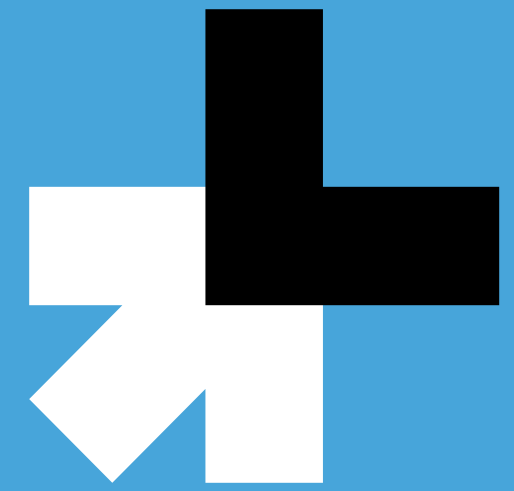


**Proven
Solution**

Ending Gender-Based Violence



HeForShe

Georgetown University **Creating a respectful and safe campus for all**



Global Context

Sexual misconduct and assault present significant challenges for American colleges and universities. This issue is among the most under-reported incidents throughout our educational institutions.

The incidents related to this issue have been recognized as being so serious that federal intervention has been imperative. More specifically, the United States Department of Education's Office of Civil Rights has issued guidance and regulations that educational institutions in this country are obligated to follow. In March 2021, President Biden issued an Executive Order calling for a review of the current federal regulations to determine how policies in this area might be improved.

It has been reported that one in five college students have been subjected to sexual misconduct at their schools. Survivors of these dramatic incidents report trauma, adverse impact on their lives, mental health issues, self-doubt, blame and shame, to name a few.

We have created an institutional framework for our identification of gender based violence and the elimination of sexual misconduct and assault as an aspirational goal for our campus community.

"As one of the first institutions in the nation to hire a full time sexual assault response coordinator in 1997, Georgetown has long been committed to preventing and responding to sexual misconduct. In recent years we have significantly expanded our efforts, working together with students, faculty, and staff, with a focus on education and prevention, support for parties impacted by sexual misconduct, and a prompt and equitable process to address complaints of sexual misconduct.

The survey findings underscore that, as a community, we have significant work to do in order to achieve a campus environment free from sexual misconduct. We remain deeply committed to addressing issues related to sexual misconduct. Our work will address all of our students, and we will have a particular focus on addressing the experiences of students of color; transgender, genderqueer or nonbinary (TGQN) students; and students with disabilities."

John J. DeGioia
President, Georgetown University



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Key Stages of Implementation

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Step 1 Assessing knowledge of policies and resources

As our university embarked on this journey, we reviewed survey tools to identify an appropriate survey instrument, and selected the American Association of Universities (AAU)/WESTAR survey.

We conducted our first sexual assault and misconduct climate survey in 2016 to examine the prevalence and incidence of

About one in five students (19.6%) at Georgetown report being “very” or “extremely” knowledgeable about how the University defines sexual assault and sexual misconduct.

sexual assault and misconduct occurring within our community, students’ attitudes about campus climate and their knowledge about university resources. We followed up with a survey in 2019 to determine whether much progress was made. Our plan is to conduct these surveys every three years.

About one in five students (19.6%) at Georgetown report being “very” or “extremely” knowledgeable about how the University defines sexual assault and sexual misconduct. Female (25.4%) and male (31.7%) undergraduates show higher rates than female (10.7%) and male (15.4%) graduate students.

About one in four students (24.5%) report being “very” or “extremely” knowledgeable

about where to find help at Georgetown if they or a friend are victims of sexual assault or misconduct. Undergraduates show higher rates than graduate students.

18.9% of the students claim to be “very” or “extremely” knowledgeable about where to report an incident of sexual assault or misconduct. Undergraduates exhibit higher rates of knowledge of policies and resources than graduate students.

Key Takeaway: Survey results showed that most students were not only unaware of the University’s sexual misconduct policies, they also did not know where to seek help to address the situation. Therefore, it was imperative for the University to advertise the resources available to students.

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Step 2 Improving awareness and support

The results of the survey led to development of a major educational campaign to heighten students’ awareness about how to leverage resources. Posters such as stall seat journals were posted in spaces frequented by students and our Sexual Assault Peer Educators conducted a series of conversations with student groups to inform them about options if they or their friends needed services and support.

A mandatory bystander education program was launched to give students necessary tools to effectively intervene if their classmates were in danger of being assaulted.

Key Takeaway: Reports from students indicated that education and training are important action steps to undertake to heighten students’ awareness of what

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A bystander program extends awareness to those who might otherwise believe themselves unconnected to the problem, helping to create solidarity and shift stereotyped perceptions around victimization.

they can do in a situation of gender based violence. A bystander program extends awareness to those who might otherwise believe themselves unconnected to the problem, helping to create solidarity and shift stereotyped perceptions around victimization.

Step 3 Reaching out to key communities

The survey results also revealed that vulnerable populations such as members of the LGBTQ, Black, Asian and Hispanic communities as well as students with disabilities were much less likely than other students to seek support from institutional resources to address incidents of sexual assault and misconduct. This finding led to intentional outreach to affinity groups whose purpose is to build trust with their members and facilitate their use of institutional resources.

Key takeaway: It is important to reach out proactively to reach out proactively to communities which are underserved and people who believe that institutional services are not aimed at their needs. This action is a demonstration of the University's desire to be inclusive.



Step 4 Training to provide a comprehensive safety net

We developed specific and regular training for university police acting as first responders. We also created a training program for faculty members, academic advisors and other staff who work in student facing roles and in whom students might confide to learn about steps they might take if sexually harassed or assaulted.

Key Takeaway: Providing such a safety net with trained individuals enables survivors of sexual assault to maintain control over their decision making process, and restores the power taken from them by perpetrators.

Resources


Mini Sexual Misconduct Awareness Campaign: Beginning in Fall 2016, as students return to campus each fall, they arrive to posters, flyers, sandwich boards, and digital screens highlighting data from the 2016 Sexual Assault and Misconduct Climate Survey and relevant resources. (See links in the Contacts section below).


“How to Get Help” Document: In Spring 2017, the Office of Strategic Communications and the Office of Title IX Compliance created a comprehensive guide to accessing support on and off- campus for main campus students. The front side of this document is designed as a tool to help a student navigate the resources available, and the reverse side shares detailed information about all of the resources. This guide also clarifies which roles on campus are confidential, semi-confidential, and non-confidential. This document serves as a starting reference point if a student is unsure what supports are available (or needed) and how to access them. An updated version was released in spring 2019.

Contact

 Georgetown University Health Education Services
<https://studenthealth.georgetown.edu>

 Georgetown University Title IX Office
<https://titleix.georgetown.edu>

 Georgetown University Police Department
Sexual Assault Response Team
<https://police.georgetown.edu>

 For more information contact, Rosemary Kilkenny,
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