan
January 9, 2019



LETTER FROM THE PRESIDENT

Dear Centre Community:

Colleges and universities across the nation are not immune to sexual violence and harassment on their campuses, and Centre College faces a similar challenge. This became clear when reviewing responses to the 2018 Centre Speaks Survey on Sexual and Relationship Violence.

But in conducting this survey, we wanted to know more than just learning about sheer numbers of occurrences. The primary focus of this effort was to better understand how we can effectively address this challenge.

The comprehensive survey included nearly 100 questions that asked not only about instances of sexual misconduct but also attitudes about general campus climate, College policies, prevention efforts, and reporting mechanisms.

Ultimately, we learned very clearly that better choices need to be made about how we treat one another in order to reduce the harm that occurs here and nationwide. However, this requires undoing generational attitudes about acceptable behavior and then relearning how we all treat one another with care, dignity, and respect. These should be important values for all members of our campus community and our nation, as well as the expected characteristics of global citizens called to leadership.

We are serious and intent on being an exception to the rule and are devoting considerable attention to creating a culture of caring at Centre College, where all members of our campus community are safe and feel protected.

But make no mistake. This type of change will not happen overnight, because it requires making serious adjustments to prevailing cultural views and values. It also requires all of us working together.

One clear indication that change is possible was the impressive response rate for the survey, which is a positive indication that we have the basis for an engaged community approach.

We shared our initial review of the data with our campus stakeholders on May 14, 2018, in a preliminary report. The more comprehensive report being shared here has been months in the making. While we wanted to be careful to understand the complexity of the data, sensitivity to how we present some of the smaller sample sizes as we dug into distinctions based on race, ethnicity, gender identity, and sexual orientation was important as well.

Another important part of this process has been our partnership with third-party experts on this issue, and we are grateful for the assistance from Holly Rider-Milkovich, Senior Director of Prevention Education at EVERFI, and Cara Tuttle Bell, who serves as director of Project Safe at Vanderbilt University.

At the same time that we are looking carefully at sexual misconduct, we are being attentive to intersectionality with other issues. Surveys on alcohol consumption have been helpful in telling us about campus behavior, for instance, and we believe campus climate surveys on diversity and inclusion are also complementary.

As we seek solutions to the challenges we face here at Centre College, we are doing so with eyes wide open, trying to be aware of the unique challenges presented here on our campus. We are also pursuing our efforts from a multi-pronged approach.

First, we have already started campuswide Green Dot bystander training, and we will continue with each incoming class of students and as new faculty and staff join our campus community. Second, we are aware that additional training is needed campuswide so that students understand what consent is, as well as the importance of striving for healthy relationships. Third, we need to achieve better clarity among our students in terms of understanding our reporting processes, along with better awareness of the ever-increasing number of resources being made available to achieve our goals.

I believe we—together—can make a difference for good, and it is my hope that the cultural shift we are working to achieve is carried on by our students once they become graduates and go on to their own lives of meaningful work and service.

In the meantime, I ask everyone to join me in this commitment to create a culture of caring at Centre College. We should expect nothing less than the best from ourselves and others.

My best,

A handwritten signature in black ink, reading "John A. Roush". The signature is fluid and cursive, with a large loop at the beginning and a long horizontal stroke at the end.

John A. Roush
President



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I. INTRODUCTION

The 2018 Centre Speaks Survey on Sexual and Relationship Violence is the second climate survey on sexual misconduct and harassment conducted by Centre College, and it was administered between February 1 and March 15 in the spring term of the 2017–2018 academic year.

Centre conducted its first climate survey in 2015 to help better understand student perspectives and experiences regarding sexual and relationship violence. It is the intention of the College to conduct surveys every three years.

Both surveys were developed and administered in partnership with EVERFI, a leading national expert in the field of sexual misconduct prevention.

Part of the impetus for the 2015 survey was recommendations in the “Not Alone” report released in April 2014 by the White House Task Force to Protect Students from Sexual Assault.

When he signed the memoranda to create the task force on January 22, 2014, President Barack Obama said, “Sexual violence is more than just a crime against individuals. It threatens our families, it threatens our communities; ultimately, it threatens the entire country. It tears apart the fabric of our communities.”

The report’s first recommendation was to identify the problem by conducting campus climate surveys. It goes on to acknowledge, “For colleges and universities, breaking the cycle of violence poses a unique challenge.” The dilemma occurs because “When a school tries to tackle the problem—by acknowledging it, drawing attention to it, and encouraging survivors to report—it can start to look like a dangerous place. On the flip side, when a school ignores the problem or discourages reporting ... it can look safer.”

Centre College chose early on to work on breaking the cycle.

PROTECTING PRIVACY

Because of the small response rates among several discrete populations in both of the surveys, this report does not disclose some of the information collected that pertains to race, ethnicity, gender identity, or sexual orientation, following best practices described by the American Association of Public Opinion Research. “Exemplary survey research practice requires that one do whatever is possible to protect the privacy of research participants,” the AAPOR suggests, “and to keep collected information they provide confidential or anonymous.”

Specifically, Centre has recognized that whenever sample size n-counts are less than 50—a figure recommended by our third-party experts, Holly Rider-Milkovich of EVERFI and Cara Tuttle Bell

of Vanderbilt University—information should not be shared publicly. Further, according to this methodology, if any two or more subgroups within any population are $n < 50$, then that whole category must be aggregated. As such, this report aggregates students of color and also those who identify as LGBQQA.

LGBQQA is an abbreviation used in the report to reference the aggregated sexual orientation options selected by students: Lesbian, Gay, Bisexual, Queer, Questioning, and Asexual. Though there are students on Centre's campus who identify as pansexual, self-identifying, transgender female, transgender male, gender queer, and gender non-conforming—and whose experiences and perspective matter a great deal—the data regarding these students is not being publicly reported at this time because the low number of respondents in each of those gender identity groups makes it difficult to ensure their anonymity. As such, other common abbreviations such as LGBTQI are not used here. The term “LGBQQA spectrum” is used at times to represent the broader diversity of sexual orientation. Similarly, “Non-binary” is used to reference those who identify outside of a binary (e.g., male or female) gender identity framework.

DETAILS ABOUT THE 2015 SURVEY

2015 SURVEY

1,387 students invited to participate in survey

320 students completed the survey

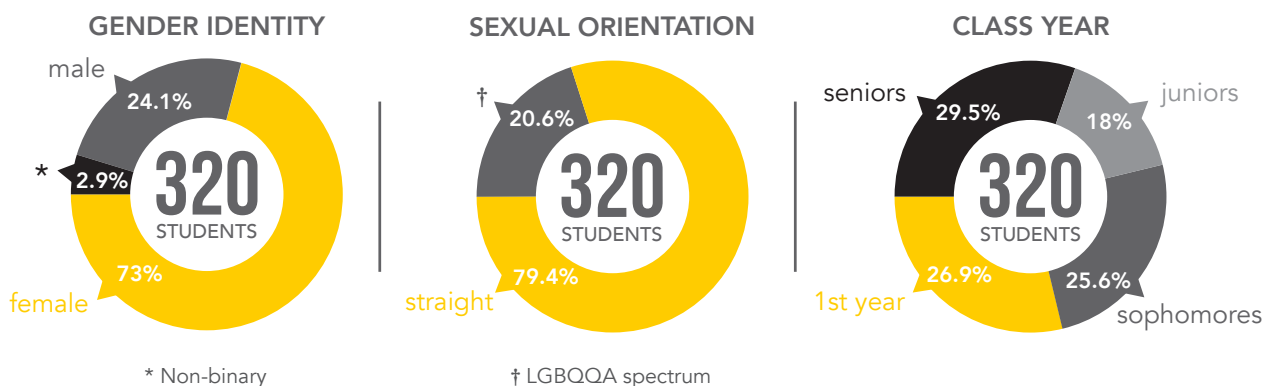
23% STUDENT PARTICIPATION

Unfortunately, while all Centre students were invited to participate, response rates were low for the first survey, with 320 of 1,387 students (or 23.1%) enrolled for the 2014–2015 academic year participating. The majority of responses came from female students, with seniors responding in the highest number.

Of those responding, 224 identified their current gender as female (or 73%), 74 as male (24.1%), with the remaining respondents identifying as non-binary.

In terms of sexual orientation, 243 students identified as straight (79.4%), while the remaining respondents identified within the LGBQQA spectrum.

And in terms of class year, 82 identified as first-years (26.9%), 78 as sophomores (25.6%), 55 as juniors (18.1%), and 90 as seniors (29.5%).



Based on 228 responses, 64 (or 28.1%) in the 2015 survey responded that they had experienced some form of sexual contact without their consent since they had become a student at Centre College. Sexual contact without consent covers a broad range of behaviors. The survey did not ask respondents to describe the specific behavior.

Of the 64 students describing unwanted sexual contact, 60 provided additional information. Of those, 44 (or 73.3%) said the unwanted contact occurred with a fellow Centre student, 14 (23.3%) said the contact occurred with a non-Centre student, and two (3.3%) did not know.

In terms of reporting, 39 of 59 (or 66.1%) told a close friend other than their roommate about the incident, 24 of 59 (40.7%) told their roommate, 13 of 59 (22%) told no one, and 6 of 59 (10.2%) reported the incident to a counselor. Only one each responded that they reported the incident to a staff member, faculty member, the Department of Public Safety, or local police; and no one reported the incident to a Resident Assistant.

While 162 of 229 (70.7%) of respondents Agreed or Agreed Strongly with the statement “I know where to get help regarding sexual assault at my school,” only 93 of 229 (40.6%) Agreed or Agreed Strongly with the statement “I understand my school’s formal procedures to address complaints of sexual assault.”

Finally, 148 of 228 (or 64.9%) of respondents Agreed or Agreed Strongly with the statement “I have confidence that my school’s administrators will follow the procedures necessary to address complaints of sexual assault fairly.” Another 61 of 228 (26.7%) neither Agreed nor Disagreed with the statement, and 19 of 228 (8.3%) Disagreed or Strongly Disagreed with the statement.

II. KEY FINDINGS

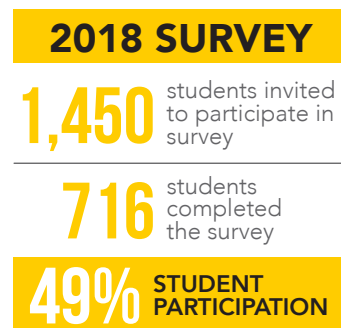
In order to break the cycle of sexual misconduct at colleges and universities, the primary recommendation of the 2014 White House Task Force to Protect Students from Sexual Assault was to conduct campus climate surveys. Centre has conducted two such surveys, as detailed in the previous Introduction, with increasing levels of participation.

The College's second survey in 2018, again conducted in partnership with EVERFI, used an updated tool that was tailorable, which was not the case in 2015.

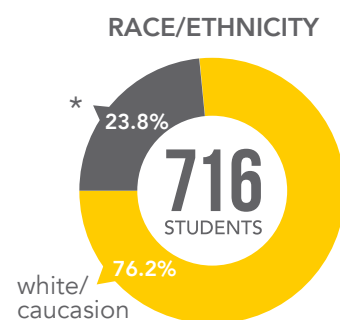
This section offers the clearest picture to date of the campus climate as it relates to sexual misconduct, presenting useful insights to create a viable action plan geared toward prevention.

Please note that due to rounding, some totals may be slightly less than or exceed 100%.

1. DEMOGRAPHICS



The response rate in the 2018 survey was vastly improved, with 1,085 students beginning the survey and 716 (or 66%) completing it. Overall, this meant that 49.4% of the overall student body of 1,450 during the 2017–2018 academic year completed the survey, more than double the 23.1% in 2014–2015. The majority of responses again came from female students, though sophomores responded in the highest number this time.



While the higher response rates in 2018 allowed for some more detailed reporting, sample size n-counts in several areas still remained below the threshold of 50, requiring some information to not be shared publicly. Instead, we again had to aggregate certain groups within our student population.

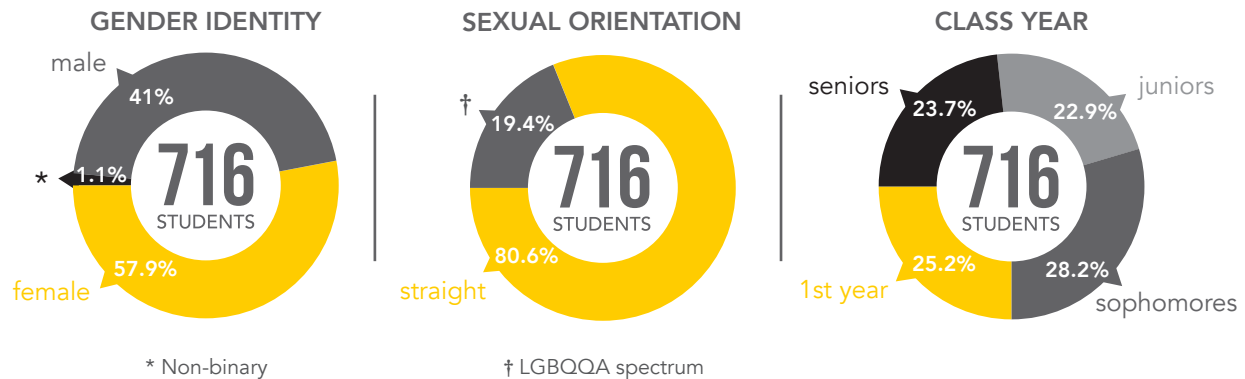
In response to questions about race and ethnicity, of the 1,072 respondents, 817 identified as white or Caucasian (76.2%), while the remaining respondents identified as Asian, black or African-American, Hispanic or Latino/a/x, native Hawaiian or Other Pacific Islander, Native Indian or Alaska native, or self-identified in their own words.

*Students of color.

Of the 1,078 students responding, 624 (57.9%) listed their gender identity as female, 442 (41%) as male, with the remaining respondents identifying as non-binary.

In terms of sexual orientation, of the 1,071 students responding, 863 (80.6%) identified as straight, with the remaining respondents identifying within the LGBTQQA spectrum.

Finally, in terms of class year, 273 (25.2%) respondents identified as first-years, 306 (28.2%) as sophomores, 249 (22.9%) as juniors, and 257 (23.7%) as seniors.



2. ACADEMIC EXPERIENCES

Data from this section indicates that the majority of Centre of students who participated in the survey do well at the College, only occasionally performing poorly on an assignment or getting behind in schoolwork, and never considered dropping a class, taking an incomplete grade, dropping out, or transferring.

Specifically, the majority of the Centre students responding to the survey earned a B- to B+ GPA (691 of 1,049 or 65.9%), while the remaining were in the A- to A range (275 of 1,049 or 26.2%), the C- to C+ range (78 of 1,049 or 7.4%), or D or below (5 of 1,049 or 0.05%).

In terms of performing poorly on an assignment, 317 of the 972 responses (or 32.6%) indicated this happened. Occasionally, while 293 (or 30.1%) reported Rarely, 215 (or 22.1%) Sometimes, 79 (8.1%) Frequently, 58 (6%) Never, and the remaining 10 (1%) either Usually or Always.

The majority of respondents only Occasionally got behind on schoolwork (262 or 27%), while this occurred Rarely (235 or 24.2%), Sometimes (214 or 22%), Frequently (162 or 16.7%), Never (59 or 6.1%), or Usually and Always (40 total or 4.1%) for others.

Most Centre students responding to the survey Rarely missed class (438 or 45.1%), though others indicated that this Never occurred (208 or 21.4%), occurred Occasionally (172 or 17.7%), just Sometimes (123 or 12.7%), or Frequently, Usually, and Always (31 total or 3.2%).

The vast majority of respondents have Never dropped a class (730 or 75.1%), with far fewer (183 or 18.8%) Rarely doing so, Occasionally (37 or 3.8%) doing so, or Sometimes and Frequently (22 total or 2.3%) doing so.



Even higher numbers (894 or 92%) have Never taken an incomplete course grade, with just 63 (or 6.5%) Rarely doing so, with the rest indicating this happens Occasionally, Sometimes, or Frequently (15 total or 1.5%).

While approximately two-thirds (660 or 67.9%) have Never considered dropping out, smaller numbers of respondents indicated that they Rarely (155 or 15.9%), Occasionally (54 or 5.6%), Sometimes (53 or 5.5%), Frequently (22 or 2.3%), or Usually or Always (28 total or 2.8%) considered this.

The possibility of transferring to another school was Never considered by a little less than half of survey respondents (459 or 47.2%), with much smaller numbers thinking about this Rarely (170 or 17.5%), Occasionally (135 or 13.9%), Sometimes (110 or 11.3%), Frequently (59 or 6.1%), or either Usually or Always (39 total or 4%).

3. GENERAL CLIMATE

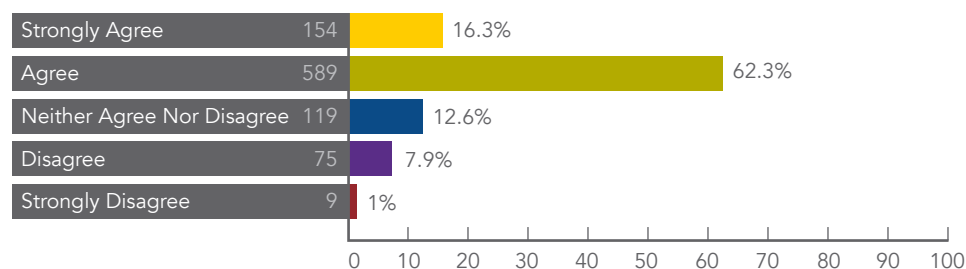
Responses from this section (946 in total) indicate that the majority of Centre of students who participated in the survey Agree or Agree Strongly that faculty, staff, and administrators at Centre respect what they think (78.6%) and believe that they are treated fairly (70.4%).

When broken out separately, sentiments are similar for how students perceive faculty are genuinely concerned about their well-being (84%). In terms of separate perceptions of administrators and of staff, the second-highest response was Neither Agree Nor Disagree (23.5 and 21.1%, respectively), with generally high percentages of the majority of students responding Agree or Strongly Agree (71.3% for administrators and 71.9% for staff).

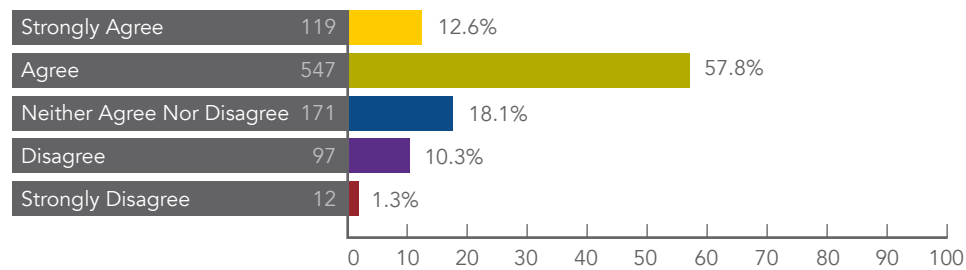
Finally, student respondents appear pleased with their experience at Centre, and the majority indicated Agree or Strongly Agree when asked if they are happy (77.3%) and feel safe (82.2%).

Specifically, campus climate questions offered the following insights.

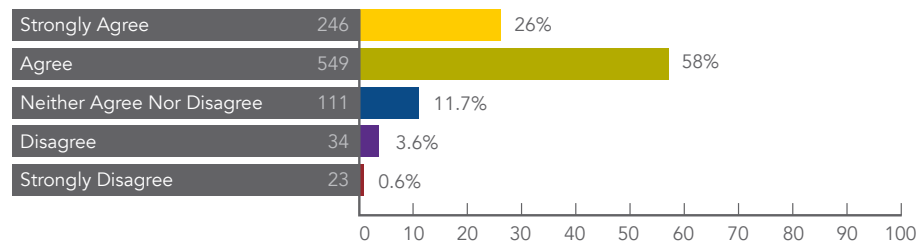
Faculty, staff, and administrators respect what students at Centre think



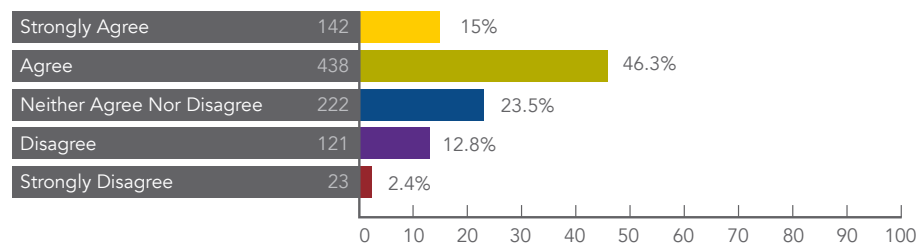
Faculty, staff, and administrators at Centre treat students fairly



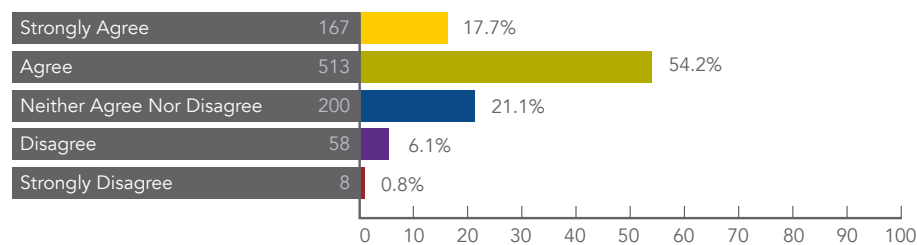
Faculty are genuinely concerned about my well-being



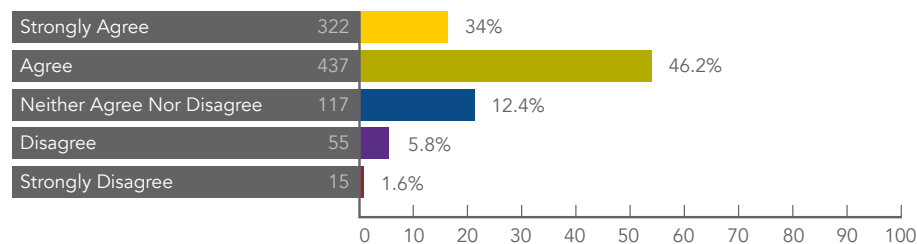
Administrators are genuinely concerned about my well-being



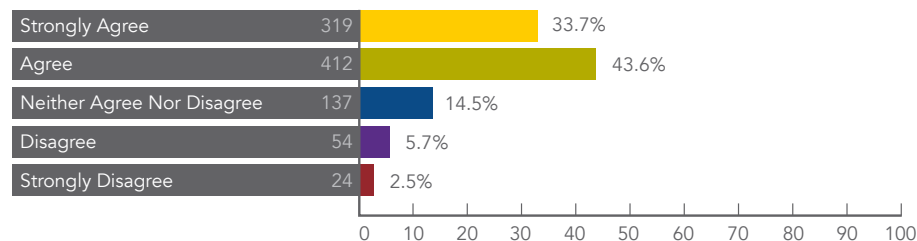
Staff are genuinely concerned about my well-being



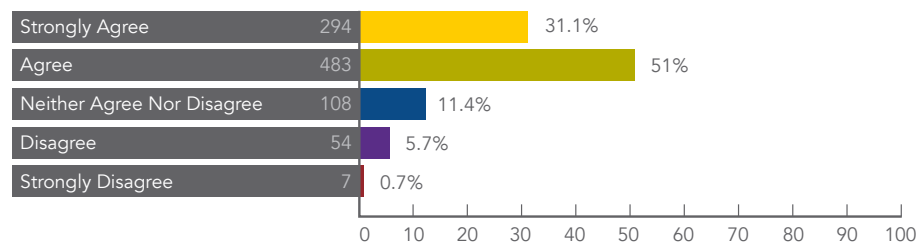
I feel close to people at this school



I am happy to be at Centre

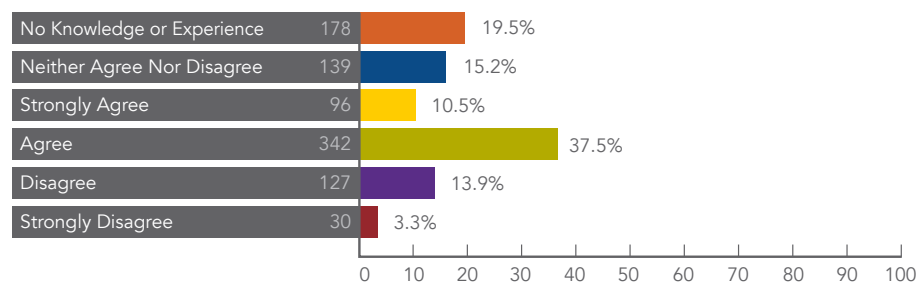


I feel safe at Centre

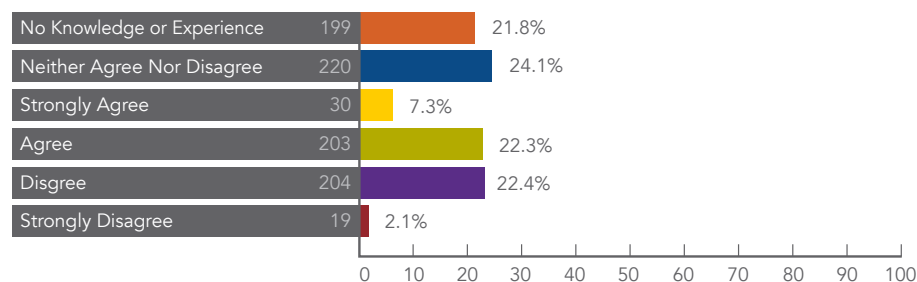


When asked more specific questions about how school officials handle situations, it is notable that somewhat higher percentages responded to the “I don’t have any knowledge or experience around this to offer” (shortened below to “No Knowledge or Experience”) or Neither Agree Nor Disagree options.

If there were a crisis at Centre, the college would handle it well



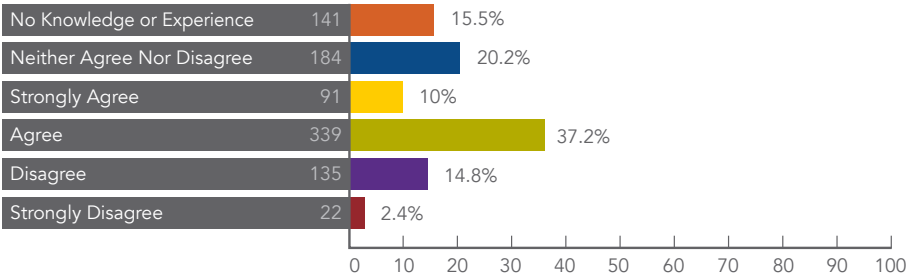
Administrators and staff at Centre respond too slowly in difficult situations



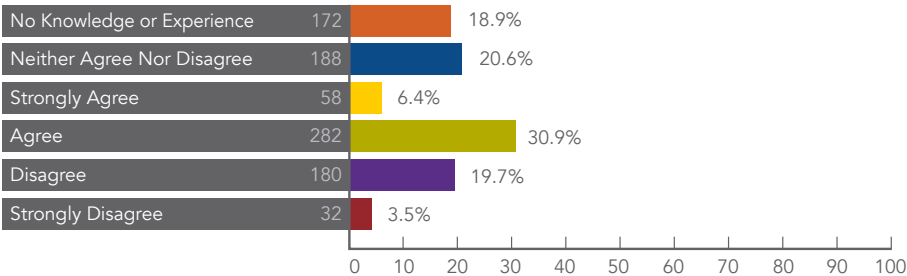
A series of questions then focused on how negative incidents are handled, and again in each instance nearly half of respondents answered either “I don’t have any knowledge or experience around this to offer” or Neither Agree Nor Disagree.

***Note: The term “school officials” does not represent any one sector of the College’s employees; rather, it refers more broadly to any faculty, staff, or administrator who appears to students to be in some position of authority in a given situation.**

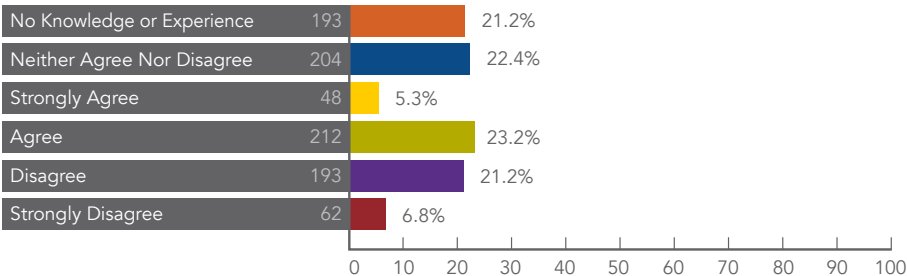
School officials handle negative incidents in a responsible manner



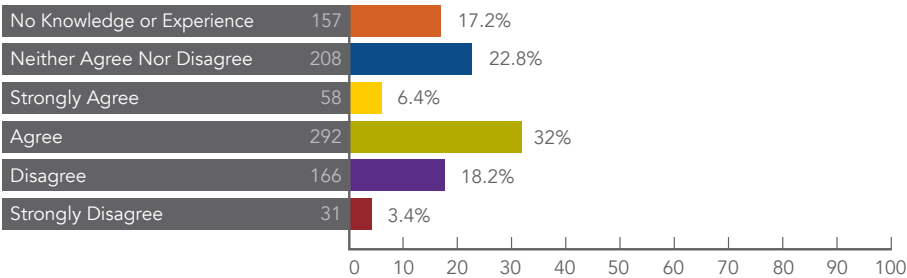
School officials handle negative incidents in a way that is fair



School officials handle negative incidents in a manner that gets to the root of the harm and restores justice

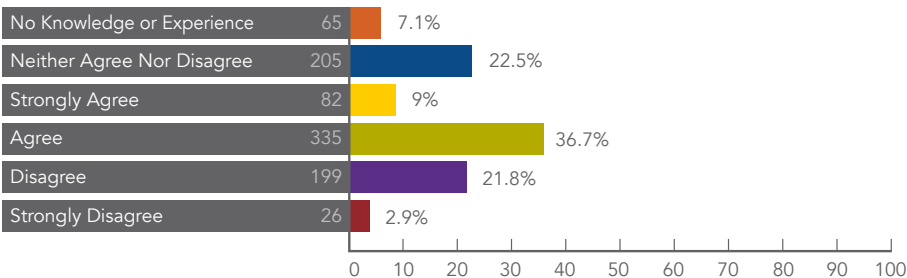


School officials handle negative incidents in a way that makes students feel safer

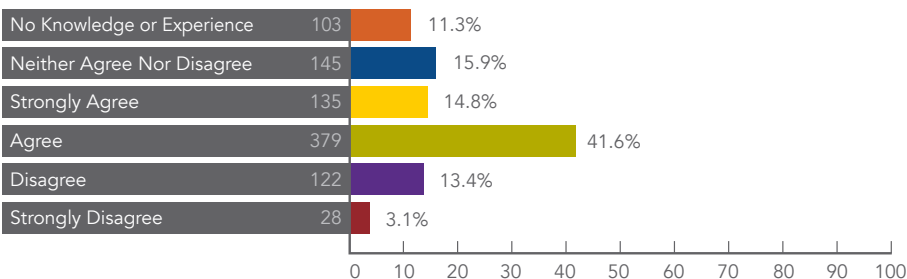


Finally, the climate section posed a number of questions that address the student life experience more generally, asking questions concerning campus public safety, counseling, and residence life. For these questions, about one-third again answered either “I don’t have any knowledge or experience around this to offer” or Neither Agree Nor Disagree.

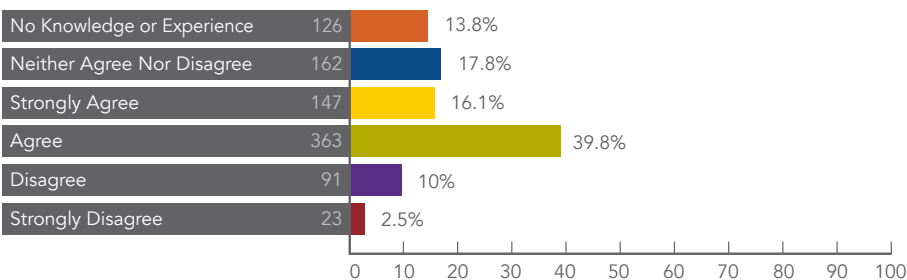
Centre does enough to protect the safety of students



There is a good support system at my school for students going through difficult times



When a negative incident occurs, Resident Assistants and Residence Directors support students



4. SEXUAL HARASSMENT

To gain an accurate picture of what types of misconduct occurred since the beginning of the current academic year (that is the Fall 2017 term and beginning of Spring 2018), a brief section asked students about being subjected to a number of different behaviors, marking all that applied.

Of the 535 responses, 399 students (74.6%) indicated that they had mostly experienced someone making unwelcome sexual advances, gestures, comments, or jokes. This was followed by spreading sexual rumors an individual didn't want shared (151 responses or 28.2%); being shown or sent unwanted sexual pictures, photos, or videos (92 or 17.2%); being flashed or exposed without consent (70 or 13.1%); watching or taking photos/videos while nude or having sex, without consent (22 or 4.1%); or generally showing or sharing photos they did not want shared (16 or 3%).

5. SEXUAL VIOLENCE

To understand more broadly about instances of non-consensual or unwanted sexual contact beyond just the current academic year, students were then asked about frequency and types of occurrences.

The questions addressed a wide variety of experiences, from rude gestures, comments, or jokes; showing, spreading, watching, or taking photos or videos of an inappropriate nature; to forced touching, coercion, penetration, and rape.

Unfortunately, a number of Centre students (178 of 946 respondents, or 18.8%) experienced some form of unwanted sexual contact prior to arriving on campus. Once here, that percentage increased 5.9 points (234 of 949 respondents, or 24.7%).

While the majority of the incidents were limited to a single occurrence (42.5%), 53 of the 247 respondents to this question indicated 2 occurrences (21.5%), 40 indicated 3 occurrences (16.2%), 14 indicated 4 (5.7%), 11 indicated 5 (4.5%), 2 indicated 6 (0.8%), and 10 indicated 8 or more (4%).

Students were next asked to describe the nature of the unwanted contact, able to check one or more of three options. Of the 230 responses, "forced touching of a sexual nature" was most common (133 or 57.8%), followed by "unable to provide consent or stop what was happening" (123 or 53.5%)—given the involvement of alcohol or drugs or simply being asleep—or "verbal or non-physical coercion" (110 or 43.5%).

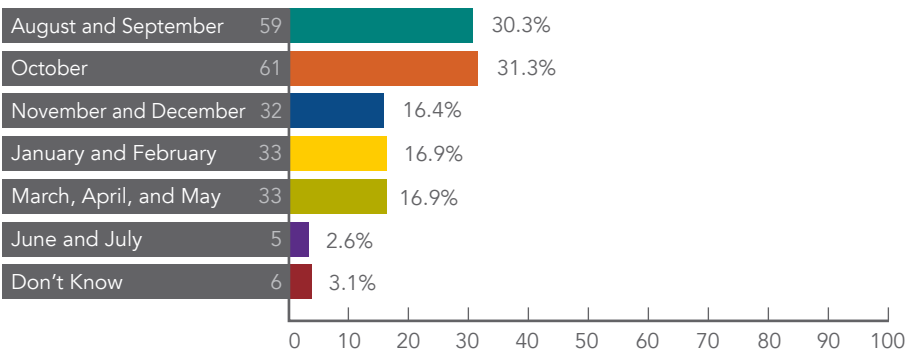
As a follow-up to the 123 respondents who indicated the inability to provide consent or stop an occurrence, 36 responded to a prompt asking if they had consumed alcohol prior to the incident, with 97.2% (35) answering Yes. Respondents were also asked if they were drunk prior to the incident, with 94.4% (33 of 35) indicating Yes.

*** Note: The question made very clear, "Keep in mind that you are in no way responsible for the incident that occurred, even if you had been drinking or using drugs."**

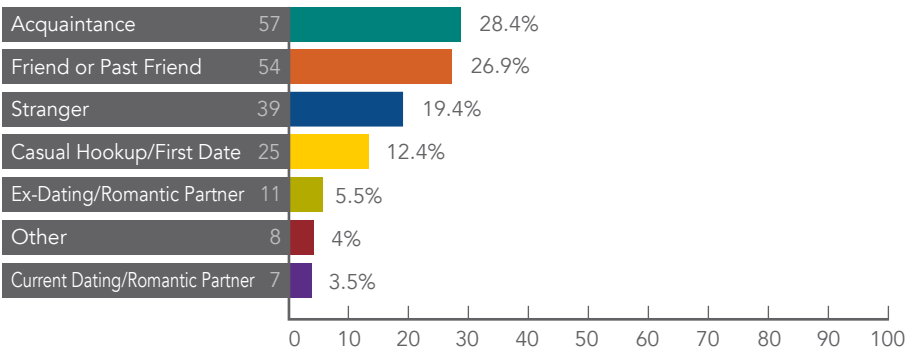
Similar questions about drug use provide responses that were nearly the exact opposite. Only 3 of 33 respondents (8.3%) indicated Yes when asked if they had voluntarily been taking drugs prior to the incident. And when asked if they had perhaps been given a drug without their knowledge or consent, only 1 of 36 (2.8%) indicated Yes, with 2 (5.6%) responding Don't Know.

When asked about the time period in which the incident(s) occurred, a clear pattern emerged. More incidents took place at the beginning of the school year, with the most occurring in the month of October, and then declining over time.

*** Note: Respondents were told to mark all that applied, with 195 responding, so totals exceed 100%.**



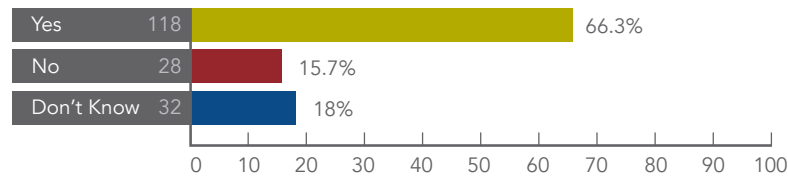
Students were then asked to describe their relationship to the person with whom the unwanted sexual contact occurred, making only one selection. The 201 responses revealed that nearly one-third of the incidents (31.8%) occurred with a stranger or casual hookup / first date.



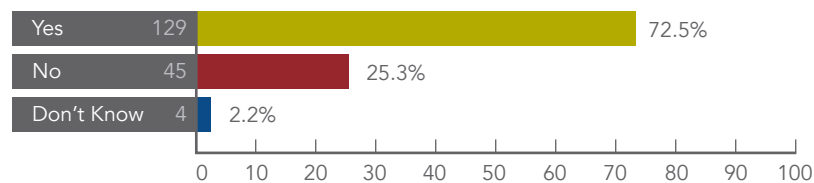
In addition, 85.1% of the time (172 of 202 responses), the person inflicting the harm was a fellow Centre student, while 11.9% (24) said it was not a Centre student and 3% (6) didn't know.

When students were asked about the involvement of drugs and/or alcohol in these incidents, 178 responded.

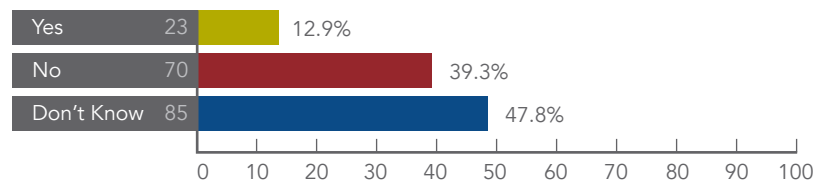
Did the incident involve the other person's use of alcohol?



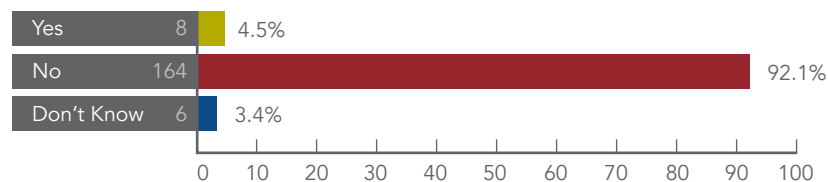
Did the incident involve your use of alcohol?



Did the incident involve the other person's use of drugs?

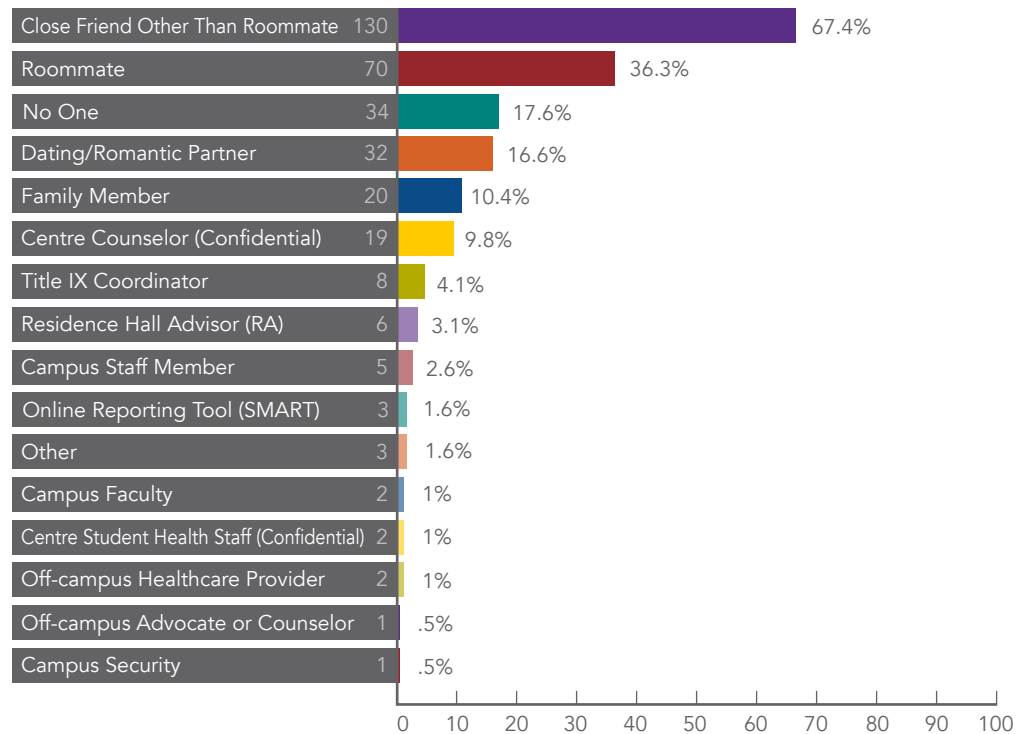


Did the incident involve your use of drugs?



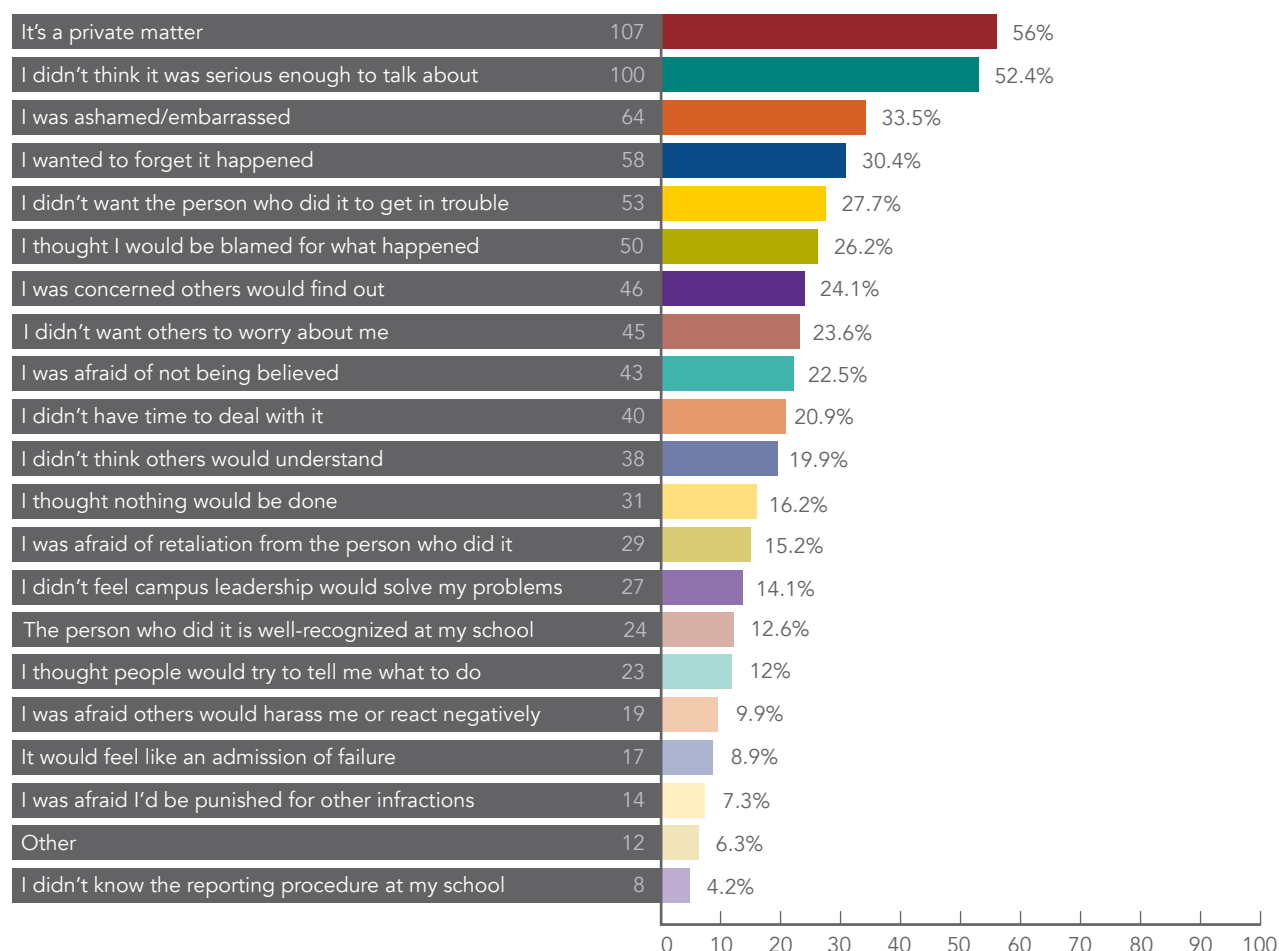
Questions about reporting the incident also reveal a pattern; that is, a close friend or roommate is the person most often talked to about the incident, with a much smaller percentage contacting a caring adult (faculty or staff) within the campus community. Students were asked to check all that apply, and 193 responded.

Who did you tell about the incident?



A similar number of responses (191) addressed why one might not tell others about such an incident, and again, students were asked to check all that apply.

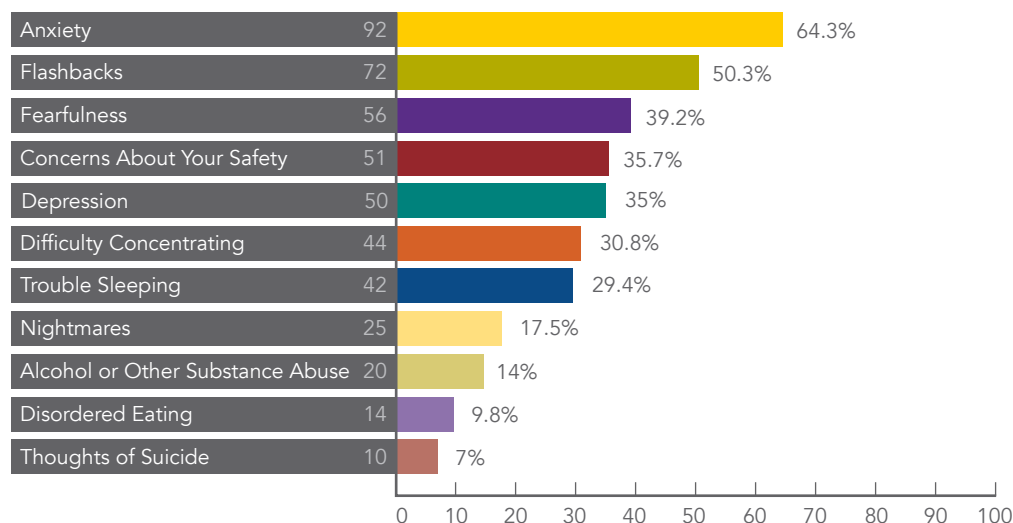
What were your reasons?



In terms of the response about fear of retaliation, 20 of 188 respondents (10.6%) indicated in a subsequent question that they had experienced this, either by the person who did it or that person's friends or associates.

To understand the incident's impact, students were able to respond (and 143 did) to a number of experiences, checking all that applied.

Did you experience any of the following as a result of the incident?



And in greatest numbers, harmed individuals said the experience most negatively impacted their social relationships (81 of 182 responses or 44.5%), social/recreational activities (69 or 37.9%), intimate relationships (65 or 35.7%), or schoolwork (54 or 29.7%). In addition, 31.9% (58) checked None of the Above.

The greatest impact academically occurred in terms of Occasionally, Sometimes, or Frequently getting behind in schoolwork (44 of 158 responses or 27.9%), performing poorly on an assignment (43 or 27.3%), or avoiding the library or common study areas (43 or 27.3%).

In a separate question, only 5.9% of respondents (11 of 85) said they used the procedures at Centre to report the incident. Of those 11, 90.9% felt they were treated Very Fairly (6) or Somewhat Fairly (4) through the process. While no one thought the process made the situation worse, 1 student thought the process Completely Solved the Problem, and 3 each responded Helped me a lot; Helped, but Could've Helped More; or Helped Me a Little.

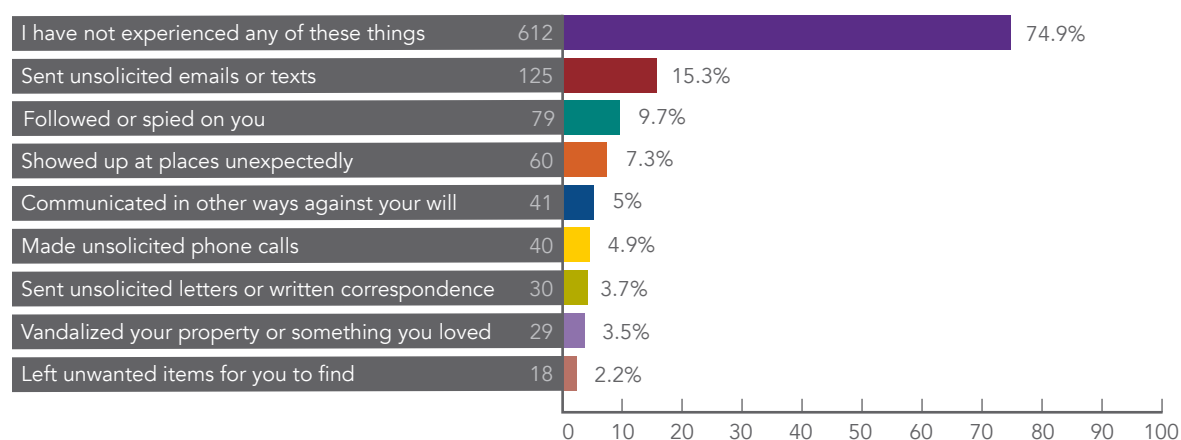
For those who experienced an unwanted incident, a little less than a third (54 of 175 or 30.9%) still felt they would not report anything. However, of those who did intend to make a report, most thought they would make a confidential report through counseling, student health, or the chaplain (84 or 48%), by using the online SMART tool (73 or 41.7%), or through the Title IX coordinator or a responsible employee (41 or 23.4%).

6. STALKING AND RELATIONSHIP VIOLENCE

Focusing just on unwanted sexual experiences since arriving at Centre, students were next asked a series of questions about incidents involving a romantic or intimate relationship, as well as other forms of social contact (strangers or friends).

While nearly three-quarters of 817 responses indicated that some form of stalking had not taken place, unsolicited emails or text messages were the most common form of harassment when students were asked to check all that apply.

Has anyone, of any gender, ever...?



When asked if this behavior was repeated and done on more than one occasion, the 214 responses were nearly evenly split: 109 (50.9%) said No and 105 (49.1%) said Yes.

According to 200 responses, slightly more occurrences took place before the start of the academic year (41.5% or 83) as opposed to after the start of the academic year (33% or 66), though a quarter of the respondents indicated some form of stalking took place both before and after the start of the year (25.5% or 51).

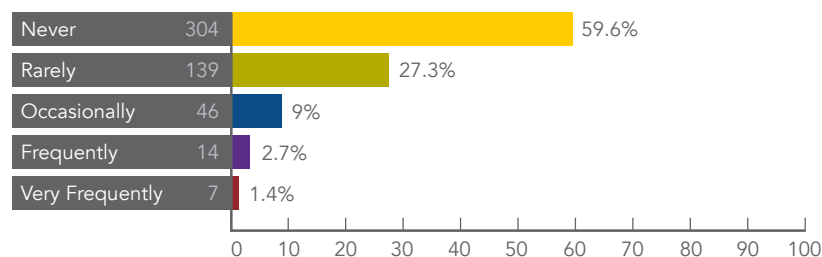
Survey questions then shifted to focus just on experiences in a romantic or intimate relationship.

Two-thirds of survey participants responded to a question that asked if they have been involved in a romantic or intimate relationship since becoming a student at Centre, with 547 of 816 (67%) saying Yes. Of that number, 510 provided more detailed information about types of unwanted behavior that occurred in the relationship, including verbal and physical abuse.

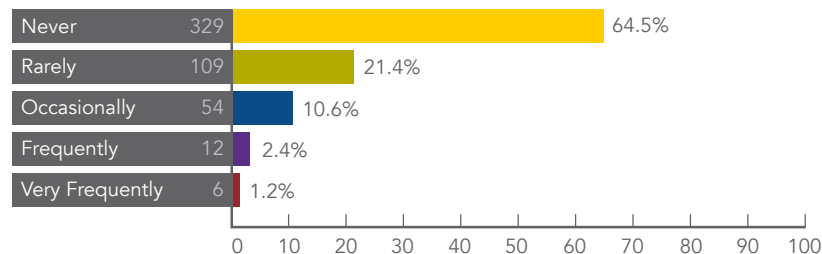
While it is reassuring that relationship violence Never or Rarely occurs, it is troubling that it does occur to some degree on an Occasional, Frequent, or Very Frequent basis.

“Select a response for each of the items below to show your closest estimate of how often your partner (current or previous) has used any of the following behaviors.”

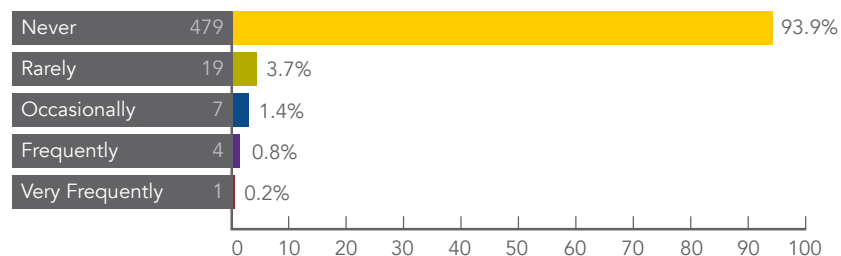
Called you a name and/or criticized you



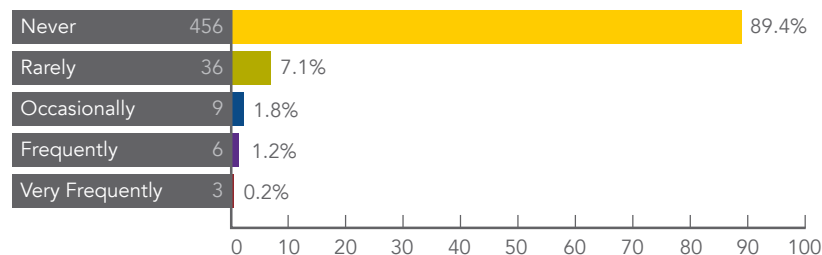
Gave you angry stares or looks



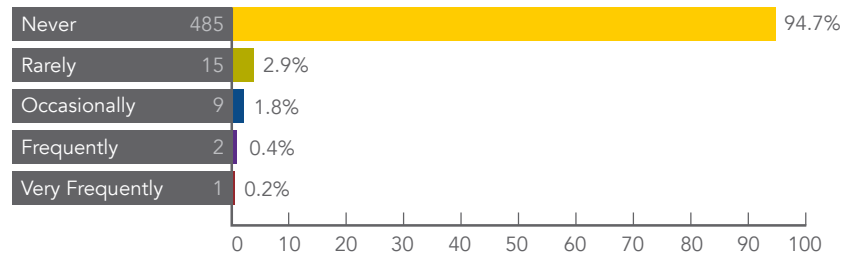
Threatened to hit or throw something at you



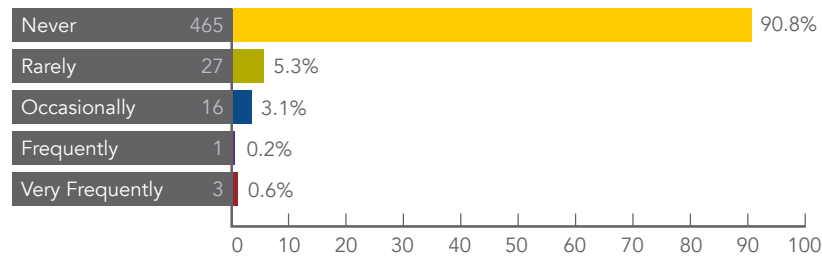
Pushed, grabbed, or shoved you



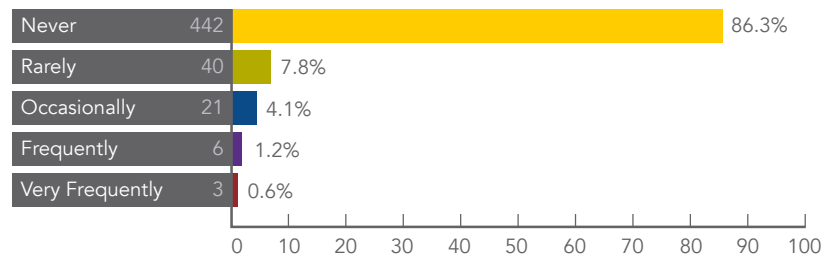
Slapped, hit, punched, or kicked you



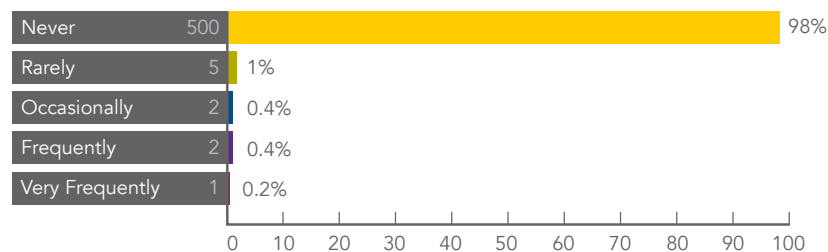
Pressured or forced you to sext or take naked photos



Pressured you to have sex in a way that you didn't like or want

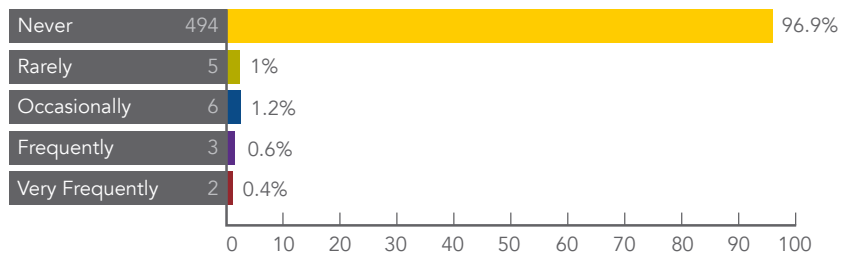


Physically forced you to have sex



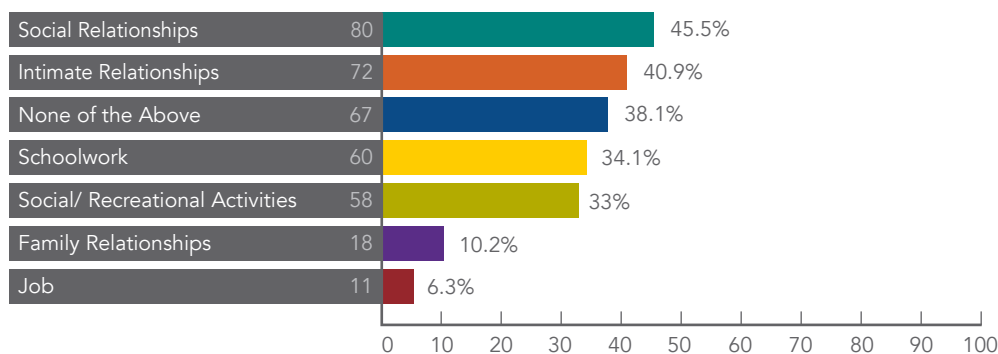


Choked or strangled you



When asked if support services were sought or any kind of reporting took place to a hotline after the incident, the vast majority (94.5% or 173 of 183) said No. A similar percentage (97.2% or 176 of 181) said they were not injured in the incident.

When asked about the kind of negative impact the incident had (and encouraged to check all that apply), 176 respondents selected a number of responses:



7. PERCEPTIONS OF LEADERSHIP, POLICIES, PROGRAMS, AND REPORTING

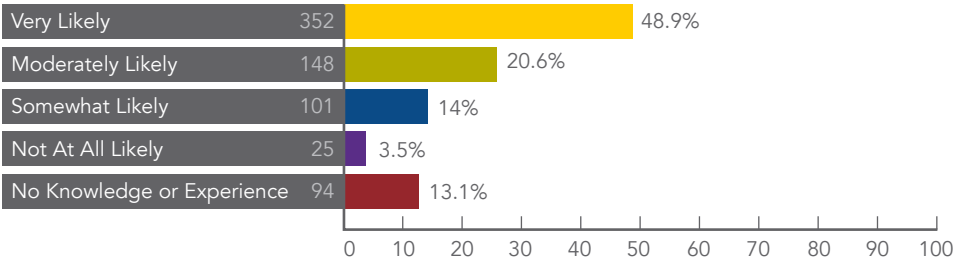
While an earlier section of the survey tried to gain a sense of the general campus climate as it pertains broadly to perceptions of faculty, staff, and administrators, as well as happiness about being at Centre, this section drilled down specifically to gauge not only how students perceived administrators would handle reports of sexual assault but also how students themselves would react.

As before, “I don’t have any knowledge or experience around this to offer a response” (shortened again in the tables below to “No Knowledge or Experience”) was an option that students selected anywhere from 9.7% to 22.7% of the time.

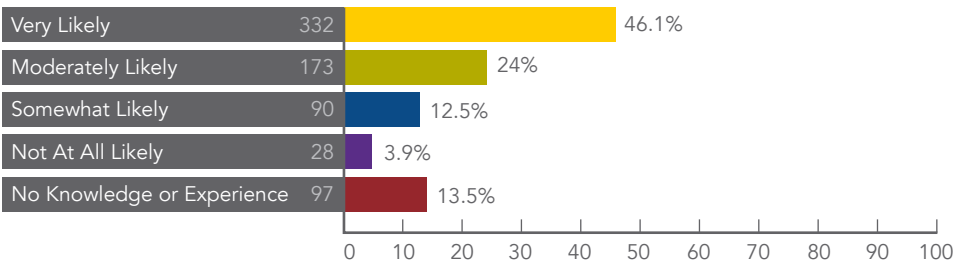
In all, the responses indicate confidence in the integrity of the process and how administrators would handle difficult situations.

The general prompt for the first section of the question began, “If someone were to report a sexual assault to the Title IX Coordinator at your school how likely is it that...”

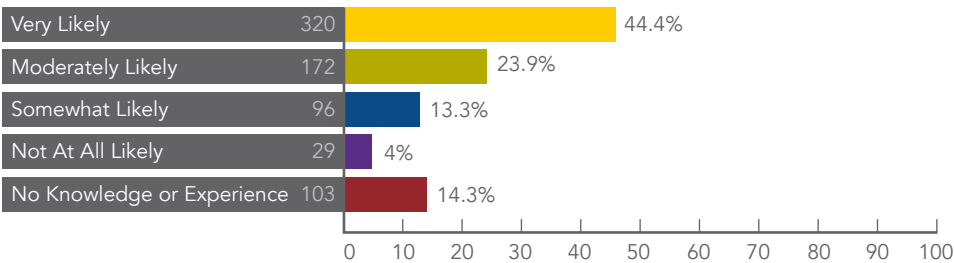
Administrators would take the report seriously



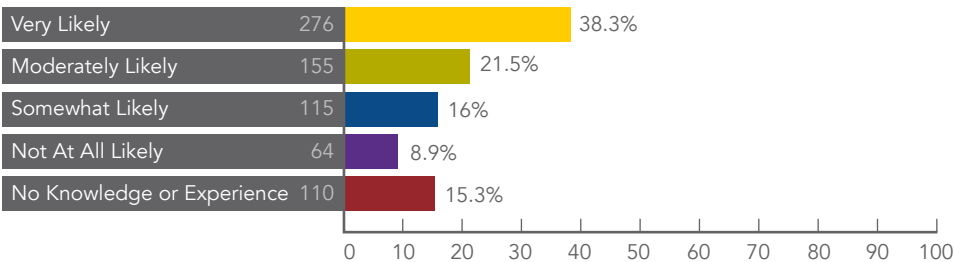
Administrators would take steps to protect the safety of the person making the report



Administrators would support the person making the report

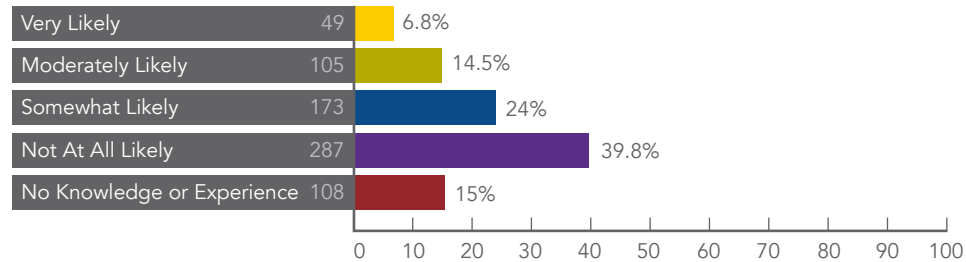


Administrators would take corrective action to address factors that may have led to the sexual assault

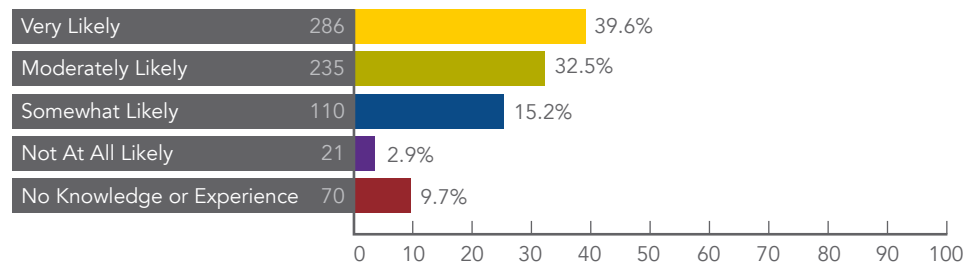


Again, the general prompt began, “If someone were to report a sexual assault to the Title IX Coordinator at your school how likely is it that...”

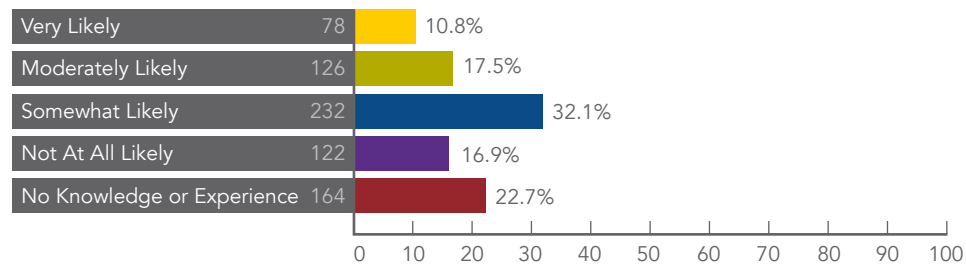
Students would consider the person making the report to be a troublemaker



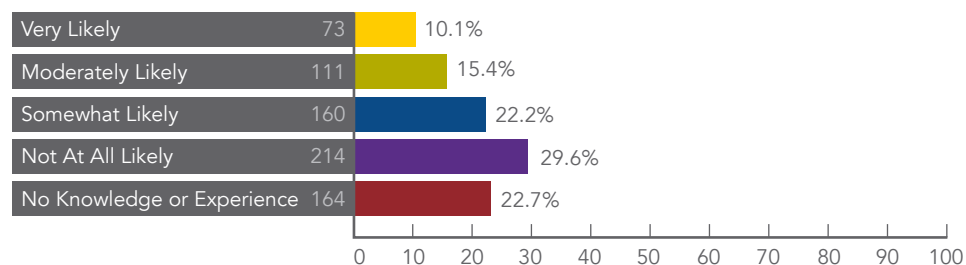
Students would support the person making the report



The alleged offender(s) or their associates would retaliate against the person making the report

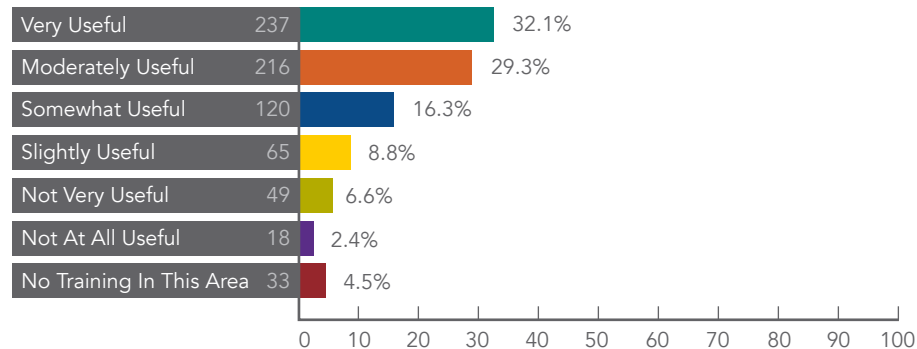


The educational achievement/career of the person making the report would suffer

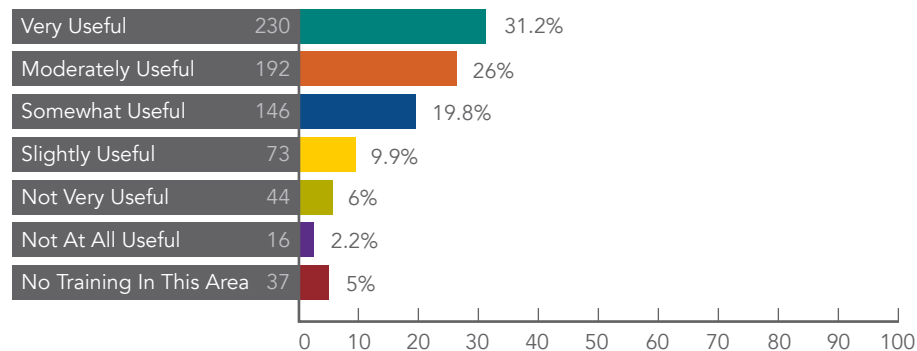


Another series of questions asked students to respond in several ways to the general prompt, “While you have been a student at this school, how useful did you find trainings you’ve received in the following areas related to sexual assault?” In all, 738 students responded.

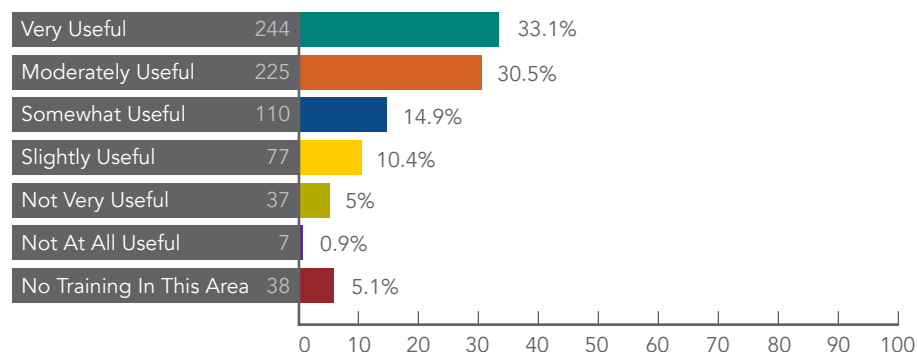
Which behaviors are defined as “sexual assault?”



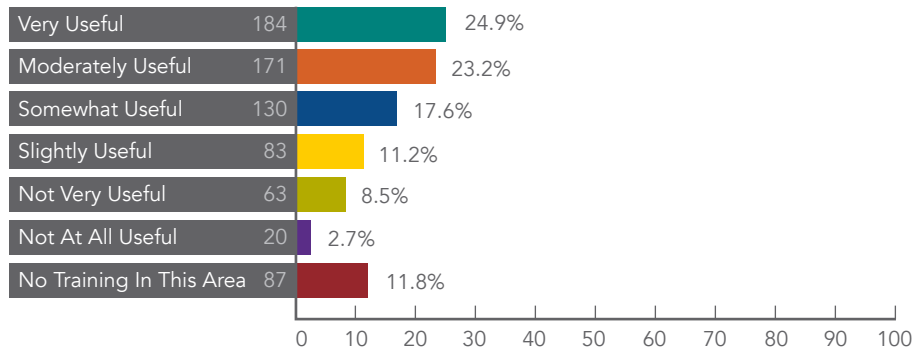
How to report an incident of sexual assault?



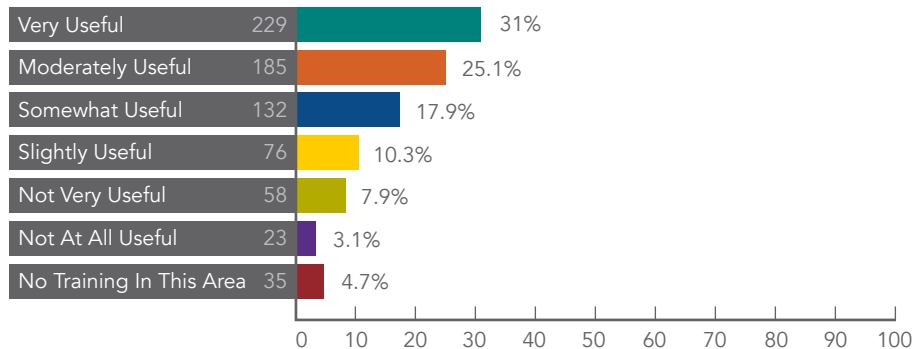
The availability of confidential on-campus resources to help someone who experiences sexual assault?



The procedures followed to investigate a complaint of sexual assault?

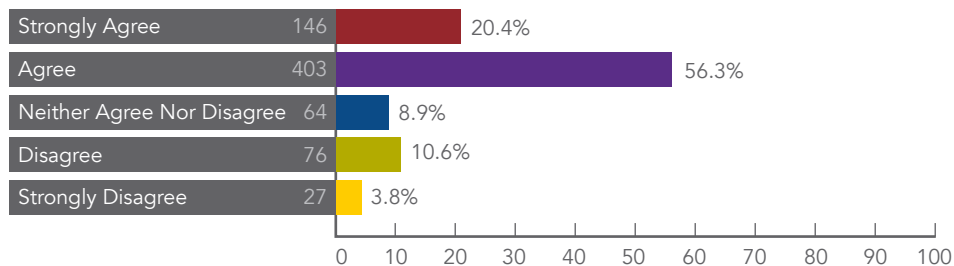


Strategies to prevent sexual assault?

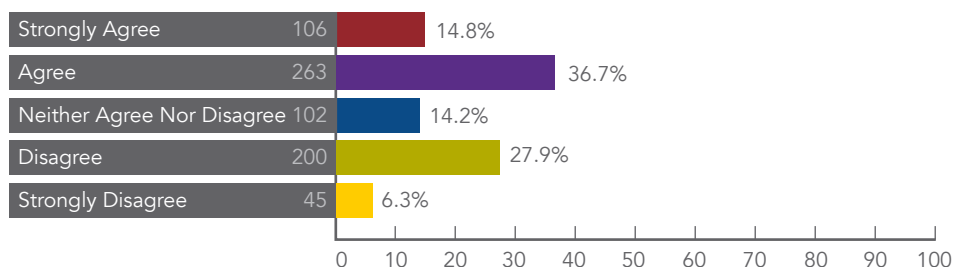


Finally, students were asked about their general awareness of what resources are available and how one goes about seeking help, with 716 responding.

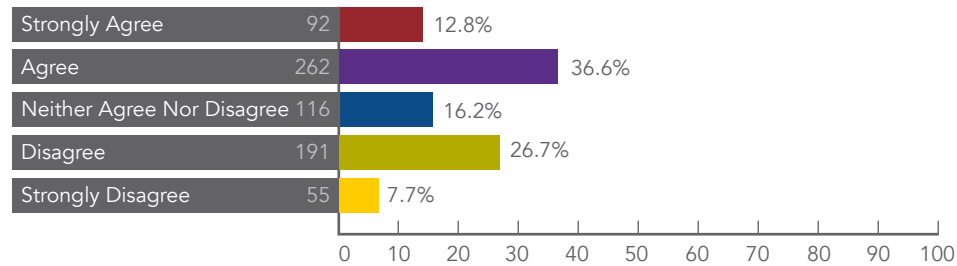
I know where to go to get help regarding sexual assault at my school



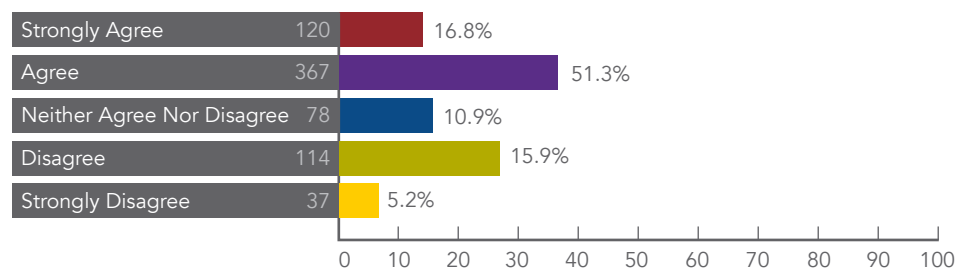
I know how to contact my school's Title IX Coordinator



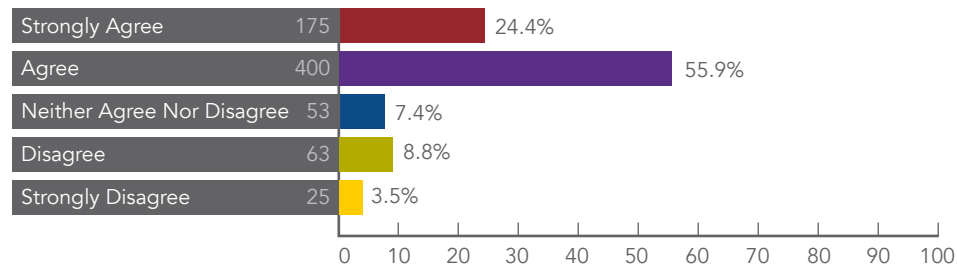
I understand my school's formal procedures to address complaints of sexual assault



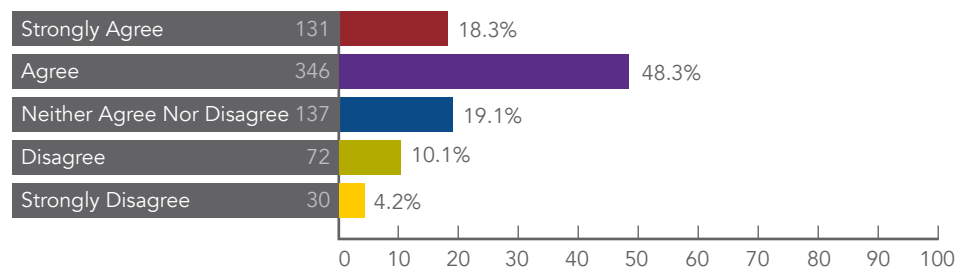
I understand how to report sexual assault at my school



I understand where I can find confidential support at my school



I have confidence that my school's administrators will follow the procedures necessary to address complaints of sexual assault fairly



This section concluded with questions about general student involvement, awareness, and concern to learn more about sexual assault.

Responses indicated that interest appears to be strong, and when encouraged to indicate all that apply, of all the responses about what students have done since arriving at Centre, discussing sexual assault with friends at 82.7% (605 of 732 responses) was highest. This was followed by attend an event or program at 78.1% (572), discuss in class at 46.6% (341), hear administrators or staff discuss at 41.9% (307), discuss with a family member at 33.1% (242), attend a prevention program at 22.5% (165), attend a rally or other campus program at 21.4% (157), visit the Centrenet Sexual Misconduct Resources page at 19.4% (142), visit the SMART tool at 16.8% (123), or attend Green Dot bystander training at 14.1% (103).

8. BYSTANDER CONFIDENCE, NORMS, AND BEHAVIOR

As the survey drew to a close, a good number of questions sought to understand the degree to which students felt confident that they could engage in a range of positive behaviors to address sexual harassment and assault, and in a way—as is the focus of Centre’s approach—that would create a culture of caring.

The section was divided into three. First, *bystander confidence* questions asked students to “indicate how confident you are that you could engage in” a range of described behaviors. Second, in a set of questions devoted to *bystander norms*, students were asked to consider how they would act in a given situation and then rate their perceptions of how they thought most students would act in that same situation. Third, students were asked to address *bystander behaviors*.

In these first two bystander sections, students were asked to gauge confidence levels based on a scale of 1 to 7. Response options in the section on confidence ranged from Not at all confident (designated as 1) to Somewhat confident (designated as 4) to Completely confident (designated as 7). Similarly, options in the section on norms ranged from Not at all likely (1) to Somewhat likely (4) to Very likely (7). Options 2-3 and 5-6 had no description.

In order to illustrate the responses, we aggregated answers as explained in notes below.

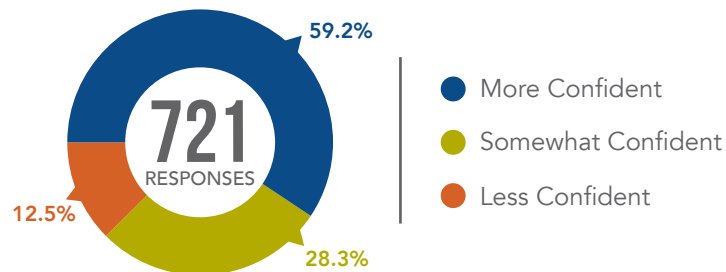
Bystander Confidence

An important element of Centre’s Action Plan involves strengthening bystander intervention, and this first section provided a baseline understanding of how confident students are in their ability to confront forms of harassment and assault. A total of 721 students offered responses to each question.

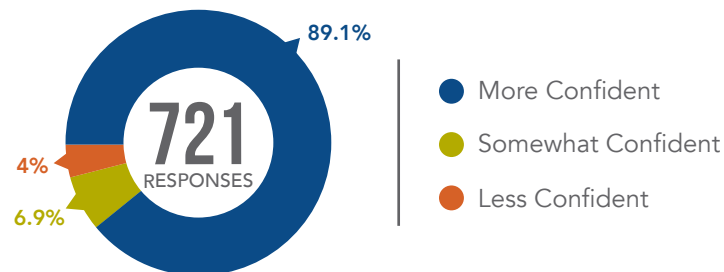
***Note: For purposes of illustration, we have aggregated 1-3 as Less Confident, kept 4 as Somewhat Confident, and aggregated 5-7 as More Confident. Due to rounding, some totals may be slightly less than or exceed 100%.**

“Please read each of the following items and indicate how confident you are that you could engage in the described behavior.”

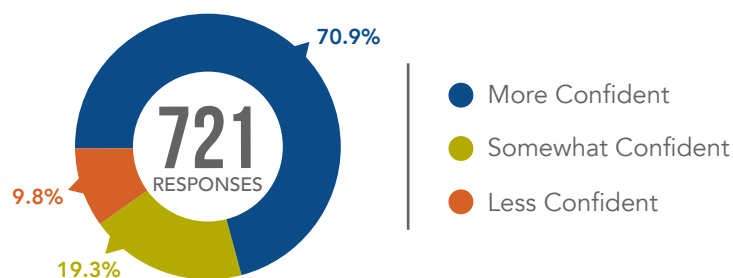
Express my discomfort if someone makes a joke about someone’s body.



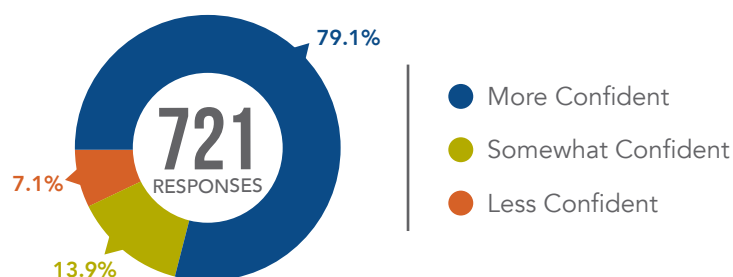
Express my discomfort if someone says that rape victims are to blame for being raped.



Talk to a friend who I suspect is in an abusive relationship.

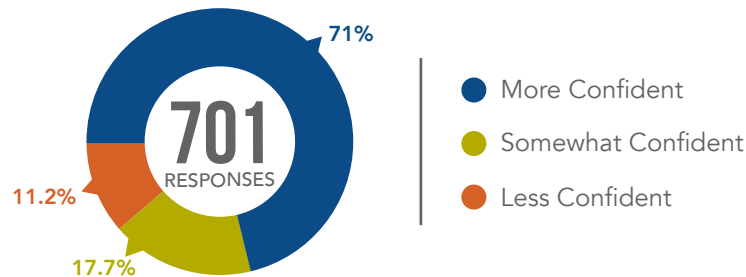


Get help and resources for a friend who tells me they have been raped.

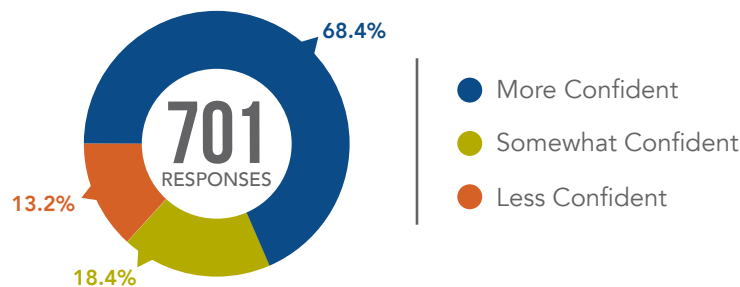


A related set of questions garnered 701 responses.

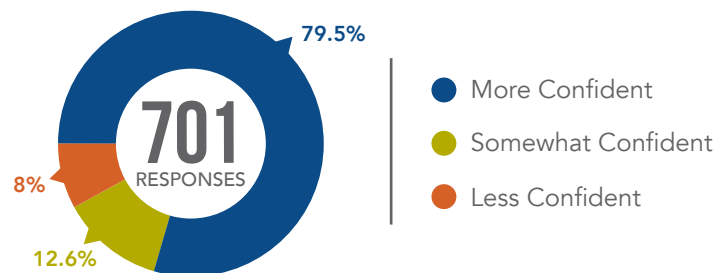
Confront a friend who tells me that they had sex with someone who passed out or didn't give consent.



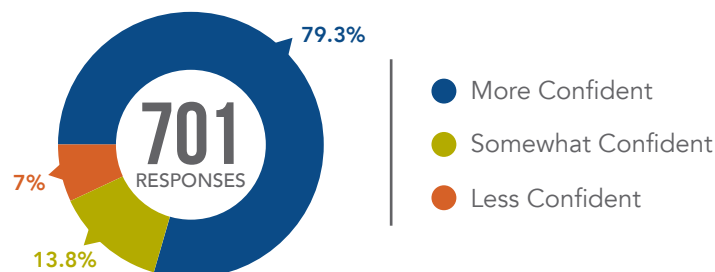
Tell a campus authority about information I have that might help in a sexual assault case even if pressured by my peers to stay silent.



Speak up to someone who is minimizing or making attempts to excuse having forced someone to have sex with them.



Speak up to someone who is minimizing or making attempts to excuse having had sex with someone who was unable to give consent.



Bystander Norms

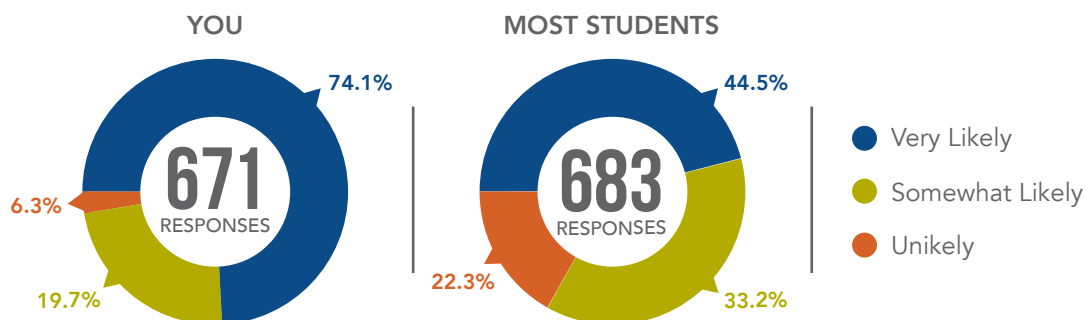
Questions in this section provided an important look into the difference between perception and reality as it involves bystander involvement, since the very same set of questions asked students how they think they would act and how they thought most other students would act.

What's notable is that respondents (ranging from 671 to 686 per question) were less confident in how they perceived other students would react to difficult situations based on behaviors they had observed in others, than they were in their own reaction.

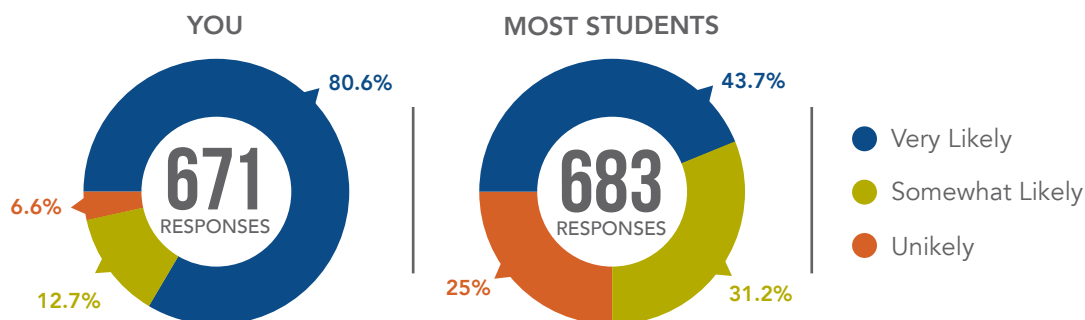
***Note: For purposes of illustration, we have aggregated 1-3 as Unlikely, kept 4 as Somewhat Likely, and aggregated 5-7 as More Likely. Due to rounding, some totals may be slightly less than or exceed 100%.**

"Please indicate how likely *you* are and how likely you think *most students at your school* are willing to..."

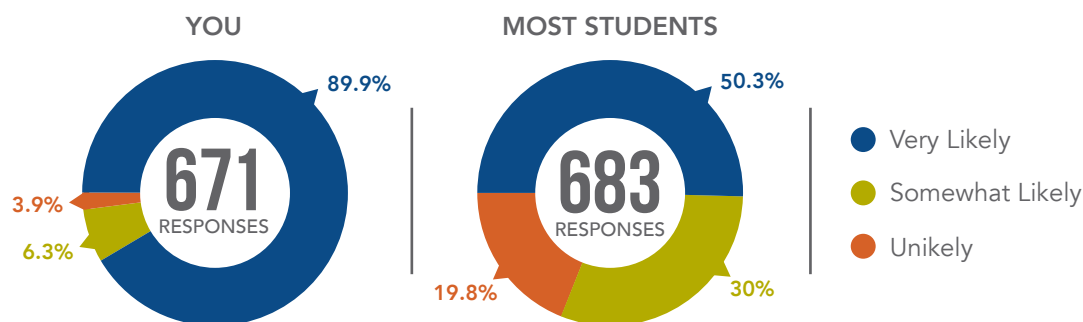
Confront other students who make inappropriate or negative sexual comments/gestures about a person?



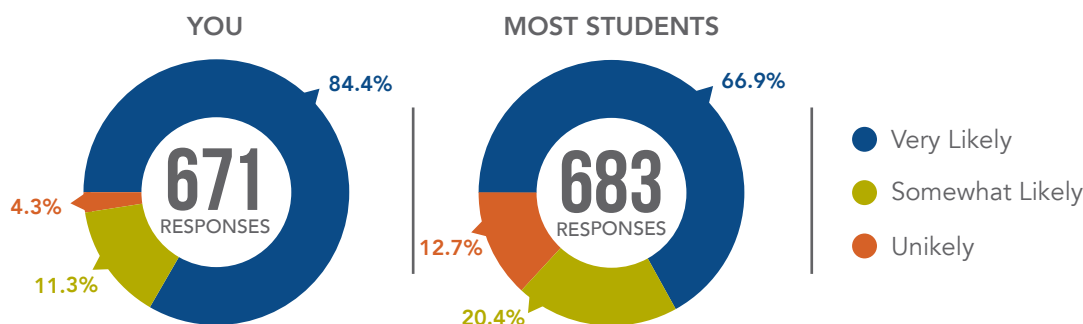
Ask for verbal consent when they are intimate with their partner, even if they are in a long-term relationship?



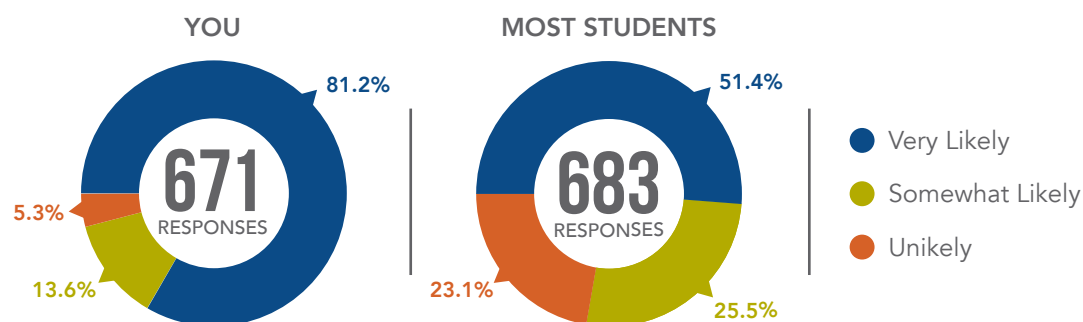
Stop sexual activity when asked to, even if they are already sexually aroused?



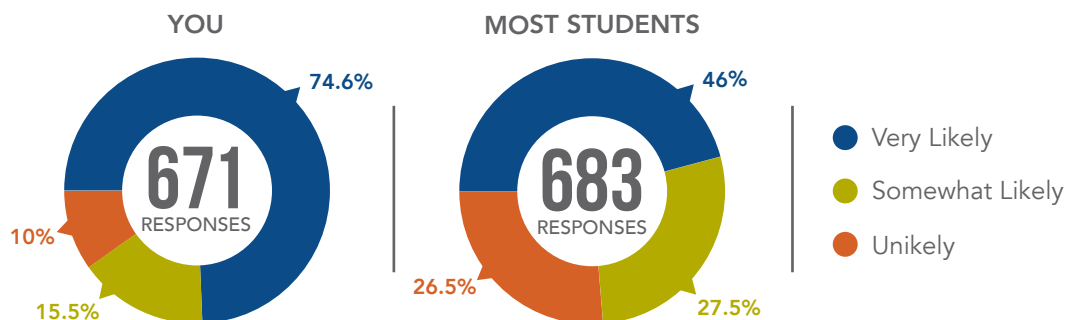
Check in with a friend who looks drunk when they go to a room with someone else at a party?



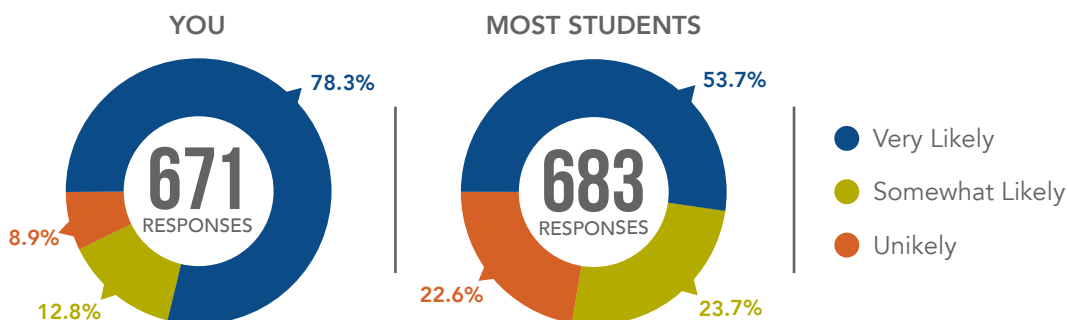
Say something to a friend who is taking a drunk person back to their room at a party?



Challenge a friend who made a sexist statement/joke?



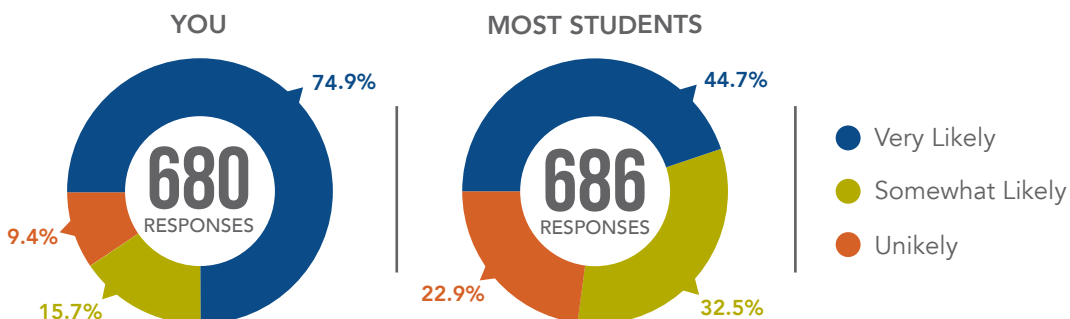
Challenge a friend who said something offensive about people who are lesbian, gay, bisexual, or transgender?



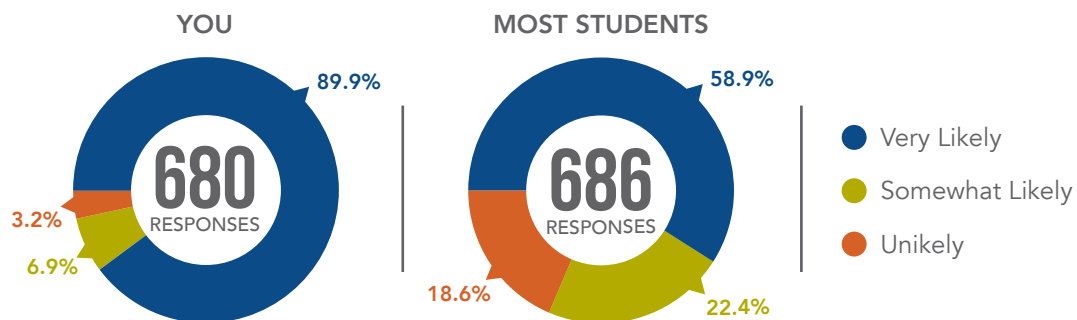
A second set of questions was also posed from the same approach to gauge how the students sense of *their* own likely actions compared to what they perceived would be likely actions by *most students*.

"Please indicate how likely *you* are and how likely you think *most students at your school* are willing to..."

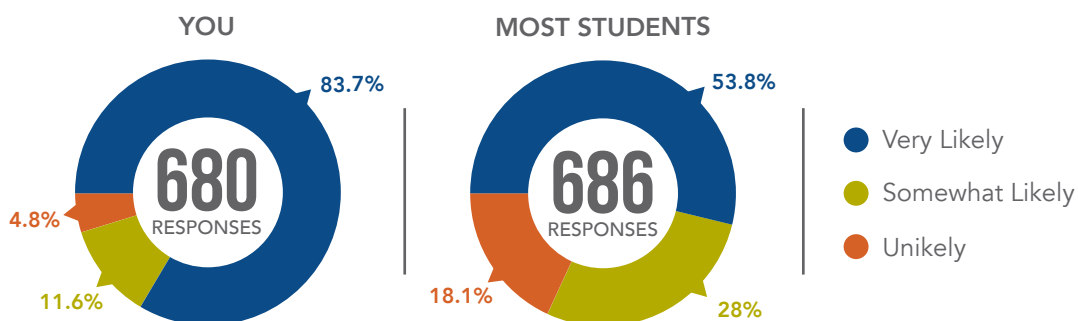
Report other students who use force or pressure to engage in sexual contact?



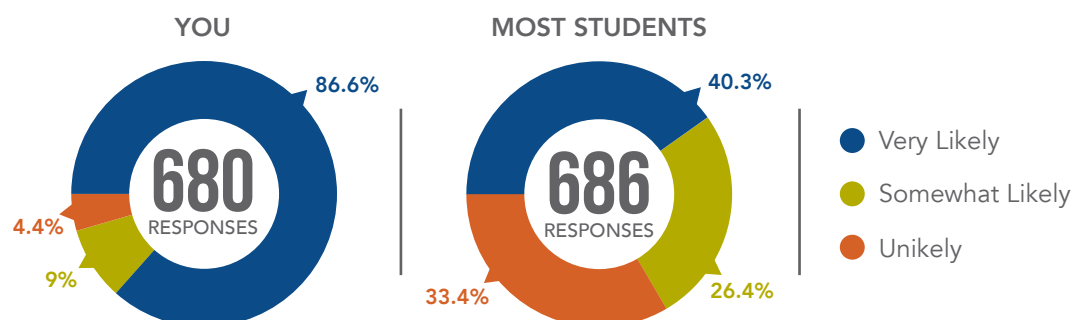
Discourage a friend who plans to give someone alcohol to get sex?



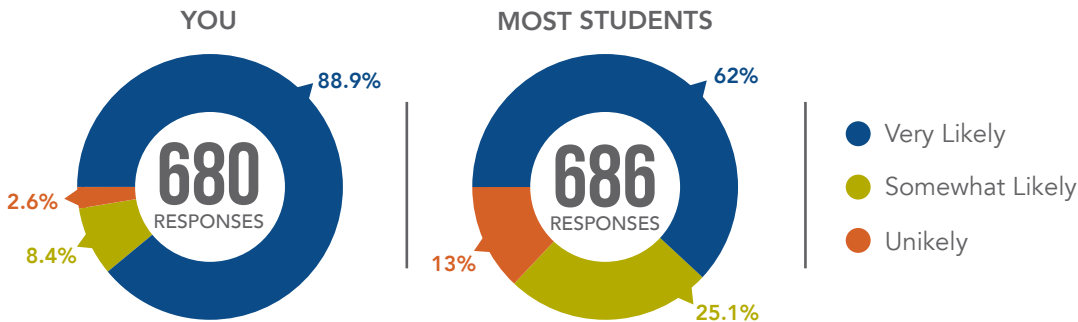
Confront a friend if I hear rumors that they forced sex on someone?



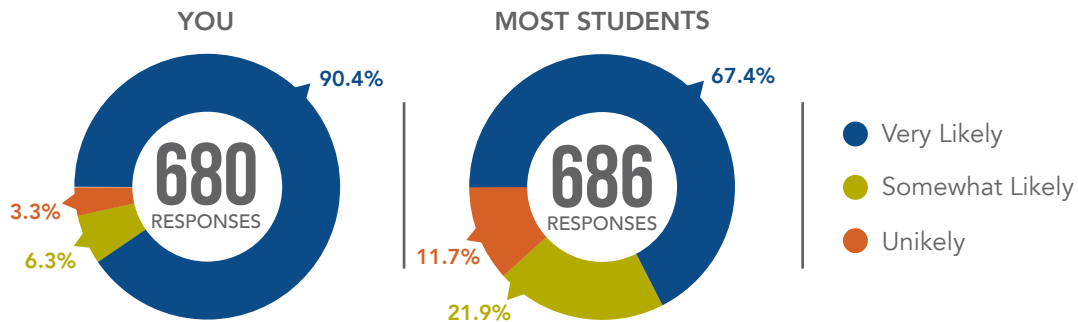
Decide not to have sex with a partner if they are drunk?



Take action if they saw someone trying to take advantage of another person sexually?



Support others who confront harmful or problematic behavior?

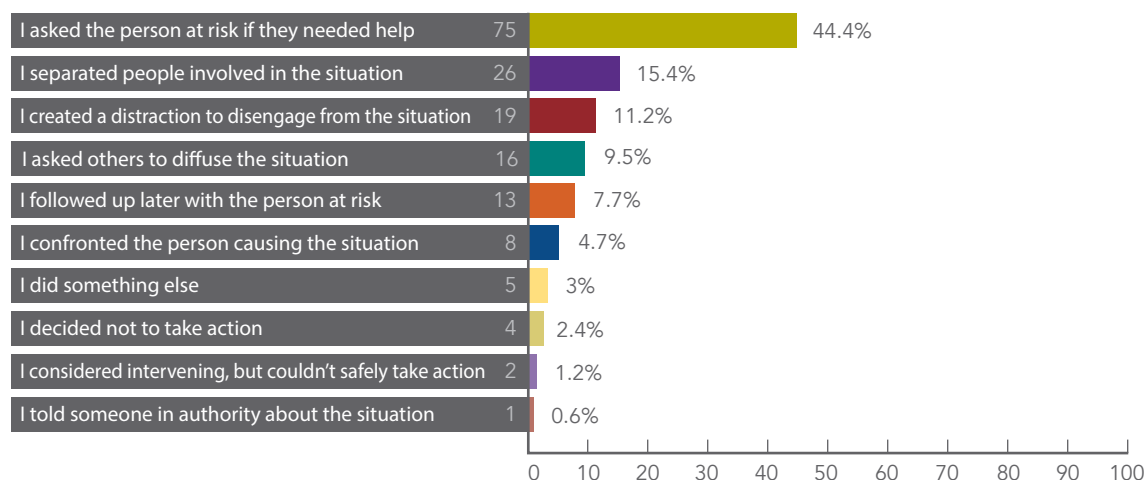


Bystander Behaviors

The final set of questions dealing with bystander issues addressed ways in which students think their involvement might benefit from training and education.

It began by asking how many situations they have observed since the start of the 2017–18 academic year that they believed was or could have led to sexual assault. Of the 713 responses, 23% (or 165) indicated Yes.

Students were then asked to select what most closely resembles their action in response to the situation, and of the 169 responses, asking if the person needed help was most common.



Because Centre has invested time and energy into adopting Green Dot bystander training across campus, students were also asked how many have attended such training. Of the 182 responses, 18.1% (33) indicated Yes.

When asked about what other types of training would be of interest, 181 students responded by checking a number of options, with the top being convocations (72.4% or 131 responses), 1-hour Green Dot training (49.2%), small group dialogue or discussion (38.1%), peer advocate or campus resource training (35.4%), or films or sports events like a 5K (31.5% each).

Finally, students were asked which of several services they thought would be most utilized, with a support/response hotline selected most, followed by restorative justice opportunities, navigators to assist survivors with medical help or services, and forensic medical exam availability on campus.

9. ALCOHOL AND DRUG USE

The survey concluded with a set of questions about general student consumption of alcohol and use of drugs, and it should be noted that a more rigorous understanding of these behaviors is a part of annual Alcohol.edu training during extended orientation at the beginning of each academic year.

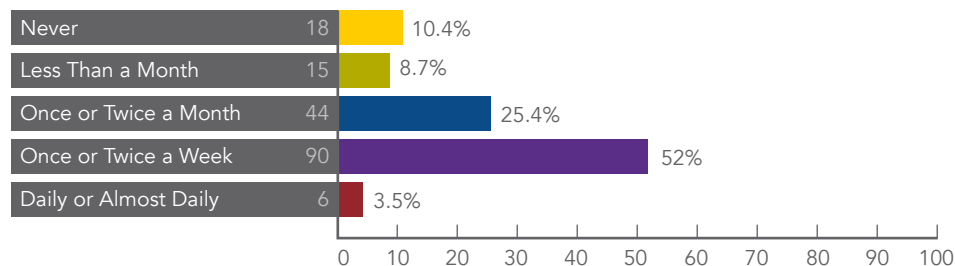
Just as the point was made at the start of this report by President Roush that “colleges and universities across the nation are not immune to sexual violence and harassment on their campuses, with Centre facing similar challenges,” the same may be said of alcohol consumption in particular, as the survey responses indicate below. (The survey indicates drug use is much less prominent.)

Earlier in the survey, students were asked about alcohol consumption and drug use in specific instances when harm was committed. While it is important to emphasize that there is no direct correlation between alcohol consumption and sexual assault, the questions were asked to understand the degree to which harm may have occurred when students were less inhibited or able to control their actions.

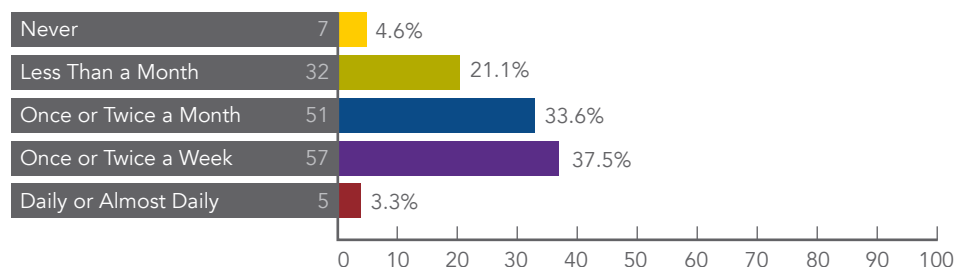
*** Note: When these questions appeared in the survey, a disclaimer was added: “Keep in mind that you are in no way responsible of the incident that occurred, even if you had been drinking” or “taking or using drugs.”**

Of the 173 responses to the question “Since the start of the academic year, about how often have you consumed alcohol,” the most common response was once or twice a week.

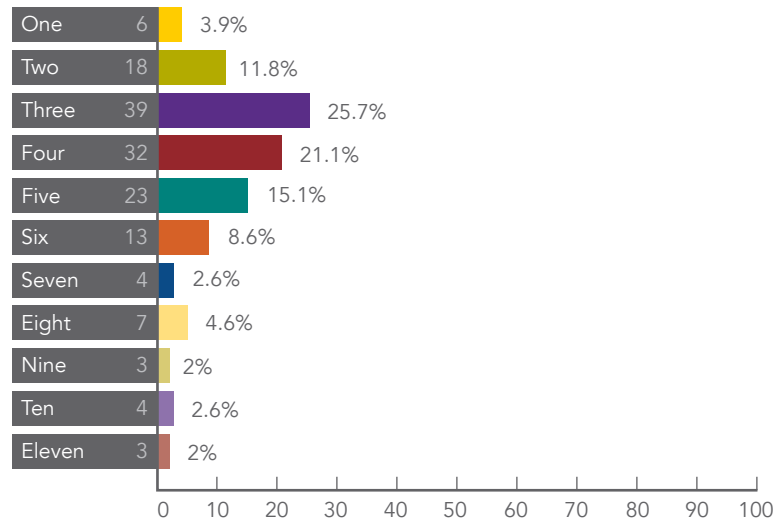
How often have you consumed alcohol?



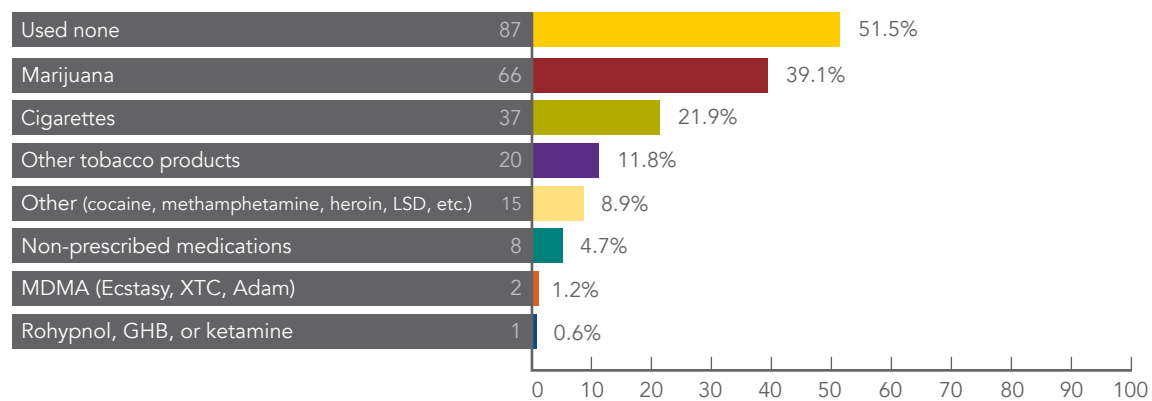
About how often have you consumed enough alcohol to get drunk?



On a typical drinking occasion, about how many drinks do you usually have?



Since the start of this academic year, have you used, either voluntarily or involuntary, any of the following? (Check all that apply)



III. MOVING FORWARD: CENTRE'S ACTION PLAN

Gathering data and statistics is essential to understanding the nature of the problem of sexual misconduct at Centre College, but more important, the analytical information has been essential to formulating an action plan to reduce harm and improve our community.

This campuswide effort at Centre College is focused on creating a culture of caring where:

- Students, faculty, and staff are safe in the place where they work, live, and study.
- Students, faculty, and staff intervene when they notice situations of possible harm.
- Students understand what consent is and strive to have healthy, respectful relationships both sexual and non-sexual.
- Survivors feel safe reporting what's happened to them and know we care and will help.
- Resources are known and widely accessed.
- Policies, developed with input from the campus community, live within and add strength to the College, consistent with its values and aspirations.

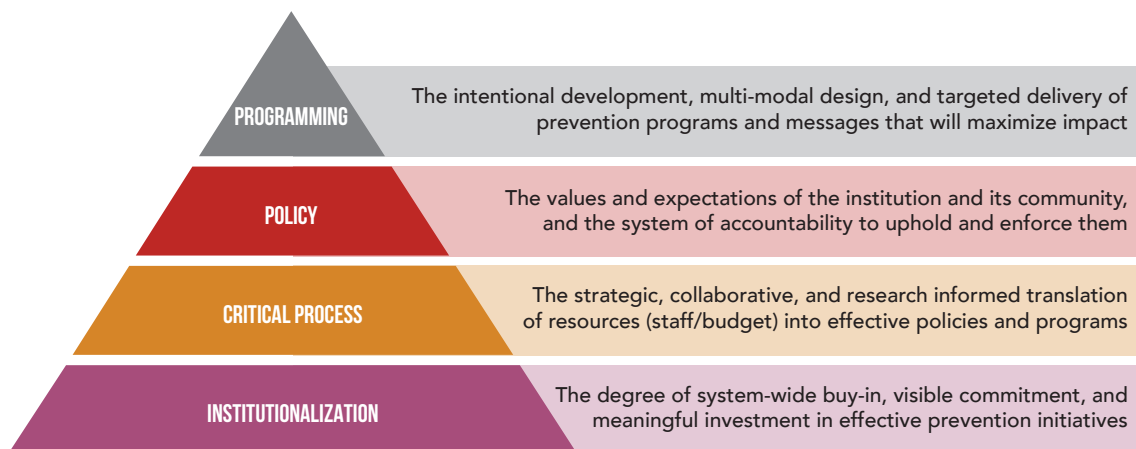
The College continues to work with experts among our own staff and faculty and others across the country to adopt best practices in the prevention of sexual misconduct, recognizing that this is a broad category of behaviors that includes but is not limited to sexual harassment, sexual violence, sexual exploitation, dating violence, domestic violence, stalking, cyber-stalking, bullying, and cyber-bullying when based on sex or gender.

No single campus constituency can eradicate sexual misconduct on its own. As President Roush has suggested, the entire campus community must work collectively to create a safer environment and culture of caring.

We face a major challenge, however. According to the Centers for Disease Control and Prevention (CDC), "Sexual violence is a significant public health issue that impacts many people, with college and university students being particularly at risk. Studies show that one in five women experiences attempted or completed sexual assault during her college years." But they are not alone. "Men are also victimized. It has been noted that more than 6% of men experience attempted or completed sexual assault in college."

But this will not deter us. Through partnerships, technical assistance, and research, Centre will continue to identify evidence-based strategies. At present, few prevention programs have been proven to work singularly, though there is a growing body of research to find solutions. So, we must never consider this important work done.

FRAMEWORK FOR COMPREHENSIVE PREVENTION



We will strive to expand campus-wide buy-in by students, staff, and faculty, demonstrating visible commitment and meaningful investment in effective prevention initiatives. We will expand and improve the College's strategic, collaborative, and research-informed translation of resources into effective policies and programs. We will uphold our values and expectations of the College community, and continuously assess our system of accountability to uphold and enforce those values and expectations. We will continue to invest in intentional development, multi-modal design, and targeted delivery of prevention programs and messages that will maximize their impact. And, we will encourage and facilitate the efforts of students to promote their own culture change from within.

What follows provides an overview of some of our foundational efforts over the past several years, as well as the some of the College's intended future actions. These efforts are a prelude to the work that will be ongoing. We will always expect to continue working with our students, faculty, and staff to find additional ways to apply the insights of experts to the needs of our community.

THE ACTION PLAN

In all, we have set forth five specific areas of action:

1. Integrate sexual misconduct prevention into the Centre experience
2. Address specific issues of race, gender, sexuality, intersectionality, and sexual misconduct
3. Establish greater means for student, staff, and faculty engagement
4. Expand community support for individuals harmed, and encourage reporting
5. Articulate a transparent plan to move forward

In what follows, we have documented our work to date, as well as future plans. This will be reviewed periodically and update accordingly.

1. Integrate Sexual Misconduct Prevention Into the Centre Experience

Increasing knowledge, shifting attitudes, changing behavior, and building skills are vital to the success of sexual misconduct prevention efforts. We will build upon the strength of our programs for first-year students, who are at the most vulnerable moments in their college careers. However, our efforts can't be singular. We must expand holistic prevention and education across the entire Centre experience.

Our Work to Date

- In 2014, Centre introduced a sexual misconduct comprehensive policy for all students, staff, and faculty to send a clear and unmistakable statement against sexual misconduct of any kind. The current policy as approved by the Senior Staff was revised and updated Summer 2018 with input from students. The policy is reviewed and updated as needed every summer.
- We introduced integrated consent education in 2014, with online consent education and sexual misconduct and alcohol misuse prevention education for all incoming first-year students. Beginning this year, the College has expanded on-line sexual misconduct/assault prevention education to include all students. Since 2014, we have provided all staff and faculty with regular online training regarding sexual misconduct.
- Launched in 2017, the Green Dot bystander program provides training for staff, faculty, and students on how to identify and intervene in situations that could lead to sexual misconduct. To date, nearly 150 members of our campus community have been trained.
- Conducted since 2010, an interactive healthy relationship presentation occurs during first-year orientation. Additionally, all in-coming first-year and transfer students received an overview of Green Dot this year.
- Over the past several years, campus-wide convocations are increasingly being offered that address sexual misconduct prevention, including Kentucky Attorney General Andy Beshear and third-party experts Holly Rider-Milkovich of EVERFI and Cara Tuttle Bell of Vanderbilt University.
- Since 2014, the Athletics department has provided specialized sexual misconduct training for its staff and student-athletes in accord with NCAA guidance.

What We're Working On

- Establishing a comprehensive educational plan with clear goals for populations and key subpopulations that will integrate sexual misconduct prevention as primary to the Centre experience.
- Creating more time and opportunity in a student's first year at Centre, beyond orientation, to learn about prevention. In students' subsequent years, we will continue to provide education, while also engaging them as community leaders on issues of sexual assault prevention.
- Expanding bystander training, making it part of the Centre experience for students, staff, and faculty.
- Developing additional prevention efforts to reduce high-risk drinking as a tool to facilitate sexual misconduct and a broader source of harm to students.
- Focusing on increasing the peer-to-peer training on sexual misconduct prevention through Residence Life. We will provide more training for Resident Assistants and Residence Directors, as well as engage them as leaders in the work of creating a prevention culture.
- Encouraging faculty to include sexual misconduct prevention in their syllabi, as appropriate.
- Working on a continual basis with student-athletes and Athletics staff, who receive significant prevention training already, to help set an example and lead change in creating a culture of caring.
- Producing a periodic e-newsletter to the campus community and maintain/update the sexual misconduct Centrenet site found under Campus Life.



- Developing skills-based, engaging workshops with assessments of measurable learning outcomes for student groups, including an alcohol, bystander intervention, and consent workshop for Greek 101 new member education training.

2. Address Specific Issues of Race, Gender, Sexuality, Intersectionality, and Sexual Misconduct

The 2018 Centre Speaks climate survey provided key data to help enhance and expand our outreach and approach to issues surrounding race, gender, sexuality, intersectionality, and sexual misconduct. However, we must ensure that no single group is or feels isolated from the services, education, and resources that it needs. This means we must understand the root causes of those facing higher risks in our community; learn about how intersectionality issues directly impact our students of color; and provide support for males who have been harmed—too often overlooked—who even more rarely report or seek services.

Our Work to Date:

- Beginning this year, the College has recruited additional Diversity and Inclusion staff and added a member of the Diversity and Inclusion staff to the Title IX Team.
- We are raising visibility around issues of race and sexuality with programs, speakers, and a series of workshops on sexual health.
- We have coordinated discussions between our external third parties and underrepresented and under-resourced student groups to better understand the services and support needed.
- The entire DPS staff (including our newest officers) started the academic year with a daylong implicit bias training session.

What We're Working On:

- Ensuring that existing College resources have the capacity and expertise—and broadly promote these resources—to provide services to students in the LGBTQQA spectrum, students of color, international students, and males who have been harmed.
- Hosting forums with students to discuss Title IX processes and policies, with focused topics such as intersectionality.
- Increasing outreach and services for underrepresented and high-risk populations.
- Providing additional continuing education to the College's first-responders, investigators, and adjudicators, including intersectionality and implicit bias.
- Creating culturally adapted, research-informed educational opportunities to diverse student groups to address needs and strategies specific to those communities.

3. Establish Greater Means for Student, Staff, and Faculty Engagement

The most effective culture change will come from within. We must do everything possible to facilitate and support the efforts of student, staff, and faculty leaders to change those parts of our culture that facilitate sexual misconduct. These efforts will inevitably involve Greek life, athletics, student leaders, and organizations working on sexual misconduct issues, but engagement should also be broadened. We must hear from all caring members of our College community and develop focused programs that provide for the specific needs of its disparate members.



Our Work to Date

- Launched in 2015, a working group open to all students called Students for Prevention Education and Advocacy in the Community (SPEAC), has grown to nearly 50 students working to help the College's prevention education and awareness programming.
- Since the release of a campus sexual misconduct policy in 2014, there has been a series of opportunities for staff and faculty to get involved and provide support.

What We're Working On

- Creating intentional College action planning with students, staff, and faculty under the guidance of the College administration and our third-party experts.
- The Title IX team and the Sexual Harassment and Misconduct Committee are working to identify and clarify their different roles. Under a recent change approved by the College Council to revise its charge and committee title, the Sexual Misconduct Prevention and Response Committee will begin to engage and educate the College staff and faculty to serve as effective advocates of ongoing work to identify and prevent sexual misconduct.
- Conducting outreach with student organization leaders to better familiarize them with the Title IX Team and the programs and services that are available and needed.
- Increasing visibility of Title IX Team, key policy elements, and support services across campus.
- Facilitating the development of an annual learning module for faculty about what is and is not appropriate behavior with students, with particular emphasis on the classroom dynamic.
- Continuing to partner with important organizations across campus that have already provided leadership on issues of sexual misconduct to collaborate around programming and prevention.
- Providing opportunities for students, faculty, and staff to serve as facilitators of sexual prevention workshops.

4. Expand Community Support for Individuals Harmed and Encourage Reporting

Individuals harmed by sexual misconduct need strong support not only from an array of comprehensive college services but also within the community itself. We must find ways to support and encourage individuals to report the harm done to them, and we will continue to strive for a system that is fair and just. When we encourage reporting, we will do so by being as supportive as possible, never by pushing and never with judgment. The decision to report is extremely difficult and personal.

Our Work to Date

- Beginning in 2014, the College has provided trauma-informed training for select employees who are likely to serve as first responders to those harmed by sexual misconduct, supporting their emotional, physical, and resource needs.
- Hired a full-time staff member in 2017 whose focus was solely sexual misconduct prevention for students.
- Beginning in 2015, the College directed that students who are studying away, participating in an internship, or are involved in any other college-sponsored activity off campus will have a responsible College office and faculty or staff member with resource information readily available to support individuals harmed that are comparable to on-campus occurrences.



- Last year, during our It's on Us Week of Action, the College introduced an online Sexual Misconduct & Assault Reporting Tool (SMART) and a dedicated Sexual Misconduct section on Centrenet.
- Last year, the College made the LiveSafe phone app available to every student, staff, and faculty member to enhance incident reporting. This year, every student residence was provided a poster entitled Create a Culture of Caring that details campus, local, regional, and national resources. Also, a series of posters was displayed across campus that outline the College's reporting process and what to do in case of an incident of sexual misconduct.
- Since 2014, the Title IX Team, investigators, and adjudicators have undergone specialized training to heighten their skills and knowledge.
- Developing clear, branded, student-reviewed materials that explain the reporting process, the role of responsible employees, and how to provide help to someone who has been harmed.

What We're Working On

- Continuing to work with Ephraim McDowell Regional Medical Center and other local resources to assure individuals seeking services have support that does not re-traumatize them and allows them to self-determine their course of action.
- Partnering with Ampersand Sexual Violence Resource Center to offer a free, specialized drop-in space for all students, faculty, and staff to utilize for a wide a range of services. Ampersand will be offering information about services, drop-in crisis intervention and advocacy sessions, information about volunteer opportunities, and education for classes. The drop-in space is for all who have experienced any type of sexual violence, as well as individuals who would just like to learn more about Ampersand.
- Developing a workshop for faculty and staff on how to support students who have been harmed.

5. Articulate a Transparent Plan to Move Forward

Our success requires that we establish milestones and measure our progress in addressing sexual misconduct over time in a transparent and community-oriented way.

Our Work to Date

- Completed the 2015 pilot campus climate survey and conducted student working group discussions of the results.
- In March 2017, based on information provided through the completion of EVERFI's Sexual Assault Diagnostic Inventory (SADI), a comprehensive 80-item assessment of an institution's sexual assault prevention efforts, the College gained a roadmap to guide progress in sexual misconduct prevention at our institution.
- Completed the 2018 campus climate survey, then identified, recruited, and brought to campus third-party experts to help analyze and communicate the survey this past September in a campuswide convocation.

What We're Working On

- Expanding the visibility of external experts consulting with the College on sexual misconduct prevention and awareness. Also, as a member of the Campus Prevention Network, Centre is one of over 200 institutions committed to assessing its efforts and striving toward best practice in prevention programming, policies, critical processes, and institutionalization.
- Reporting to College Council regularly on the sexual misconduct work underway.
- Developing and communicating a clear, definitive set of measurable outcomes we strive to accomplish using the recommendations of our third-party experts.

IV. HOW TO GET HELP

The information below provides a summary of support services and reporting options for members of the Centre College community. We encourage everyone to seek the type of help best suited to each appropriate need. To learn more about a specific resource, please visit:

https://centrenet.centre.edu/ICS/New_Campus_Life/Sexual_Misconduct/

Any member of the Centre community who wants to report an instance of sexual misconduct is encouraged to contact the Title IX Coordinator, Kay Drake, or use the Sexual Misconduct Assault Reporting Tool (SMART), available here:

https://centrenet.centre.edu/ICS/New_Campus_Life/Sexual_Misconduct/SMART.jnz

CONFIDENTIAL CAMPUS RESOURCES

- **Counseling Services:** Free and confidential mental health counseling services are available for students by appointment. For after-hour mental health crises, contact the Department of Public Safety or a Resident Assistant to access Centre's on-call counselor.
- **Student Health:** Confidential student health services, disease prevention, and coordination with other medical facilities.
- **College Chaplain:** Dr. Rick Axtell serves as College Chaplain and Professor of Religion and can be reached at 859.238.5342 or by email at rick.axtell@centre.edu. His office is located in Crounse 452.

ADDITIONAL CAMPUS RESOURCES

- **Resident Assistants and Residence Life Staff** can provide support, referrals, and intervention.
- **The Department of Public Safety (DPS)** provides immediate 24/7 assistance, emergency response, hospital transports, wellness checks, referrals, and reporting options.
- **Title IX Coordinator Kay Drake** collects and investigates sexual misconduct reports. She can also provide referrals, discuss safety measures such as no contact orders, housing reassignments, and changes to academic class schedules. Merely receiving outreach does not obligate you to respond or complete the reporting process. She can be reached at 859.238.5467 or by email at kay.drake@centre.edu.
- **Responsible Employees:** Title IX expects all employees, with the exceptions of the ones designated "confidential" above, to take action against instances of sexual misconduct in the best interest of students. If you disclose an assault to a responsible employee you trust, they are required to ensure that you are aware of your rights and resources. They will most likely do so by privately indicating to the Title IX Coordinator that she must contact you via email with information. Merely disclosing to a responsible employee does not obligate you to file a report.

Students who experience sexual misconduct can be assured of the following treatment by the Title IX Team, responsible employees, the Student Health and Centre Counseling offices, and the Department of Public Safety:

- We will treat you and your particular case with courtesy, sensitivity, dignity, understanding, and professionalism.
- We will consider our doors “open” to students to drop in as needed with concerns. We will welcome you.
- We will meet you privately, at a place of your choice in this area, to take a complaint report.
- We will consider your case seriously, regardless of your gender or the gender of the person who harmed you.
- We will not prejudge you and you will not be blamed for what occurred.
- We will assist you in arranging any hospital treatment or other medical needs.
- We will assist you in contacting the police or filing a protective order.
- We will assist you in privately contacting a counselor and/or other available resources.
- We will assist you with measures that may make a difference in your ability to pursue your education. These may include changes in course schedule, residence hall, or work-study.
- We will fully investigate the incident. You will be kept up-to-date on the progress of the Title IX complaint at every stage.
- We will continue to be available for you, answer your questions, explain the systems and process involved, and be a willing listener.

OFF-CAMPUS RESOURCES

Ampersand (formerly the Bluegrass Rape and Crisis Center) is a locally based nonprofit that provides support to people and communities affected by sexual violence. A crisis counselor / advocate is available 24 hours a day at 1.800.656.4673. Once you are safe, you can call to discuss options, get referrals, or request medical or legal advocacy at emergency rooms and police departments.

Sexual Assault Forensic Exams (SAFE) are available at any emergency department, including the Ephraim McDowell Regional Medical Center (EMRMC) in Danville and UK Hospital in Lexington. The Department of Public Safety can provide transportation off campus to an emergency room.

- Upon arrival at the emergency room, request a Sexual Assault Forensic Exam (SAFE) to preserve evidence or indicate that you have been sexually assaulted.
- A Sexual Assault Nurse Examiner (SANE) is a registered nurse with specialized training in forensic evidence collection and care for a patient who has experienced sexual assault. If a SANE credentialed nurse is unavailable, an ER nurse and physician will perform the SAFE exam.
- EMRMC has one SANE on staff, Trina Clarkson, and you may request her by name (though she may be unavailable). The University of Kentucky has a SANE program.
- To the best of your ability, do not shower, brush teeth, or use the restroom if you want an exam. However, SAFE exams are available for up to 96 hours after the incident, as some evidence may still exist.

- The SAFE exam will be available at no out-of-pocket cost to you. If you do not want your insurance billed, communicate this very clearly. The cost of the exam will be billed to the Kentucky Claims Commission.
- You do not need to decide that you will make a report at the time of the exam. You have time to decide. Nothing will be done without your consent. If you only want sexually transmitted infection (STI) meds/Emergency Contraceptive and do not want the forensic exam, say so. If you want the exam but do not want medications, say so. If you do not want a Bluegrass Rape Crisis Center advocate present, say so. If you do not wish to press charges, you do not have to even if you speak with the police.
- Emergency contraception and treatment for sexually transmitted infections (STI) will be offered during your ER visit. If you decide not to have a forensic exam, then you should know that orders for STI testing, STI treatment, and emergency contraception are also available during regular hours in the student health office on campus. STI testing, including anonymous testing, is available at the Boyle County Health Department. Emergency contraception is available over-the-counter at most pharmacies.

Greenhouse 17 is a locally based nonprofit that provides 24/7 support to individuals and communities affected by intimate partner abuse. They offer a 24-hour crisis hotline, emergency shelter, legal advocacy, counseling, medical and dental treatment, and transportation assistance. They also provide specialized services for LGBTQIA populations and survivors with substance-use disorders. Once you are safe, you can call 800.544.2022 to speak with an advocate.

The National Sexual Assault Hotline, maintained by RAINN, provides 24/7 access to trained staff members who can refer you to a wide range of resources in your area. If you or someone you know experiences sexual misconduct away from campus and would like immediate help, go to a safe location and call 1.800.656.HOPE (4673) or visit www.RAINN.org.

The Danville Police Department is located at 445 West Main Street and can be reached at 859.238.1200.

911 should be used if you need help right away or are in immediate danger.

V. HOW TO GIVE HELP

Although our hope is that students, faculty, and staff serve as active bystanders to prevent all instances of sexual misconduct on Centre's campus, we understand that someone may share that they have already experienced an act of sexual misconduct. The following are some ways to have a conversation with a survivor about their experience:

Remind them that the incident is not their fault. Survivors often think that they could have prevented an assault if they had done something differently, but they are never responsible for harm perpetrated against them. Remind them that aggressors are responsible for sexual misconduct and that they did not give someone the right to hurt them.

Believe them. Survivors are often hesitant to share their experiences for fear of not being believed. It is important to encourage survivors to trust themselves and validate their feelings. If, for some reason, you do not believe a person who has disclosed an assault to you, refer them to a confidential resource for support. Do not exacerbate harm to any parties by volunteering your interpretation of the events.

Be an active listener. It is normal for survivors to feel confused and forget portions of a traumatic experience. This is because brains do not store traumatic memories in the same way they store memories that are not traumatic. If a survivor trusts you enough to share this experience, it is important to respect the information they are willing to share without pressing for more details, instead offering comfort for the emotions expressed.

Ask open-ended questions. Questions beginning with “Why”, such as “why did / didn’t you”, often convey judgment to the listener. Avoid making statements that begin with “You should.” Instead, choose expressions of empathy and support.

Provide options. After a person experiences a trauma, something as small as a Google search or phone call can feel overwhelming. It is sometimes helpful to brainstorm a list of support resources. Encourage survivors to reflect on what they want. To read more about how sexual violence affects groups and populations differently, visit the “Sexual Misconduct Resources & Support” page on Centrenet under Campus Life, which is available here:

https://centrenet.centre.edu/ICS/New_Campus_Life/Sexual_Misconduct/Sexual_Misconduct_Resources_Support.jnz

Let them make their own decisions. Survivors had power taken away from them during an instance of sexual misconduct, so rather than pressuring them to respond in certain ways, help them regain power over their experience by encouraging them to choose what they want to do next, and advocate for what they want. Offer to walk your friend to a counseling appointment, sit with them while they call a help hotline, accompany them to make a report, or get dinner after a difficult appointment. If a responsible employee files a mandatory report, remind your friend that they get to determine how to proceed, and that you care about their wellbeing. Healing from sexual misconduct is a lifelong process, so your friend will appreciate your ongoing, patient consideration.

VI. ACKNOWLEDGMENTS

There are many to acknowledge in the administration, analysis, communication, design, and promotion of the 2018 Centre Speaks survey, and perhaps too many to list by name in fear of leaving someone out.

We are grateful as well to the College's Institutional Review Board (IRB) and Centre Speaks IRB Principal Investigators, the Title IX team, Green Dot facilitators, members of the Students for Prevention Education and Advocacy in the Community (SPEAC), the Sexual Misconduct Prevention and Response Committee, and the Office of Communications for their contributions to this work.

Finally, we extend our deepest appreciation to all the students, staff, and faculty who shared their perceptions and insight to help us better understand our current climate.

VII. APPENDICES

APPENDIX A

CENTRE SPEAKS: SURVEY ON SEXUAL AND RELATIONSHIP VIOLENCE PRELIMINARY FINDINGS: MAY 2018

NATIONAL SCOPE: NO CAMPUS IS UNTOUCHED

According to the National Sexual Violence Resource Center, one in five female college students and one in sixteen male college students experience sexual assault while in college (NSVRC 2015). The Bureau of Justice Statistics, which surveyed 16,000 undergraduates over nine institutions, found that the prevalence rate for completed sexual assault since entering college among the female sample ranged from 12% at School 4 to 38% at School 1, with a cross-school average rate of 21%. For undergraduate males, the overall prevalence rates for completed sexual assault since entering college ranged from 3.7% at School 2 to 11.8% at School 5, with an average rate of 7.0% across all participating schools (BJS 2016).

Clearly, too many students on campuses across the country, including our own, are victims of sexual misconduct. Before the first Centre College sexual misconduct climate survey was ever launched in 2015, we knew there would never be an acceptable number of incidents, because even one Centre student is too many. The first survey helped us develop policies and prevention tools to reduce the number of these incidents in our community and to provide better support systems for people who have been harmed. More work remains.

CENTRE SPEAKS

Because we intend to conduct climate surveys every three years, and hopefully with greater participation each time, we were pleased that the 2018 Centre Speaks Survey on Sexual and Relationship Violence had a record 1,085 respondents (spring enrollment was approximately 1,450). That said, you will see in the preliminary findings below that different numbers of students responded to each of the 92 survey questions, so we have been careful to provide percentages based on actual numbers of responses.

Participation in this survey was completely voluntary, and individual student responses are held in strict confidence. The survey was open to all students to complete from February 14 to March 15, 2018. More students than ever spoke out and shared their thoughts, stories, experiences, opinions, and ideas—and each of their voices matters.

However, the Centre Speaks survey seeks to do more than measure rates of student victimization. The 2018 survey data will inform an integrated and holistic vision of violence prevention on Centre's campus, precisely because this survey also measures knowledge of resources and attitudes and perceptions.

Aware that climate surveys often fail to provide an intersectional perspective, we will do our best to provide analysis that sheds light on the needs of underserved groups in our community around the issue of sexual violence—including but not limited to, women of color, LGBTQ students, international students, and male survivors. This will be included in a more comprehensive report, so as a college we can look closely at our community and identify our unique needs and strengths. We will harness the spirit of Centre—our intelligence, drive, innovation, community, and compassion—to create a process characterized by transparency and collaboration that will yield progress on this issue.

Sexual assault and misconduct is an issue Centre takes seriously—there's nothing more important than the safety and well-being of all of our students. Together, we need to maintain a safe place for all students. There is continuing work to be done on all levels—as an institution, a community, and a student body.

MOVING FORWARD

The analysis of the 2018 Centre Speaks survey results that will inform us about our community will be complete by fall 2018. Then, the next step is getting student, faculty, and staff input to create an action plan to support our prevention, advocacy, and services. The Title IX team will coordinate multiple action planning efforts and themed discussions open to all members of our community. A key event being planned for fall 2018 is a daylong action planning retreat involving students that will include Students for Prevention, Education, and Advocacy in the Community (SPEAC), which is the Title IX student advisory board. We will also be meeting with many departments across campus. We hope you will participate.

When we view the results of our 2021 Centre Speaks survey, we hope our story is different. We need everyone's help in reaching that outcome. Please know these are our shared values in this process: collaboration, transparency, outreach, intersectionality, and accountability.

As you read, please remember the numbers in front of you are not statistics but consist of the experiences of Centre's students.

PRELIMINARY FINDINGS

- 18.8% of students (178 of 946) arrived at Centre having already experienced unwanted sexual contact without consent. In particular, 25.7% (145 of 564) of women and 8.7% (33 of 380) of men have experienced sexual contact without their consent before coming to Centre.
- Overall, 24.7% (234 of 949) of students have experienced unwanted sexual contact without their consent since being at Centre. Specifically, 34.5% (195 of 565) of women report experiencing unwanted sexual contact, while 10.2% (39 of 382) of men report unwanted sexual contact. Unwanted sexual contact without consent is a broad category that refers to touching of a sexual nature, oral sex, sexual intercourse, anal sex, and sexual penetration with a finger or object.

- 82.2% (778 of 946) of students feel safe at Centre.
- Students believe that administrators take Title IX seriously, and 82.6% of 720 students believe the administration is likely to take steps to protect the safety of the person making the report. Only 3.9% believed it was unlikely.
- 83.7% (169 of 202) of students say incidents occurred on campus, while another 3% (6 of 202) of students experienced incidents on study abroad or CentreTerm. Another 3% (6 of 202) of students report incidents that occurred in the campus vicinity, and 9.5% (19 of 202) of students experienced incidents that occurred outside the vicinity of Centre.
- 85.1% (172 of 202) of students who experienced harm did so from another student at Centre, while 3% (6 of 202) of students say that the person who caused harm was a staff, faculty, or administrator.
- About 96% (161 of 167) of women who reported unwanted sexual contact say the harm caused was by men.
- 45.1% (393 of 851) of students have had a friend or acquaintance tell them that they had an unwanted sexual experience since the start of the academic year.
- Only 6% of students who reported experiencing an incident of unwanted sexual contact (11 of 185) “used the procedures at Centre to report the incident.”
- 67.4% (130 of 193) of students told a close friend.
- 25.1% (205 of 817) students have experienced some form of stalking.
- 32.8% (168 out of 512) have experienced some form of relationship violence or harm.
- Men experienced higher rates of unwanted same-sex sexual contact, with 33.3% (11 of 33) of men reporting that it was another male who harmed them. 66.7% (22 of 33) of harmed men report that women were the source of unwanted sexual contact.
- Overall, the survey indicates there is work needed to encourage and foster a community culture where students are willing and able to share their experience with members of the College staff and faculty, since 17.6% (34 of 193) of students told no one what had happened after experiencing an incident of unwanted sexual contact. Only 29.1% (43 of 193) told a Centre employee, including both confidential resources and mandatory reporters.

STUDENTS WANT TO LEARN, CONNECT, ENGAGE

Centre students care tremendously about each other and the world around them, and the topic of sexual violence is very much on their minds. Out of 737 respondents, 82.7% (605 students) have talked to their friends about sexual assault, 78.1% (572 students) have attended an event on the topic, and 46.6% (341 students) have discussed this issue in a class.

Students are ready to do their part. In fact, of the 23% (165 out of 716) of Centre students who report witnessing an incident that could potentially lead to sexual assault, 88.7% say they did something to intervene. As well, 44.4% of students directly asked the person who appeared at risk if they needed help; 11.2% created a distraction so the person could disengage from the situation; and 9.5% asked their friends to help defuse the situation. Another 7.7% of students checked in after the incident with the person who appeared at risk.

In addition to bystander intervention opportunities, students are looking to engage, learn, and support in multiple ways:

- 30.9% of 181 students are interested in training for men in how to get involved;
- 35.5% are interested in training to be a peer advocate;
- 38.1% would attend a small group dialogue on this issue; and
- 27.1% are interested in training for LGBT students.

We are confident that Centre students, staff, and administrators will engage in the work needed to envision and then build the kind of campus that is safe and inclusive for all. It is because of the spirit and energy of the student body and the attention and commitment demonstrated from the President's Office and the Title IX Team, that we believe the Centre Speaks survey and the community discussions that stem from it will illuminate a path forward.

SUBMITTED BY:

Kay Drake, Vice President for Human Resources & Administrative Services and Title IX Coordinator
Sarah Curry, Title IX Deputy Coordinator
Jamey Leahey, Vice President for Legal Affairs & Gift Planning
Ben Nelson, Human Resources Generalist and Training Coordinator

SOURCES:

National Sexual Violence Resource Center (2015). Statistics on Sexual Violence. https://www.nsvrc.org/sites/default/files/publications_nsvrc_factsheet_media-packet_statistics-about-sexual-violence_0.pdf

Bureau of Justice and Statistics Research and Development Series (January 2016). Campus Climate Survey Validation Study Final Technical Report. <https://www.bjs.gov/content/pub/pdf/ccsvsfr.pdf>

CREATE A CULTURE OF CARING

SEE SOMETHING, SAY SOMETHING



Together, all of us help create a culture of caring where all students, faculty, and staff are safe in the place where we work, live, and study.

CAMPUS AND LOCAL HELP

DEPARTMENT OF PUBLIC SAFETY

Immediate 24/7 assistance, emergency response/ambulance, reporting suspicious activity and crime

web: Centrenet > Campus Life > Public Safety
HELP (4357) or 859.236.4357

COUNSELING SERVICES

Free and confidential mental health counseling for Centre students by appointment. For after-hours mental health crisis situations, contact DPS or a RA to access the Centre on-call counselor.

web: Centrenet > Campus Life > Student Health and Counseling > Student Counseling Services
5740 or 859.238.5740

STUDENT HEALTH

Confidential student health services, disease prevention, and coordination with other medical facilities.

web: Centrenet > Campus Life > Student Health and Counseling > Student Health Services
5530 or 859.238.5530

TITLE IX COORDINATOR

Report unwanted sexual misconduct, information of on- and off-campus resources available, discuss remedies such as no contact orders and changes in housing arrangements and/or academic schedule.

web: Centrenet > Campus Life > Sexual Misconduct
5467 or 859.238.5467

DANVILLE POLICE DEPARTMENT

Immediate 24/7 help
911

NEED HELP IN AN ON-CAMPUS RESIDENCE HALL?

Contact a Resident Assistant or residence life staff member who can provide support, referral, and intervention.

REGIONAL AND NATIONAL CRISIS AND HELP LINES

WWW.1IN6.ORG

For men who are victims of adult sexual violence. Free and anonymous online support groups meet weekly and free online chat support on the website.
web: www.1in6.org

AMPERSAND SEXUAL VIOLENCE RESOURCE CENTER OF THE BLUEGRASS

24-hour sexual assault help line and live chat.
1.800.656.HOPE (4673)

BLUEGRASS.ORG

24 hour crisis help line
800.928.8000
web: www.bluegrass.org

CRISIS TEXT LINE

Connect by text with a crisis counselor, a real-life human being trained to bring texters from a hot moment to a cool calm through active listening and collaborative problem solving. All of Crisis Text Line's crisis counselors are volunteers, donating their time to help people in crisis.
text: HOME to **741741**

DOMESTIC VIOLENCE HOTLINE

Trained expert advocates are available 24/7 to provide confidential support to anyone experiencing domestic violence or seeking resources and information.
1.800.799.SAFE (7233)

GREENHOUSE 17

For victims, friends, and family members dealing with dating violence or domestic violence.
1.800.544.2022

LGBT NATIONAL HELP CENTER

LGBT National Youth Talkline, serving young people through the age of 25. Provides peer-counseling, information, and local resources.
1.800.246.PRIDE (7743)

LOVEISRESPECT.ORG

24-hour help line for dating violence. Also provides live chat and text support.
1.866.331.9474
text: LOVEIS to **22522**
web: www.loveisrespect.org

SEXUAL ASSAULT HOTLINE

Connect with a trained staff member from a sexual assault service provider in your area that offers access to a range of free services. Crisis chat support is also available 24/7.
1.800.656.HOPE (4673)
web: www.RAINN.org

SUICIDE PREVENTION LIFELINE

If you or someone you know is in crisis—whether they are considering suicide or not—please call the toll-free lifeline to speak with a trained crisis counselor 24/7.
1.800.273.TALK (8255)

TRANSLIVELINE.ORG

Hotline for any trans people in crisis, peer counseling provided 10am-4am EST
1.877.565.8860

TREVOR LIFELINE

Provides crisis intervention and suicide prevention for LGBTQ youth. Trained counselors, 24/7, for a young person in crisis, feeling suicidal, or in need of a safe and judgment-free place to talk.
1.866.488.7386
text: TREVOR to **1.202.304.1200**
web: www.thetrevorproject.org

YOUR LIFE YOUR VOICE

Hotline for teens and young adults dealing with depression, suicidal thoughts, addiction, physical or sexual abuse, gang violence, or an overwhelming challenge.
1.800.448.3000
text: VOICE to **20121**



600 West Walnut Street
Danville, KY 40422
859.238.5200

