

# **LOUISIANA BOARD OF REGENTS**



**August 2017**

**Louisiana Campus Climate Survey Report  
For Academic Year 2016-2017**

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## I. Executive Summary

Act 172 of the 2015 Regular Session sought to improve safety at Louisiana's public higher education campuses and to provide specific protections against and penalties for sexual assaults and other acts of sexual violence. One of the requirements of Act 172 was a campus climate survey to be developed by the Board of Regents (BOR) in consultation with the four management boards and to be administered at every public higher education institution. BOR is required to submit, by September 1, the survey results of each such institution for the previous academic year to the Governor and the Senate and House Committees on Education.

AY 2016-2017 represents the second year the survey was administered and this is the second report to be submitted since the enactment of Act 172. The Board of Regents continued its partnership with EverFi for the administration of the survey instrument for AY 2016-2017. During March/April of 2017, the online web-based surveys were made available to students via the respective systems' offices and were completed on a voluntary basis in accordance with Act 172.

The resulting 2016-2017 survey administration yielded a response rate of 3.5% with a total of 7,541 valid responses. The data yielded information about the experiences, attitudes, beliefs and behaviors related to campus climate and sexual violence consistent with the 2015-2016 response. The response rate of 3.5% is not an adequate response rate statistically and therefore not representative of the entire student population at an institution nor the student population of the state as a whole. Board of Regents has analyzed the data and prepared this report with as accurate an interpretation of the data as possible, in accordance with Act 172.

**However, caution must be exercised in interpreting the data to avoid overgeneralization. A response rate of this size is inadequate and restricts the ability to make generalizations to a larger population.**

As explained in later sections, national trends and the literature on the subject show that low participation rates in sexual assault surveys is common, due to the sensitive nature of the subject matter, the stigma that victims perceive, and the limitations of even carefully designed surveys to elicit clear responses on a nuanced subject. Thus, Louisiana's response rates are not inconsistent with the national trends.

A change to Act 172 that would both help increase participation rates and make the surveys more meaningful would be to change the requirement of an annual survey to one that is administered every three years. At a four-year institution, a freshman who takes the survey in Year 1 is less likely to take it in Years 2-4. Similarly, a sophomore who takes it in Year 1 is less likely to take it in Years 2-3. This pattern nearly guarantees a low participation rate if the survey is administered every year. The second, and the more important, reason to change the annual cycle to a 3- or 4-year cycle is to allow campuses to analyze the results of the survey, learn from the results and implement changes before administering the next survey. The annual cycle does not allow time or resources for such reflective changes that could positively impact campus safety.

BOR made several attempts to have Act 172 amended to change the annual cycle to a 2-, 3- or 4- year cycle. All efforts failed. Without such a change, BOR anticipates future years' participation rates to be equally low, with statistically insignificant survey results that do not yield any meaningful analysis, conclusions or recommendations.

Although the survey has had its challenges, there are other components prescribed by Act 172 that have been fully implemented by the campuses including: 1) a central website hosted by the Board of Regents (LA SAFE) with links to confidential advisor training modules, state and national resources and the yearly Campus Climate Survey results report, 2) the establishment of confidential advisors on each campus, 3) programming initiatives on each campus and 4) cooperative agreements between the campuses and local law enforcement.

The major survey findings and observations of the Regents' report for AY 2016-17 are as follows, limited to merely the survey participants, as the data are statistically insignificant:

**Overall, student responses to the survey questions did not deviate from that of the 2015-2016 administration.** Act 172 requires yearly administration of the survey to the enrolled postsecondary student population. Given that scenario, there is a high probability that the survey pool consisted of students who participated in the 2015-2016 administration, leading to the lower response rate for the 2016-2017 administration.

**The majority of survey respondents indicated that they had not experienced sexual contact without their consent. However, of those respondents who reported having experienced such contact, a larger percentage confided about the incident to a close friend other than their roommate rather than college administration, advocates or any of the other established resources on campuses.** The answers of the survey respondents who experienced sexual contact without their consent reflected the difficulties inherent in surveying this sensitive topic. These respondents expressed that the two main reasons they were reluctant to share what happened were that they wanted to 'forget it happened' followed closely by 'they didn't think it was serious enough to talk about.' Given the varying narrative on sexual assault, campus leaders must continue to deliver the message to students regarding their commitment to informing students regarding the definitions of unwanted sexual contact, what it means and whom to go to for help. If changes are not made, response rates will remain low and insignificant.

## II. Introduction and Background

Disclosing sexual violence is extremely difficult given the personal and sensitive nature of the topic. Trying to more accurately gauge the prevalence of sexual violence in college via survey is problematic given the definitional inconsistencies, methodological hurdles, and the very specific and personal nature of the questions which can subsequently lead to underestimating the breadth of the problem. Thus, the types of questions asked and method used by schools in survey research of this matter are critical to the outcome.

Furthermore, even if the survey is carefully designed to avoid the pitfalls noted above, surveys concerning sexual assault on campuses typically have low participation rates, as the literature on the subject demonstrates.

In the two years since the passage of Act 172, data from a variety of major studies indicate that nationally, sexual assault on campus is a very real problem, (Cantor, Fisher, Chibnall, Townsend, Lee, Bruce and Thomas, 2015). Determining the actual instances of sexual assault remains difficult due to the stigma that victims face in disclosing, (Yoffe, 2017) as well as limitations of the instrument and methodology of survey administration as found here in Louisiana. A 2016 Congressional Research study found that although sexual violence on campus is a widely acknowledged concern, establishing the incidence of cases can be challenging. Published estimates of the scope and scale vary considerably across studies and data sources, and efforts to improve the collection of this information is an ongoing focus of federal policy (Gonzalez and Feder, 2016).

In the same year of passage of Act 172 (2015), three other state legislatures enacted laws requiring colleges to conduct a campus climate survey: Maryland: at least every two years; New York: no less than every other year and Texas: annually, (American Association of State Colleges and Universities, 2016). In late spring of 2015, the American Association of Universities (AAU) Campus Survey on Sexual Assault and Sexual Misconduct was administered to students from 27 institutions that selected to participate in the study. Originally offered to 780,000 students, 150,072 students responded resulting in a response rate of 19% which was considered non-representative of the populations of these institutions (Skinner & Gross, 2017). It is not uncommon for surveys on socially sensitive issues such as sexual assault to lack robust survey participation. Given the complex context of national sexual assault reporting, the findings of the administrations of Louisiana's Campus Climate Survey can be considered consistent with national trends

Act 172 specified a quick turn-around for the development and administration of the survey instrument with no allocated funding, thus straining already strained higher education resources. In order to meet the requirements of Act 172, BOR partnered with a third-party vendor, EverFi, a leading educational technology company headquartered in Washington D.C., willing to administer an approved Campus Climate Survey at no cost to the state for two years, i.e. AY 2015-16 and AY 2016-17. It should be noted that there is no cost-free option for subsequent years and BOR, in consultation with the four higher education systems, is assessing all available options.

Based on the response rate generated by the AY 2015-2016 administration (5%), BOR staff worked with System representatives and EverFi consultants in an effort to identify strategies to increase student response rate prior to dissemination of the instrument. Given the benefit of previous experience with the administration and subsequent low response rate of the 2015-2016 survey (5% of the total college going population in Louisiana), the BOR and the system representatives shared concerns with EverFi regarding several factors impacting the non-representative response rate of the initial administration including: the length of the survey, lack of customization option, yearly administration of the survey, use of a uniform instrument for all institutions regardless of type, size or population and voluntary completion of the instrument.

In order to address the 2015-2016 low participation rates, the Board of Regents and system representatives met to discuss the implementation of measures in an effort to increase student response rate including offering substantive incentives to entice more students to complete the survey.

Additionally, given the previous years' experience and concern with the low response rate, BOR made repeated efforts to introduce the following amendments to Act 172 which could potentially lead to a more robust and representative response rate: 1) change from a yearly administration to a biennial or triennial schedule, and 2) adjust from the use of a uniform instrument to one that would reflect the diversity of the institutions within the various systems. BOR's efforts were unsuccessful and thus BOR moved forward in the same manner as the previous year.

### III. Limitations of Campus Climate Survey

As previously noted, Act 172 mandates every institution to administer the survey, but allows students to voluntarily participate in the survey. Thus students with strong opinions or substantial knowledge regarding climate issues on campus may have been more apt to participate in the study.

A total of 7,541 students responded to the survey. This response rate represents approximately 3.5 percent of the student population currently enrolled in Louisiana's public postsecondary institutions and is a lower response rate than the previous administration.

The purpose of administering a uniform campus climate survey amongst the student populations of the systems was to capture self-reported data regarding the students' own experiences with sexual assault and the prevailing perceptions of the climate related to sexual misconduct on the various campuses. These self-reported data on rape and sexual assault are crucial to understanding the extent and nature of crimes as they often go unreported to police and consequently are underreported in crime statistics. There are many factors that contribute to the low reporting of rape and sexual assault including: 1) the sensitive and personal nature of these crimes; 2) the definitional ambiguity of rape and sexual assaults may result in victims not thinking about what happened to them as a crime, and 3) the victims' own lack of faith that reporting of these crimes will result in satisfactory outcomes.

The four systems reported to the Board of Regents that the timing initially selected for the survey, late spring, was not an optimal time for student and campus calendars, with students studying for final exams, and would need to be reconsidered. An additional concern expressed by both the Board of Regents and the system representatives centered around the length of the EverFi survey – with over 103 overarching questions, many with sub questions.

These concerns are not unique to Louisiana, indeed even the administrators of the largest sexual assault climate survey to date, the American Association of Universities' (AAU) 2015 study reported a low response rate which was not representative of the population. AAU's study consisted of twenty-seven institutions and a pool of over 700,000 students. Efforts to adequately capture the scope of sexual assault not only in this state but also nationally via surveys remain a challenging venture.

**Given the aforementioned study limitations, the results presented in this report should only be interpreted as representative of the survey respondents, and cannot be generalized to the population of all students at an institution or Louisiana students as a whole.**

## IV. Results

The survey included questions about the following: (A) survey demographics and academic characteristics, (B) general climate questions, (C) perceptions of policies, procedures and leadership, (D) alcohol and drug abuse, (E) sexual violence, (F) stalking and relationship violence, (G) readiness to help, and (H) bystander confidence, norms, and behaviors. **As mentioned previously, the results obtained from the survey cannot be generalized to the population of all students at an institution or Louisiana students as a whole.** Therefore, the results presented below are limited to the perceptions and opinions of 7541 participants who responded to the survey.

### A. Demographics and Academic Characteristics

Table 1 provides a summary of selected demographic and academic characteristics of survey participants from both administrations of the survey.

There were no discernable differences in the two cohorts except for a slight change in students' living arrangements which saw the percentage of respondents living at home with family increase from 27% in 2016 to 31% in 2017, while the overall number of respondents living in residence halls, on and off-campus apartments and Greek halls decreased.

### B. General Climate Questions

Numerous studies have concluded that how students experience their campus environment influences both learning and developmental outcomes. For the purposes of this study, a general campus climate measure was constructed using a 15-item measure. Rated on a 5-point Likert scale (1=strongly disagree to 5=strongly agree), participants were asked to rate the following areas:

On a scale of 1 (unsafe environment) to 5 (safe environment), the mean score of the survey was 3.46, only a slight difference from the mean reported in the 2015-2016 administration of 3.41, indicating that overall students in Louisiana public higher education institutions perceive their campus to be moderately safe. While this mean score does not necessarily index a negative campus climate, it is an area in which campus leaders could work for improvement. Although this finding is not representative of the student population as whole, campus leaders should continue to strive to identify and address deficiencies in their campus environment (infrastructure, policies, procedures, and training) that could negatively impact campus safety or the students' perceptions of campus safety (if the perceptions are not a true reflection of campus safety).

### C. Perceptions of Institutional Policies, Procedures and Leadership

Institutional policies, procedures and leadership are vital to effectively preventing and responding to sexual assault. In conducting an environmental scan to determine how Louisiana's campuses addressed these issues, the Board of Regents in 2014 concluded that the majority of Louisiana's campuses did not have institutional policies that were specifically designed to prevent and respond to incidents of sexual assault. Most institutions' sexual assault policies were

subsumed under sexual harassment policies and procedures. To ensure that each institution had policies and procedures that adequately prevented and responded to incidents of sexual misconduct, the Board of Regents Uniform Policy on Sexual Misconduct required each institution to develop and implement institutional policies and procedures that are clear, readable, and accurate. All of Louisiana's public postsecondary institutions have developed and implemented policies and procedures which can be found on the Board of Regents website (<http://www.regents.la.gov/page/LASAFEINFO>) and on each institution's website.

### **Observations on Perception of Institutional Policies, Procedures and Leadership**

Overall, findings indicate that less than half of the respondents felt that campus leadership and resources would be supportive in the event of a report of sexual assault

Across the board, less than 30% of those students who responded found the training offered at their campus useful or knew how to report a complaint of sexual assault.

### **D. Alcohol and Drug Use**

To evaluate students' experiences with alcohol and drug abuse, students were asked to report the frequency and amount of drug and alcohol use since the start of the academic year.

### **Observations on Alcohol and Drug Abuse**

54% of students who responded reported that they drink twice a month or less, since the start of the academic year

34% of students reported that, on a typical drinking occasion, they will have up to 4 alcohol drinks (one drink = 1.5 oz. liquor, or 5 oz. wine, or 12 oz. beer)

11% of the respondents reported using marijuana

Less than 5% of respondents reported using medications not prescribed to them

Less than 3% of respondents reported using cocaine, methamphetamine or amphetamines

### **E. Sexual Violence**

To understand the full extent of nonconsensual sexual contact on Louisiana's public postsecondary institutions, survey participants were asked a broad range of questions regarding unwanted sexual contact. This section summarizes the prevalence of victimization that was a result of unwanted sexual contact, as well as the characteristics of the victims, and whether the incident was reported to an agency or another individual.

### **Observations on Sexual Violence**

473 of 7,541 survey participants (6.3%) indicated that they experienced sexual contact without consent since they enrolled in school.

50% of survey participants who reported that they experienced sexual contact without consent live off-campus.

1.5% of respondents indicated that they pressured or forced someone into sexual contact without that person's explicit consent.

Of the 473 survey participants who indicated that they experienced sexual contact without consent, most told a friend about the incident.

## **F. Stalking and Relationship Violence**

Much of the research that focuses on sexual violence largely ignores relationship violence and stalking. In fact, it was not until recent legislation (2013) that the Federal Clery Act was expanded to include rights to survivors of domestic violence, dating violence, and stalking. According to a National Intimate Partner Violence and Sexual Violence survey (2011), the highest rates of stalking occur for victims between the ages of 18 to 24 years old. These statistics make awareness and reporting of stalking even more important for colleges and universities.

### **Observations on Stalking and Relationship Violence**

Findings indicate that a large majority (over 82%) of survey respondents reported that they never experienced the following: (1) someone spying on them; (2) unsolicited letters or written correspondence, (3) unsolicited phone calls, (4) unsolicited emails/text messages; (5) someone who showed up at the place where the participant was (without any reason to be there); (6) someone leaving an unwanted item; (7) someone who tried to communicate in other ways against the participant's will; (8) and/or vandalized/destroyed participant's property.

While the majority of the survey respondents reported that they never experienced intimate partner abuse (emotional and physical abuse), of those who did report relationship violence, a higher number reported emotional abuse compared to physical abuse.

## **G. Readiness to Help**

Students can be effective leaders on campus by modeling what respect looks like and educating their communities about sexual assault, consent, and bystander intervention.

Several measures were used to assess survey participants' readiness to help.

### **Observations on Readiness to Help**

Findings suggest that students are willing to help their peers; however, few indicated that they have taken part in activities or volunteered their time on projects focused on ending sexual violence.

38% of survey respondents strongly disagreed/disagreed that "doing something about sexual violence is solely the job of campus administrators."

8.4% of survey respondents reported that they have recently attended a program about sexual violence

## **H. Bystander Confidence, Norms, and Behaviors**

Research on the causes of sexual violence and evaluation of prevention efforts indicate that bystander prevention is a critical piece of the work. Legislative initiatives and institutional policies and programs can shift social norms so there is social pressure for the campus community to take action. Research also suggests that although many students are willing to help, bystanders are often unsure of themselves, and campus norms often impact whether and how a bystander will intervene.

### **Observations on Bystander Confidence, Norms, and Behaviors**

45% of survey respondents reported that they would feel confident/completely confident in confronting a friend who tells them they had sex with someone who had passed out or didn't give consent.

47% of respondents reported that they would feel confident/completely confident in doing something to help a very drunk person who is being brought to a bedroom by a group of people.

50% of respondents would share information that might help in a sexual assault case to a campus authority even if pressured to stay silent by peers.

34% of survey respondents would check in with a friend who looks drunk when they go to a room with someone at a party.

20% of survey respondents would choose not to report sexual assault out of concern they or others will be punished

## V. Conclusions and Implications

In AY2016-2017, Louisiana's public postsecondary institutions reported some expansion of meaningful changes in their policies, programs, and resources to more effectively address sexual violence on their campuses. Campuses continued to build on initiatives begun in 2015-2016 as part of meeting the requirements of Act 172. Refer to Appendices B-E for summary information regarding each of the four systems' updated programming initiatives and list of campus confidential advisors, pursuant to Act 172.

It is crucial that the Board of Regents and system representatives further investigate options moving forward, including engaging with other institutions or entities that have successfully promulgated campus climate surveys and policies to learn about best practices and national trends. Regents' staff will reach out to colleagues in those states (Maryland, New York and Texas) with recently implemented statewide campus climate survey requirements in order to exchange ideas and best practices regarding the survey instrument and administration.

Regents' staff and system representatives have begun to assess options for the AY 2017-2018 administration of the campus climate survey including reaching out to peer institutions and research associations as recommendations and decisions are made for the future. Additionally, Regents' staff plans to work with the system representatives and their respective institutions in efforts to increase response rates moving forward.

Additionally, Regents' staff is actively conducting research and pursuing information on state of the art methodology to increase the percentage of survey respondents which would ultimately increase the statistical relevance of the results. Toward that end, Board of Regents' staff have reached out to peer institutions who have developed survey instruments that could perhaps be adapted or customized for Louisiana's Campus Climate Survey. For example, Rutgers and the University of Kentucky developed institutional instruments that have been nationally recognized as standard bearers in this area. The Board of Regents' staff is working with representatives from those institutions to discuss the possibility of a joint effort with these entities in the development and administration of future Campus Climate Surveys that would meet the requirements of Act 172.

Although postsecondary higher education has implemented many of the requirements of Act 172 (training/programming modules, confidential advisors, partnerships with local law enforcement and web resources such as LA SAFE - the active link to the BoR **LA SAFE** website is <http://www.regents.la.gov/page/LASAFEINFO> and can be found on the BoR home page), the low response rate on the Campus Climate Survey remains troublesome. The results of this second year of administration of the campus climate survey provides little insight into the evaluation of those efforts given the lower survey response rate. Unless and until changes are made within the scope of Act 172 or Act 172 is amended, the Board of Regents is concerned that meaningful information will not be forthcoming from the Campus Climate Survey.

As of this writing, Regents' staff are finalizing plans to enter into a collaboration with the University of Kentucky's Center for Research on Violence Against Women for assistance with the survey for AY 2017-2018.

## Appendix A

		Spring 2016		Spring 2017	
Demographics	Subgroup	*n	% of Sample	*n	% of Sample
	Female	7,355	72%	5,367	71.2
	Male	2,799	28%	2,146	28.4
	Intersex	32	0.3	28	0.4
**Ethnicity/Race					
	Hispanic or Latino/a (yes)	603	6%	389	5.2
	Non-Hispanic or Latino/a	9,529	94%	7,115	94.8
	American Indian/Alaska Native	251	3%	209	2.8
	Asian	553	5%	356	4.7
	Black	2,247	22%	1,935	25.6
	Native Hawaiian or Other Pacific Islander	65	0.6	37	0.5
	White	7,212	71%	5,118	67.9
	Other	321	3%	239	3.2
Sexuality					
	Asexual	716	7%	525	7.0
	Heterosexual	8,014	80%	5,838	77.4
	Lesbian, Gay & Bisexual	924	9%	738	9.8
	Questioning	119	1%	65	0.9
	Pansexual	184	2%	138	1.8
	Other	126	1%	156	2.1
Age					
	18	1,204	12%	740	9.8
	19	1,712	17%	1,358	18.1
	20	1,545	15%	1,116	14.8
	21	1,375	14%	867	11.5
	22	965	10%	637	8.4
	23 or older	3,360	33%	2,804	37.2
<b>Academic Characteristics</b>					
Enrollment Status					
	Full-time	9,089	90%	6,513	87.1
	Part-time	970	10%	962	12.8
Living Arrangements					
	Residence Hall	1,622	16%	1,111	14.8
	Fraternity or Sorority Hall	131	1%	69	0.9
	On-Campus Apartment	695	7%	432	5.7
	Off-Campus Apartment	4,826	48%	3,415	45.4
	At Home with Family	2,722	27%	2,347	31.2
	Other	150	1%	141	1.9
Grade Point Average(GPA)					
	4.0 – 3.5 (A average)	4,002	42.00%	2,953	41.1
	3.4 – 2.5 (B average)	4,436	46.00%	3,320	46.2
	2.4 – 1.5 (C average)	952	10%	700	9.7
	1.4 below (D average or below)	54	2%	40	0.6
	Don't know or not applicable	202	2%	173	2.4

\* It is important to note that the percentages shown in Table 1 are based on the numbers of participants in the sample (n) for the specific demographic characteristics. The total n for each measure will differ due to missing data.

\*\*Participants were able to select one or more race category; therefore, the n and the percentage for this measure are larger than the study sample.

## Appendix B

### System Overview

<b>Systems</b>	<b>Survey Dissemination &amp; Population</b>	<b>Confidential Advisor Training</b>	<b>Status of MOU's with Local Law Enforcement</b>
<b>LCTCS</b>	In 2017, the survey was sent out to all enrolled students except dual-enrolled high school students and incarcerated students by each individual LCTCS college, with the exception of 2. LCTC System Office sent out the survey for the 2.	Annual Training by Confidential Advisors must be completed by 7/31 each year.	Currently under revision.
<b>LSU System</b>	Sent to entire enrolled population on all campuses through each campus	Annual Training August/September	Currently under revision with a completion date of 12/2017
<b>SU System</b>	Distributed the climate survey in a decentralized manner. Each campus distributed the survey to its students.	Annual Training to be completed by Fall 2017	Currently under revision.
<b>UL System</b>	Sent to entire enrolled population on all campuses through each campus	Annual Training	UNO drafted & awaiting signatures All other campuses current.

## Appendix C

### LCTCS System Confidential Advisors and System Initiatives

#### I. Confidential Advisors

##### **BPCC**

Abby Benzinger	Recruiting, Transition, and Retention Coordinator, Innovative Learning (Career Compass) <a href="mailto:abenzinger@bpcc.edu">abenzinger@bpcc.edu</a>
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##### **BRCC**

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## **II. Examples of Campus Programs**

- Sexual Harassment Prevention Training for faculty, staff, and students
- Sexual Harassment Prevention Training: built into the Student Orientation module

## Appendix D

### LSU System Confidential Advisors and System Initiatives

#### I. Confidential Advisors by campus

##### a. A&M

- i. Eddie St-Vil
- ii. Teresia Greer
- iii. Juan Barthelemy
- iv. Murphy Rutherford
- v. Summer Steib
- vi. LaKeitha Poole
- vii. Rebecca Hubbard
- viii. All Lighthouse Advocates (86) and Accountability Advisors (17)

##### b. Alexandria

- i. Janice Miller
- ii. Jennifer Innerarity
- iii. Rafael Romero
- iv. Cynthia Thomas

##### c. Eunice

- i. Althea Jackson
- ii. Timothy Trant
- iii. Kathleen Warner

##### d. HSC NO

- i. Scott Embley
- ii. Margaret Bishop-Baier
- iii. Lauren Garnier

##### e. HSC S

- i. Michael McGill
- ii. Elizabeth Guice
- iii. Christi Rinaudo
- iv. Laura Mackowiak
- v. Jessica Cote
- vi. Christopher Schmoutz
- vii. Roosevelt Seaberry

##### f. Shreveport

- i. A'lissa Fowler
- ii. James Ingold
- iii. Angie Pellerin
- iv. Linda Webster
- v. Linda Wimbley
- vi. Timothy Winter
- vii. Kelly Wynn

## **II. Examples of campus programs**

### **a. A&M**

- i. Tiger BITES – student bystander intervention training
- ii. Responsible Employee training for Law Center Tutors
- iii. Safer Spring Break messages through Student Health Center
- iv. Online Responsible Employee training for all employees
- v. MyStudent Body training for all new undergraduate students
- vi. Presentation to international students in Sexual Misconduct
- vii. Multiple presentations targeted to students hosted by Greek Life, Student Health Center, Athletics, Cox Center for Student Athletes and Campus Life
- viii. Training for Title IX investigators on working with students
- ix. New brochure with overview of processes and resources
- x. Various events included within Safety Month initiatives

### **b. Alexandria**

- i. In person training on Responsible Employee obligations for all new faculty
- ii. In person training for confidential advisors

### **c. Eunice**

- i. Online training to students
- ii. Online training to employees
- iii. In person training to faculty and staff at fall employee orientation
- iv. Training at welcome night for residential students

### **d. HSC NO**

- i. Online training for responsible employees
- ii. Sexual harassment presentation by HRM
- iii. Training for all students at New Student Orientation
- iv. Presentations by Campus Assistance Program to students and employees on services for survivors, EAP, healthy relationships
- v. Peer Advocate Liaison Program – covers myriad issues including interpersonal, dating and domestic violence

### **e. HSC S**

- i. Presentation from Project Celebration to students
- ii. Responsible employee training

### **f. Shreveport**

- i. Title IX training for student tutors
- ii. Title IX training for Resident Assistants
- iii. Title IX training for new faculty
- iv. Title IX training at new student orientation
- v. Speaker from Project Celebration in student organization council meeting
- vi. Dating violence awareness month outreach table
- vii. Bystander awareness bingo

viii. Healthy relationship poetry slam

## Appendix D

### University of Louisiana System Confidential Advisors and System Initiatives

#### I. Confidential Advisors by campus

**Grambling:** Carolyn Hester  
Coleen Speed  
Dewayne Hollins  
Patrice Outley  
Tundra Turner

**LA Tech** Jacob Hilton  
Karen Colvin  
Lauren Tressler  
Lindsey O'Neal  
Robert Burt  
Ron Cathey

**McNeese** Dena Matzenbacher  
Twila Sterling-Guillory

**Nicholls** Cabria Bouzigard  
Michael Matherne  
Rachel Boguille  
Sabrina Laurent

**Northwestern** Desiree Wyrosdick  
Jermaine Thomas  
Kristi Simms  
Lori LeBlanc  
Maggie Welch  
Rebecca Boone  
Stephanie Campbell  
Yvonne Grant

**Southeastern** Annette Baldwin-Newton  
Emily Moise  
Paige LeBleu Moody  
Thomas Caffery

**UL-Lafayette** Bruce Buggs  
Karlie Butterworth

**UL-Monroe** Karen Foster  
Melanie Clark  
Traci Clark

**II. Examples of Campus Programs**

- Sexual Misconduct Awareness & Prevention campaigns
- Sexual Assault Prevention Education through Everfi
- Sexual misconduct campus-wide PSA
- Campus safety weeks
- Taskforce meetings
- Title IX Taskforce Workshop
- Title IX Sexual Misconduct and Harassment Training
- Residential Life Title IX Training and Sexual Misconduct Presentation
- Domestic Violence Seminars
- Interpersonal Violence Awareness and Prevention
- Online individual training to students and staff (Haven, Green Dot Active Bystander Awareness Training Seminars)
- Local victims' advocacy groups such as Heart of Hope sponsor campus events to raise awareness about sexual misconduct, dating violence, and stalking.
- Poster Campaigns promoting consent and sexual assault stats.
- Relationship violence memorial/prevention event
- Rape aggression defense training

## Appendix E

### SU System Confidential Advisors and System Initiatives

#### I. Confidential Advisors by Campus

Southern University Baton Rouge (SUBR)

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SUBR Confidential Advisor Valaray Irvin [valaray\\_irvin@subr.edu](mailto:valaray_irvin@subr.edu)

SUBR Confidential Advisor Patricia Hebert [patricia\\_hebert@subr.edu](mailto:patricia_hebert@subr.edu)

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SUSLA Confidential Advisor Rebecca Gilliam [rgilliam@susla.edu](mailto:rgilliam@susla.edu)

SUSLA Confidential Advisor Jerushka Johnson [jellis@susla.edu](mailto:jellis@susla.edu)

SUSLA Confidential Advisor Kaye Washington [klwashington@susla.edu](mailto:klwashington@susla.edu)

#### Southern University Law Center (SULC)

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SULC Confidential Advisor Felicia Forman [fforman@sulc.edu](mailto:fforman@sulc.edu)

SULC Confidential Advisor Lena Johnson [lmjohnson@sulc.edu](mailto:lmjohnson@sulc.edu)

#### Southern University New Orleans (SUNO)

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SUNO Confidential Advisor Sheryl Crosby [scrisby@suno.edu](mailto:scrisby@suno.edu)

SUNO Confidential Advisor Pamela Benthley [pbentley@suno.edu](mailto:pbentley@suno.edu)

## **II. Examples of Campus Programs**

- Title IX ads in the student newspaper regarding reporting methods.
- Title IX awareness social media postings.
- Title IX information communicated during Freshman Seminar.
- Title IX information communicated during New Student Orientation.