

Executive Summary of Sexual Violence Prevention (SVP) Campus Climate Survey Report

Spring 2017

State University of New York at New Paltz

Report by:

Linda Eaton, AVP for Student Affairs

Tanhena Pacheco Dunn, AVP for HR, Diversity & Inclusion/Title IX Coordinator

Robin Cohen- La Valle, Dean of Students

Emma Morcone, LGBTQ and Deputy Title IX Coordinator

Lucy Walker, AVP for Institutional Research

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BACKGROUND

Beginning in the 2015-2016 academic year, and in compliance with NYS Education Law 129B, each State University of New York State-operated and community college is required to conduct a uniform climate survey that ascertains student experience with and knowledge of reporting and college adjudicatory processes for sexual harassment, including sexual violence, and other related crimes. Climate surveys will be conducted every two years following.

In the spring semester of 2015, the Chancellor's office convened a group of scholars and practitioners to review methods of assessing campus climate, specific questions asked in past surveys, relevant data on responses and response rates, issues and problems encountered in survey implementation, and lessons learned from past surveys.

The campus climate survey administered this year was intended to gather information about the rate of incidents of sexual violence and knowledge of policies and resources. The survey administered by SUNY New Paltz was conducted through Campus Labs, a vendor contracted by SUNY to support the administration of the survey system wide (see Appendix A). This climate assessment affords New Paltz the opportunity to better understand our campus, assess effectiveness of training and education materials and better inform planning and programming that support a safe educational and working environment. The survey addressed student and employee knowledge regarding the following:

- The Title IX Coordinator's role;
- Campus policies and procedures addressing sexual assault;
- How and where to report sexual violence as a victim/survivor or witness;
- The availability of resources on and off campus, such as counseling, health, academic assistance;
- The prevalence of victimization and perpetration of sexual assault, domestic violence, dating violence, and stalking on and off campus during a set time period (for example, the last two years);
- Bystander attitudes and behavior;
- Whether victims/survivors reported to the College/University and/or police, and reasons why they did or did not report.

- The general awareness of the difference, if any, between the institution’s policies and the penal law; and
- The general awareness of the definition of affirmative consent.

SUNY New Paltz sent the survey to all faculty and staff, and to all students over the age of 18. An email was sent to students, faculty and staff to introduce the survey and a link was provided within the email to participate in the survey (see appendix B). The survey was opened on March 28, 2017 and remained open for a 3 week period. Periodic email reminders were sent to encourage broad participation. The survey was closed on April 17, 2017. Survey responses were anonymous and were collected by Campus Labs. SUNY New Paltz office of Institutional Research had access to survey results and were able to pull reports from the Campus Lab platform until May 19th 2017, per the agreement between Campus Lab and SUNY.

Commented [TPD1]: Ask Lucy for copies of both staff and student emails

Of the 7306 students invited to participate, 402 responded for a response rate of 6%. Students enrolled in the spring 2017 semester who were above 18 years of age were invited to participate. Of the 1652 faculty and staff invited to participate, 213 responded for a response rate of 13%.

Commented [GC2]: Added "s" to the word Student

DEMOGRAPHIC INFORMATION

Category	Number Surveyed	Number of responses	Response Rate
Faculty and Staff	1652	213	13%
Undergraduate Students	6440	359	5.6%
Graduate Students	866	43	5.0%

Undergraduate Students	Survey Respondents	Entire Student Population
Undergraduates living on campus	57%	44%
Age Group	60% 18-20 33% 21-24 7% 25 and over	33% 18-20 57% 21-24 10% 25 and over
Enrolled Fulltime	96%	91%
<i>Class Year</i>		
Freshman	35%	16%
Sophomore	33%	17%
Junior	22%	29%
Senior	10%	37%
Transfer student	33%	40%
NYS Resident	94%	95%
<i>Race/ethnicity</i>		
American Indian or Alaskan Native	2%	0%
Asian	6%	6%
Black or African American	4%	6%

Commented [GC3]: Added 40% transfer for total population (Lucy)

Hispanic or Latino/a	11%	18%
Native Hawaiian or Other Pacific Islander	3%	0%
White	70%	63%
Female	73%	62%

Graduate Students	Survey Respondents	Entire Student Population
Age Group	0% 18-20 58% 21-24 28% 25-34 2% 35-44 12% 45 and over	0% 18-20 32% 21-24 47% 25-34 11% 35-44 11% 45 and over
NYS resident	97%	82%
<i>Race/ethnicity</i>		
American Indian or Alaskan Native	5%	0%
Asian	8%	2%
Black or African American	3%	3%
Hispanic or Latino/a	11%	10%
Native Hawaiian or Pacific Islander	3%	0%
White	70%	63%
Female	73%	67%

Commented [GC4]: Added % NYS resident for graduate students (Lucy)

The student survey respondents were slightly more likely to be female compared to the general student population. This is typical in survey research. Survey participants also differ from the general student population in the distribution by class year. Survey participants had a higher percent of freshman and sophomore students. 68% of the undergraduate survey participants were freshman or sophomores but only 33% of the undergraduate student body are freshman or sophomore. For our senior students, the timing of this survey overlapped with two other surveys, the National Survey of Student Engagement (NSSE) and our campus graduating student survey. The lower response rate among the upper-class students was not surprising given the many different survey invitations those students received during the spring semester. The data on age range of the undergraduate students reflects the class year data. Most of our undergraduate students start at New Paltz at 18 years of age and almost 60% will graduate within 4 years. As a result, there is a strong correlation between class year and age, with most of our junior and senior students being 21-22 years of age.

The distribution of race/ethnicity is somewhat comparable to the student population. Among the undergraduate survey respondents, Hispanic students were slightly underrepresented, 11% compared to 18% in the undergraduate student population. White students were slightly overrepresented, 70% compared to 63%. The survey question about race/ethnicity did not give an option of International. In our campus student information system, we follow federal guidelines for tracking race/ethnicity and we do not record race/ethnicity data for international students. Our graduate student population is 15% international students, mostly from India and China. This could account for the higher percent of Asian students in the survey respondents (8%) compare to the graduate student population.

Faculty and Staff

Faculty and Staff	Survey Respondents	Entire Faculty/Staff Population
Part-time	12%	27%
Length of employment	9% Less than 1 year	11% Less than 1 year
	31% 1-5 years	27% 1-5 years
	15% 6-10 years	18% 6-10 years
	45% 11+ years	43% 11+ years
Female	68%	56%
Academic Faculty member	44%	44%

The faculty and staff respondents matched the campus faculty and staff population on the percent who were academic faculty and on years of service. Part-time faculty and staff were not as well represented in the survey results, 12% compared to 27% of the entire population. Many of the part-time employees on campus are adjunct faculty who teach 1 or 2 classes. They often are less connected to the campus and don't check their campus email as frequently as full-time employees. It would be very easy for them to miss the survey invitation which only had a 3-week window in which the survey was open.

RESULTS

Title IX Coordinator's Role/Where and How to Report

The survey asked respondents various questions regarding their understanding of the roles and responsibilities of Title IX Coordinators on our campus. Overall, the survey demonstrated that faculty/staff are aware of the various roles, support services, and accessibility of the Title IX Coordinators. 73% of faculty/staff reported that they knew how to find the Title IX Coordinator. In addition, 73% of faculty/staff members are aware that a victim/survivor or witness can formally report to the Title IX Coordinator.

Most faculty/staff understand Title IX Coordinators provide education/training (72%) and receive reports (71%), but less are aware of the support services we provide. This indicates that the majority of our employees are knowledgeable on the basic responsibilities of what a Title IX Coordinator does, but some additional understanding is required on what the process entails once a report is made.

In most areas, student awareness was slightly lower than employee awareness. Although 67% of our students are *not* aware of how to find the Title IX Coordinator, 61% of students are aware they can disclose a sexual assault to a Title IX Coordinator. This statistic indicates that while many of our students understand that the Title IX Coordinator is a resource, they may not necessarily know how to find or locate the Title IX Coordinator.

Commented [GCS]: Grammar correction. Sentence was: This statistic indicates that while many of our students understand that the Title IX Coordinator is resource, but may not necessarily know how to find or locate the Title IX Coordinator.

Availability of Resources and Support

Much of the training and education implemented at the college focuses on supporting reporting individuals. Training and programming for students, staff and faculty highlight the extensive internal and external resources available to victim/survivors of sexual assault. Resources and support measures are available regardless of the whether an individual chooses judicial measures and/or the criminal justice process (see appendix D). Approximately half of our students reported that they have received brochures/emails/other forms of information on a wide array of Title IX related instances. The majority (80% or higher) of students reported they were aware of specific resources such as Campus Police and Counseling Center.

Commented [TPD6]: A copy of the resource brochure

Awareness of Policies and Procedures Addressing Sexual Assault

The climate survey asked respondents about their general awareness and/or understanding of various policies and practices applied to Title IX cases. These policies are provided in a wide range of written formats including pamphlets, posters, Student Code of Conduct, Employee Policies, as well as Title IX, UPD, and Athletics websites (see appendix C). Title IX policies and reporting procedures are reviewed in new employee orientation, new student orientation, transfer orientation, as well as training for student group leaders including but not limited to: Greek Life, Athletics, EOP Mentors, Student Ambassadors, Residential Life Professional and Paraprofessional staff, and Department Chairs.

Commented [TPD7]: List links

71% of students responding to the survey indicated “yes” when asked if the New Paltz has policies and procedures specifically addressing sexual assault. However, only 43% of students, faculty and staff indicated that they were aware of the drug and alcohol amnesty policy prior to the survey. This suggests that we may need to further highlight this policy within training and educational programming to help students, faculty and staff understand that the college strongly encourages reporting sexual assault or sexual violence even when there may be alcohol or drugs involved. We were pleased to see that 86% of faculty and staff responding to the survey indicated that they know the college has Title IX policies and procedures. Additionally, 73% of faculty and staff strongly agree or agree that they would know how to advise students on where to get help if a student reported a sexual assault. 51% of faculty and staff responded that they strongly agree or agree that they understand what happens when a student reports a sexual assault.

Respondents were asked to indicate their general awareness of the difference, if any, between institutional policies and practices applicable to Title IX offenses and the penal law. Approximately 45% of student respondents indicated that they were, prior to this survey, aware of the difference between institutional practices and the penal law as it applies to Title IX offenses. Nearly 71% of faculty/staff respondents indicated that they were, prior to this survey, aware of the difference between institutional practices and the penal law as it applies to Title IX offenses. Among student respondents (both undergraduate and graduate students) 45% responded that they were, prior to this survey, aware of the difference between college disciplinary process and criminal justice system.

A full definition of affirmative consent was provided within the survey and participants were asked if they were aware of the definition of affirmative consent before the survey. 82% of faculty and staff respondents indicated that they were aware of this definition prior to the survey and 97% responded “no” when asked “can someone who is incapacitated provide consent?”. Among student responses, approximately 80% of respondents indicated that they were aware of the definition of affirmative consent prior to the survey and nearly 97% of students responded “no” when asked “can someone who is incapacitated provide consent”? This suggests that broad information campaigns and training provided in 2015 and 2016 where this language was highlighted has been effective in ensuring the community understands affirmative consent.

Prevalence of Victimization and Perpetration of Sexual Assault

The survey assessed the occurrence of various actions and behaviors to determine the prevalence of sexual assault, domestic violence, dating violence, and stalking amongst our students. The multiple survey questions referred to only behaviors or actions that occurred within the last year.

93% of students reported never having an experience where they were photographed, videoed, or recorded while they were naked or engaging in a sexual activity without their consent. 88% of our students reported that no one either attempted or completed taking off their clothes without their consent. These statistics demonstrate that very few of our students have experienced these specific nonconsensual behaviors.

By contrast, 28% percent of our students reported that someone attempted to fondle, kiss, or rub up against private areas of their body without their consent. Furthermore, 22% reported the act was completed. Though 69% reported not having any experience involving emotional and/or physical abuse, 26% reported experiencing some type of dating/intimate partner violence that involved emotional and/or physically abusive behavior.

The survey also assessed the victim's relationship to the perpetrator for the multitude of behaviors presented. Overwhelmingly, 29% of respondents identified the perpetrator as a non-romantic friend. Additionally, 20% of respondents indicated that they did not have a prior relationship with the perpetrator, but that they were a known acquaintance.

The statistics described above indicate that sexual assault, domestic violence, dating violence, and stalking occur to our campus community, but are not extremely prevalent. Various trainings and prevention programming, such as bystander intervention approaches, should continue to be implemented on our campus.

Bystander Attitudes and Behaviors

Information from the survey suggest that our attention to bystander intervention within training and educational programming has helped the campus community understand the importance of community responsibility to ensure safe behaviors and to encourage victims/survivors to report and/or seek support measures. The majority of students (79%) indicated that it is very likely to likely that a fellow student would get help and resources for a friend who tells them that they have been assaulted. In addition, 61% of students say that it is very likely to likely that a fellow student would do something to help a drunk person who is being brought upstairs by a group of people at a party. 46% of students say that it is very likely to likely that a fellow student would tell an RA or other campus authority about information they have that might help in a sexual assault case. Lastly, 58% of students say it is very likely to likely that students would call for help if they hear a neighbor yelling “help”.

As a result of these statistics, we will explore building on existing efforts such as “Step-Up” and “One Love”, which we feel have helped deliver effective tools to both students and employees that support healthy bystander intervention and behaviors that prevent sexual violence and assault. The following statistics summarized below reinstate the efficacy of such programs:

Victim/Survivor Reporting

In regards to reporting cases of sexual assault and intimate partner violence, it appears that students most frequently confide in a friend, roommate/housemate, or romantic partner. In incidents of sexual assault, 91% of students surveyed indicated they told a friend, 46% told a roommate/housemate, and 44% informed a romantic partner. The lowest percentages reflect that students are least likely to report to Title IX Coordinator (9%) and University Police (9%). Similarly, students informed a friend (91%) or roommate/housemate (43%) about their experience with intimate partner violence. In addition, only a small number of victims of intimate partner violence reported to a Title IX Coordinator (8.7%) and Campus Police (4.3%)

For respondents who chose to *not* report instances of sexual assault or intimate partner violence, the majority indicated it was because they did not feel that the incident was important enough. 49% of victims of sexual assault and 41% of victims of interpersonal violence indicated such. This suggests that our campus needs to continue our victim-centered approach to reporting, with emphasis on the validation of the occurrence of these experiences.

Results did seem to vary comparatively regarding reporting instances of stalking. 84% of students told a friend, 36% to a romantic partner, 32% to a roommate/housemate, 8% to University Police, and 0% to the Title IX Coordinator. Overall, it seems that students who have been victims of stalking seem to take it less seriously and therefore are less likely to report, even to their friends or roommates/housemates. 61% of students indicated they did not want to deal with it and 46% stated they did not recognize it as stalking.

These findings suggest that we should continue to build on successful bystander intervention training and expand to include information that would support peers to whom a victim/survivor may report. If the friend, roommate/housemate, or romantic partner that is initially hearing of the experience is knowledgeable on campus policies, reporting to campus officials may increase. Clarity on the reporting process to campus officials should be further emphasized in future training opportunities.

EMERGING THEMES AND RECOMMENDATIONS

As a result of the statistics in our survey, our campus will continue to further emphasize sexual violence awareness programming. Although we already have a wide array of trainings and programs in place, these can be revised to alleviate confusion in the areas indicated above. In addition, we will aim to provide additional clarity on the reporting process to our faculty, staff, and students.

Information from the survey also indicated that students may not always understand or be able to label an experience as sexual assault or an act of sexual violence. Therefore, these students may not feel that these incidents are ones that should be reported. Likewise, students also indicated that they chose not to report because they “did not believe it was important enough” or “did not want to deal with it”. We also learned that 30% of students indicated that they would not trust the college to handle a report of stalking correctly. This suggests that in designing training and education for the coming academic year that we give increase attention to the range of reasons that may prevent an individual from reporting or otherwise seeking support. Education on identifying sexual assault, sexual violence and stalking is imperative, but we also must help students understand that reporting and/or seeking support impacts overall mental and emotional health and academic success. Attention to differentiating between healthy and unhealthy relationships/behaviors should also be emphasized. The adoption of a new faculty-student consensual relationship policy late in the spring of 2017 will provide an additional platform for targeted education on appropriate relationship boundaries as training on this policy is rolled out in fall of 2017.

We recognize that we need to find better ways of reaching and engaging transfer students. This population, especially those who commute and are not in residence, is particular challenging to reach. These students are less likely to attend training or educational programs that are embedded in the residential life or student affairs experience. Our goal is to explore ways in which we can more effectively reach transfer students to ensure that they are aware of and are comfortable accessing reporting and support measures for Title IX related incidents.

Overall, the survey indicated that our campus community is not only supported, but is also well informed regarding sexual violence. We recognize that there are various areas of improvement that we plan to strategically target. Survey results as well as recommendations about additional and revised efforts will be shared with the campus Title IX Working Group which meets regularly to discuss and plan programming and educational efforts.

APPENDIX A: About Campus Labs- SVP Climate Survey Provider

The Campus Labs® platform offers integrated software and cloud-based assessment tools for higher education. The corporate mission is focused on empowering and transforming colleges and universities through strategic data insights. Campus Labs is headquartered in Buffalo, New York. Specific to the SUNY Sexual Violence Prevention (SVP) Campus Climate Survey, Campus Labs is providing the technology to administer the survey and analyze the collected data. Campus Labs has also provided consultation in the form of two consultants whose role is to advise SUNY representatives on the logistics and administration of the survey.

Data Security:

Campus Labs is committed to maintaining the highest standards in data security. To protect information used in internet transactions (e.g. online surveys, data reports), Campus Labs uses the following security techniques and procedures:

- Secure login access (username and password) is required to access all data reports
- Information is exchanged via Secure Socket Layer (SSL) that uses 128-bit encryption
- Information requests must pass through multiple hardware and software security firewalls
- Campus Labs' data center is monitored 24/7 and access is restricted to authorized parties with validated key cards
- Data is backed up every hour internally
- Data is backed up every night to a centralized backup system, with offsite backups in the event of catastrophe.
- Campus representatives will have access to all data for their campus only.
- SUNY Administrators will have access to the data of all participating campuses
- Respondent identifiers are hidden from the SUNY and campus representatives administering the SVP Campus Climate Survey. At no time will SUNY or campus representatives be able to see respondent identifiers linked to individual's responses.

APPENDIX B: Invitations to Participate in SVP Climate Survey

SVP Survey – Student Letter

Subject: 20 Minute survey: Sexual Violence Prevention (SVP) Campus Climate Survey

To: SUNY New Paltz Students

From: Title IX Coordinator and Institutional Research

In order to be in compliance with Sexual Assault Prevention Legislation of 2015, colleges in New York State are required to administer a campus climate survey every two years. The Sexual Violence Prevention (SVP) Campus Climate Survey takes about 20 minutes to complete and is intended to gather information about experiences of sexual violence and how well members of the campus community understand reporting practices, related policies and resources available on campus. Below is a link to the SUNY Sexual Violence Prevention (SVP) Campus Climate Survey. Your participation is voluntary and you may choose to skip questions or stop responding at any point.

New Paltz is committed to ensuring a safe and healthy academic and working environment for our students. Information from this survey will support our efforts in education, prevention, and support.

Your responses will also be strictly confidential and will be reported only in terms of groups of students rather than as individuals. Some of the questions will ask about sexual and other personal information. We recognize that some individuals might experience emotional discomfort while responding to this survey. Should you need support, campus resources are available and noted throughout the survey.

Thank you for your time and honest feedback and responses.

Resources:

Reporting a Title IX Complaint: <https://www.newpaltz.edu/titleix/reporting.html> Title IX Coordinator web page: <https://www.newpaltz.edu/titleix/whois.html> Community Resources webpage: https://www.newpaltz.edu/media/title-ix/sexual_assault.pdf Student Bill of Rights webpage: https://www.newpaltz.edu/media/title-ix/student_bill_of_rights.pdf Student Handbook 2016-17: https://www.newpaltz.edu/media/title-ix/student_handbook_7_15.pdf Sexual Assault Resources (Statewide): <https://www.suny.edu/violence-response/>

APPENDIX B: Continued

Employee Letter

Subject: 15 Minute survey: Sexual Violence Prevention (SVP) Campus Climate Survey

To: SUNY New Paltz Employees

From: Title IX Coordinator and Institutional Research

In order to be in compliance with Sexual Assault Prevention Legislation of 2015, colleges in New York State are required to administer a campus climate survey every two years. The Sexual Violence Prevention (SVP) Campus Climate Survey takes about 15 minutes to complete and is intended to gather information about experiences of sexual violence and how well members of the campus community understand reporting practices, related policies and resources available on campus. Below is a link to the SUNY Sexual Violence Prevention (SVP) Campus Climate Survey. Your participation is voluntary and you may choose to skip questions or stop responding at any point.

New Paltz is committed to ensuring a safe and healthy academic and working environment for our employees. Information from this survey will support our efforts in education, prevention, and support.

Your responses will also be strictly confidential and will be reported only in terms of groups of employees rather than as individuals. Some of the questions will ask about sexual and other personal information. Some individuals might experience emotional discomfort while responding to this survey. Should you need support, campus resources are available and noted throughout the survey.

Thank you for your time and honest feedback and responses.

Resources:

Reporting a Title IX Complaint: <https://www.newpaltz.edu/titleix/reporting.html> Title IX Coordinator web page: <https://www.newpaltz.edu/titleix/whois.html> Community Resources webpage: https://www.newpaltz.edu/media/title-ix/sexual_assault.pdf Student Bill of Rights webpage: https://www.newpaltz.edu/media/title-ix/student_bill_of_rights.pdf Student Handbook 2016-17: https://www.newpaltz.edu/media/title-ix/student_handbook_7_15.pdf Sexual Assault Resources (Statewide): <https://www.suny.edu/violence-response/>

APPENDIX C: Campus Policies and Practices

- Title IX Website: <http://www.newpaltz.edu/titleix/>
- Title IX Reporting: <http://www.newpaltz.edu/titleix/reporting.html>
- Affirmative Action and Anti-Harassment Policy: http://www.newpaltz.edu/hr/aa_antiharassment.html
- Student Handbook: <http://www.newpaltz.edu/titleix/student-handbook/>
- Faculty Handbook: <http://www.newpaltz.edu/media/academic-affairs/FACULTY%20HANDBOOK%202016-17.pdf>
- Title IX and Athletics: http://www.nphawks.com/sports/2011/10/11/GEN_1011114311.aspx?
- University Police Department: <http://www.newpaltz.edu/police/>

APPENDIX D: Important Campus and Off -Campus Resources

Title IX Website:

<http://www.newpaltz.edu/titleix/>

New Paltz Brochures:

[Community Resources](#)

[Student Bill of Rights](#)

Federal Government Resources

[Title IX of the Education Amendments of 1972](#)

[US Department of Education's Office for Civil Rights \(OCR\)](#)

[Title VII of the Civil Rights Act of 1964](#)

[Americans with Disabilities Act of 1990](#)

[Non-discrimination and Equal Opportunity for Covered Veterans](#)

[Age Discrimination Act of 1967](#)

[Equal Employment Opportunity Commission](#)

[Violence Against Women Act](#)

[Survivor Support Information](#)

New York State Resources

[SUNY Sexual Assault and Violence Response](#)

[New York State Division of Human Rights](#)

[Office for the Prevention of Domestic Violence](#)

Non-Profit Organizations

[American Association for Affirmative Action](#)

[American Civil Liberties Union](#)

APPENDIX D: Continued

Education and Raising Awareness

Promoting a safe and respectful culture that works toward elimination of sexual violence and raises awareness for the collective responsibility of the campus community.

[White House Campaign to address campus sexual violence: Take the pledge.](#)

[1 is 2 Many- White House Initiative](#)

[Bystander Video: Who are you?](#)

- [Bystander Video: A Student's Take](#)
- [Free Download of Campus Safety Application](#)
- [Break the Cycle](#)
- [The Relationship Between Alcoholism and Dating Abuse](#)
- [Slut Shaming is Victim Blaming](#)
- [Band Back Together- Information on Supporting Survivors](#)
- [Pandora's Project: Resources for those Supporting Survivors of Sexual Violence](#)
- [How to help Rape Victims \(UNC Chapel Hill\)](#)
- [How to help a Friend \(Everyday Feminism\)](#)
- [What to do when your male friend is sexually assaulted](#)

APPENDIX E: SUNY Policies and Practices on Sexual Violence Prevention and Response

- <http://system.suny.edu/sexual-violence-prevention-workgroup/policies/>
- <http://system.suny.edu/sexual-violence-prevention-workgroup/policies/response/>
- SUNY Policies <http://system.suny.edu/compliance/topics/sexual-violence-prevention/>
- Campus Resources and Best Practices <http://system.suny.edu/university-life/sexual-assault-prevention/>
- Sexual Assault and Violence Response Resources (with resources on or off campus by location, campus, city) <https://www.suny.edu/violence-response/>