

# Sexual Misconduct Prevention Working Group

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## Final Progress Report



Submitted: May 26, 2023

# Sexual Misconduct Prevention Working Group

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## *Progress Report*

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# Sexual Misconduct Prevention Working Group

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## *Progress Report*

### **Overview**

In March 2019, President Marjorie Hass established the Sexual Misconduct Prevention Working Group (SMPWG) at the request of the Rhodes Student Government. Consisting of student leaders, faculty, staff and administrators, the SMPWG was given responsibility for conducting a comprehensive review of existing Rhodes Title IX policies, procedures and practices in order to identify strengths and areas for improvement. The group met for over a year and submitted its final set of recommendations to President Hass in May 2020. Those recommendations were designed to guide ongoing efforts to reduce the occurrence and impact of sexual misconduct on campus; to ensure that students, faculty, and staff have access to comprehensive prevention education; and to create an environment that values and promotes a culture of respect.

Considerable changes in staffing, administrative structures, resources, federal laws and world events have occurred since SMPWG issued its recommendations. In light of emerging concerns about campus safety, President Collins has requested a progress report and status of our collective work toward accomplishing the goals and objectives identified by the SMPWG. The timeline shown below provides an overview of some major transitions that have occurred since May 2020.

### **Challenges and Priorities**

During its deliberations, the SMPWG identified four key challenges associated with sexual misconduct and strategies to address them in ways that were culturally relevant, inclusive and empirically assessable.

#### **Impairment and Consent**

College students frequently struggle to understand what consent actually means. Many students find it hard to determine when someone is incapacitated, and, therefore, incapable of giving consent. The first set of recommendations focused on increasing students' awareness of the relationship between impairment and consent and on changing their behavior.

#### **Engaging the Campus Community**

The second set of recommendations focused on strategies for engaging student organizations and other campus constituents in communicating a consistent message across various media throughout the year.

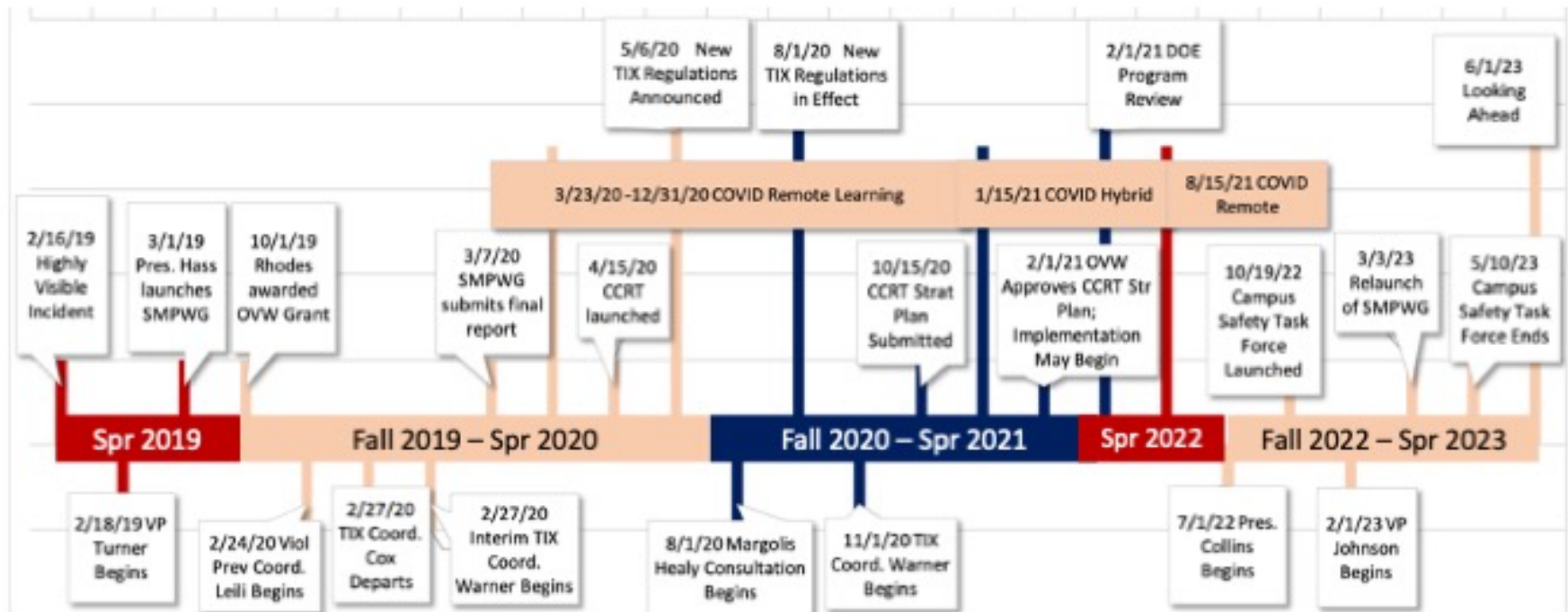
#### **Prevention Education and Awareness**

A third focus area was on strategies for implementing and institutionalizing a comprehensive sexual misconduct prevention program on campus. Recommendations included peer-based and other approaches to providing students with a comprehensive understanding of Title IX policies, procedures and resources.

### **Title IX Formal Resolution Process Improvements**

The fourth area focused on best practices related to Title IX procedures. What does law require? Are alternate dispute resolution and restorative justice effective approaches to resolving Title IX cases? Please note that our work in this area was curtailed by the anticipated changes in federal Title IX regulations in 2020. However, implementing the required changes provided an opportunity for us to review various aspects of the Rhodes Title IX process and make recommendations for improvement.

## Sexual Misconduct Prevention Working Group Timeline of Significant Events



## SMPWG Recommendations and Progress

Recommendation	Responsible Office or Entity	Status
<b>Impairment and Consent</b>		
1. Use wristbands and stamps with consent reminders at college-sponsored events such as Rites of Spring.	Office of Student Engagement	<b>Complete.</b> Wrist bands were used at Rites of Spring and other college-sponsored events. All students needed one wristband to gain access to the event. Students who were 21+ required a second wristband, issued by Campus Safety, to purchase alcohol.
2. Replace infographics that are cluttered with too much information, with those that can be understood quickly and effectively. Make sure consent posters are visible in all campus buildings. Any infographics pertaining to sexual misconduct or related matters should be filtered through the Title IX office for review.	Title IX Office Student Title IX Board Office of Violence Prevention	<b>Complete.</b> Both the Violence Prevention and Title IX office have created posters such as those shown in Appendix B. These posters cover a range of topics including the Red Zone, consent, and bystander awareness (Green Dot). Various flyers have also been created.  All materials are trauma-informed, have clear messages and are easy to read.  Additionally, the Title IX web page ( <a href="https://sites.rhodes.edu/titlenine/resources">https://sites.rhodes.edu/titlenine/resources</a> ) includes several engaging videos that illustrate key concepts such as consent, impairment and retaliation.
3. Ensure all first-year students save the phone number for Campus	Campus Safety	<b>Complete.</b> Currently, all students are asked to save the phone number for campus safety in their



Safety in their cell phone during orientation.	First Year Experience & Transitions	phones. In the coming academic year, Campus Safety will be asked to join dinner with first-year students who will be encouraged to save the Campus Safety's phone number.
4. Review and evaluate the effectiveness of the Healthy Relationships Curriculum in educating students on sexual assault and consent and in influencing students' behavior.	Title IX Coordinator Violence Prevention Coordinator Student Counseling Center	<b>Redirected/In progress.</b> In July 2019 the Title IX Office was preparing to launch a comprehensive, intentional and research-based prevention strategy that aligned with the Centers for Disease Control's STOP SV framework. (Up to that point, the Student Counseling Center had been offering outreach to promote healthy relationships.) In partnership with the TN Coalition to End Domestic and Sexual Violence, a Healthy Relationships Curriculum was developed to teach skills to prevent sexual violence. The curriculum consisted of eight workshops that would be offered across the student's lifespan from first-year through senior year. (See Appendix C.) Several members of the SMPWG were engaged in the design and launch of the curriculum and felt that it would be necessary to assess its effectiveness. Due to the transition of six key campus partners, the COVID pandemic and our transition to remote learning the implementation of the new curriculum was stalled. The Counseling Center, however, continued to offer its programming.  Since Fall 2021, OVP and the Student Counseling Center have offered workshops and tabling events based on the One Love Foundation's healthy relationships curriculum. One Love is a national non-profit that aims to end relationship abuse

		<p>through prevention education focused on healthy and unhealthy relationships.</p> <p>A more robust assessment of this programming is needed; however, preliminary data indicates that students can identify characteristics of healthy and unhealthy relationships, recognize when they are in unhealthy relationships, and safely leave them.</p>
5. Include language that differentiates incapacitation and impairment/intoxication to our Title IX Policy.	<p>Title IX Coordinator</p> <p>First Year Experience &amp; Transitions</p> <p>Counseling Center</p>	<p><b>In progress.</b> Our current Title IX policy uses "incapacitation" and not "impairment."</p> <p>During a Title-IX session during Welcome Week, speaker, Mike Domitrz, discusses drunkenness in the context of not being able to give consent.</p> <p>Furthermore, the Counseling Center will provide outreach around alcohol risk reduction. It plans to secure grant funding and campus partners to highlight the topic of alcohol and consent.</p>
<b>Engaging the Campus Community</b>		
6. Review the educational opportunities provided to students, especially during the first six weeks of college (a.k.a. the "red zone") to include monitoring Everfi's effectiveness, integrating sexual misconduct prevention into the First Year Seminar curriculum, and ongoing Green Dot training.	<p>Title IX Coordinator</p> <p>Office of Violence Prevention</p> <p>First Year Experience &amp; Transitions</p> <p>Dean of Students</p> <p>Assessment</p>	<p><b>Complete.</b> Considerable gains have been made in this area.</p> <ul style="list-style-type: none"> <li>• We require all incoming students to complete the Vector Solutions (formerly Everfi) modules on sexual assault and drug/alcohol awareness prior to arrival. Program assessment is needed.</li> <li>• In August and September there were 19 Green Dot workshops. All incoming students now receive Green Dot training during Welcome Week. Additionally, during Green Dot week FYS classes discuss prevention. Sessions were</li> </ul>



		<p>conducted with RAs, FYS instructors and PAs, First Year students (overview), athletics teams, student organization exec board members and a Greek organization.</p> <ul style="list-style-type: none"> <li>• The Lynx to Success program will be implemented this year for first year students during the first six weeks. The Office of Violence Prevention will offer "Reclaim the Red" programs.</li> <li>• The Office of Violence Prevention will host mini-sessions for parents and students during Open Rhodes this year. The Title IX Coordinator will also participate in this orientation programming.</li> </ul>
7. Offer education and programming that is inclusive of students who choose not to drink and not to have sex.	<p>Health and Wellness Coordinator</p> <p>Student Title IX Board</p> <p>Violence Prevention Coordinator</p>	<p><b>In progress.</b> Awareness of all sexual identities: asexual, aromantic, etc.</p> <p>Rhodes has a large party culture. Due to the OVV grant requirements, the violence prevention office has not been able to incorporate much programming about alcohol and sexual assault.</p>
8. Upon request of IFC members, offer programming that helps fraternities recognize warning signs and emphasize accountability among members.	<p>Office of Fraternity &amp; Sorority Life</p> <p>Title IX Coordinator</p> <p>Office of Violence Prevention</p>	<p><b>Complete.</b> There is general agreement that this recommendation should be inclusive of all fraternity and sorority members. Since our return to campus following COVID multiple fraternities and sororities have consulted with the violence prevention office to learn how to make their chapters safer.</p>
9. Develop ways to collaborate with Memphis area nonprofit organizations working on issues of	<p>Health and Wellness Coordinator</p>	<p><b>Complete.</b> Through the CCRT, we have established partnerships with several organizations and agencies. Our victim services partner is Shelby</p>

sexual violence, domestic violence, and challenges within the LGBTQ community.	Kinney LGBT Group LGBTQ+ Working Group Office of Violence Prevention	County Crime Victims & Rape Crisis Center (SCCVRCC). Our law enforcement partner is the Memphis Police Department.  The latest OVW grant proposal also included Love Doesn't Hurt, a local non-profit that supports LGBTQ+ victims of domestic or sexual assault. Love Doesn't Hurt has been invited to Rhodes by both the Title IX and Violence Prevention offices. Additionally, the LGBTQ+ working group plans to partner with local organizations such as Out Memphis that address challenges facing the LGBTQ+ community, including sexual and domestic violence.
<b>Prevention Education and Awareness</b>		
10. Identify ways to incorporate the National Association of Student Personnel Administrators (NASPA) Culture of Respect Initiative into campus programming.	Title IX Coordinator and Deputies Violence Prevention Coordinator All offices engaged in programming	<b>In progress.</b> The Culture of Respect framework is consistent with work that is already being planned by the office of Violence Prevention. Currently, there are discussions regarding whether the College would adopt the full model or certain elements of it.
11. Develop a four-year co-curriculum that uses technology effectively to teach students about sexual violence prevention.	Title IX Coordinator Violence Prevention Coordinator	<b>Not yet begun.</b> A goal of the renewal grant is to develop a 3-year education plan with Residence Life to develop materials that RAs can administer. There is currently discussion about whether to reassign the Everfi modules to Juniors.
12. Restructure the Student Title IX Board to ensure representation of	Title IX Coordinator	<b>Not in progress.</b>

various campus organizations and active engagement of members.	First Year Experience & Transitions Office of Student Engagement	
13. Create a comprehensive list of sexual assault prevention-related programs, activities and education occurring on campus and identify opportunities for collaboration on programming sponsored outside the Title IX office.	First Year Experience & Transitions Residence Life Student Counseling Student Health Services Campus Safety Athletics Academic Affairs Title IX Coordinator	<p><b>In progress.</b> The Title IX web page (<a href="https://sites.rhodes.edu/titlenine/resources">https://sites.rhodes.edu/titlenine/resources</a>) provides a list of on-campus and off-campus resources related to sexual misconduct prevention and intervention. The site includes several engaging videos that illustrate key concepts such as consent, impairment and retaliation.</p> <p>The Violence Prevention Office maintains a list of programming that can be offered to the campus community on its website. It also keeps a binder with previous programming.</p> <p>Assistance is needed with being informed about programming sponsored by faculty and students.</p>
14. Offer supplemental Title IX training to international students who may not be familiar with United States laws or policies.	First Year Experience & Transitions International Programs Title IX	<p><b>Complete.</b> Currently, the Title IX Coordinator facilitates a session designed for international students. It is anticipated that this session will become a regular feature during international orientation and incorporate a peer-learning activity and an assessment.</p> <p>Additionally, Rhodes is applying for an OVW continuation grant and is prioritizing work with international students and those studying abroad. In 2021, the Office of Violence Prevention employed an international student who helped</p>

		<p>identify international students' needs such as having literature written in easy-to-understand language for those whose first language is not English.</p> <p>Additional training during orientation; focus groups with international students, faculty, and staff; and the development of new prevention materials are planned for the upcoming year.</p>
15. Encourage Residence Life to take a more prevention-oriented approach to education about residence hall safety. Encourage RAs to offer engaging programs for residents about safe partying and other topics.	Residence Life	<p><b>Complete.</b> The residence life and violence prevention offices have collaborated to host events and training for RAs. Examples include:</p> <ul style="list-style-type: none"> <li>• Dos and Donuts event during sexual assault awareness month.</li> <li>• Fall and Spring Green Dot training for RAs</li> <li>• Resource toolkit for RAs that has information for them.</li> <li>• Both violence-prevention and RA-sponsored programs</li> </ul>
16. Engage in a trust-building campaign focused on enhancing student confidence in the Title IX office.	Student Title IX Board Title IX Coordinator Office of Student Engagement Other influential campus groups	<p><b>Not yet formally begun.</b> However, the Title IX Coordinator has begun supporting RA's programming events and engaging with FYS.</p>
17. Create a document that outlines basic Title IX information, captures student attention and is easily understood. Also, draw more	Title IX Coordinator Office of Communication	<p><b>In progress.</b> Rather than a document, an engaging videotaped commercial is being developed to outline the Title IX process.</p>

<p>attention to the website by making it more interactive and using easy-to-find quick links.</p>		<p>The Office of Communications has made the current website more visible and linked to the public-facing Campus Safety webpage, <a href="https://sites.rhodes.edu/titlenine">https://sites.rhodes.edu/titlenine</a></p>
<p>18. Hold a focus group of diverse students to read through the policy to assist in identifying items that are unclear or that may have confusing legal jargon.</p>	<p>Title IX Coordinator</p>	<p><b>In progress.</b> Our TIX RSA and members of Culture of Consent participated in this conversation following the release of the 2020 regulations. This process may need to be repeated in anticipation of changes in regulations (due to be released 05/19/23).</p>
<p>19. Develop a supplemental curriculum for male-identified students based on the Continuum for Male Engagement model to educate men, break down barriers, and involve them more actively in the process.</p>	<p>Violence Prevention Coordinator Athletics</p>	<p><b>In progress.</b> Preliminary conversations have taken place. Care must be taken to ensure that the curriculum is not heteronormative.</p>
<p><b>Title IX Formal Resolution Processes</b></p>		
<p>20. In conjunction with the release of the final Title IX regulations, conduct a review of policies and processes to ensure that they are compliant with the new regulations.</p>	<p>Working Group Committee (Chaired by Dr. Darlene Loprete) Legal Counsel Title IX Coordinator External Consultants</p>	<p><b>Complete.</b> We completed the review and revision of Title IX policies to comply with the 2020 regulations. This process will need to be repeated in anticipation of changes in regulations (due to be released 05/19/23).</p> <p>The College currently outsources investigations and may wish to consider outsourcing hearing officers (as do several TICUA consortium schools).</p> <p>The College may wish to pay particular attention to ensuring that Section 10 of the Faculty Handbook is consistent with our Title IX policy.</p>

21. Identify the team of individuals who will be charged with responsibility for the review and engaged in that process.	President Senior Leadership Team	<b>Complete.</b> Complete. This process may need to be repeated in anticipation of changes in regulations. The Title IX Coordinator has shared proposed 2023 regulations.
22. Clarify any changes in expectations regarding the standard of proof in proceedings involving students, faculty and/or staff.	Legal Counsel Title IX Coordinator	<b>Complete.</b> If applicable, this process will need to be repeated in anticipation of changes in regulations. The Title IX Coordinator has shared proposed 2023 regulations.
23. Clarify any changes in expectations regarding the conduct of hearings under the new regulations. Consideration should be given to who presides over hearings, the role of students' attorney, etc.	Legal Counsel Title IX Coordinator	<b>Complete.</b> If applicable, this process will need to be repeated in anticipation of changes in regulations. The Title IX Coordinator has shared proposed 2023 regulations.
24. Anticipate receiving some transition time for implementing the new regulations.	President and Senior Leadership Team Legal Counsel Title IX Coordinator All Interested and Involved Parties	<b>Complete.</b> If applicable, this process may need to be repeated in anticipation of changes will regulations. The Title IX Coordinator has shared proposed 2023 regulations.
25. Anticipate a period of uncertainty while the new regulations are being contested.	President and Senior Leadership Team Legal Counsel Title IX Coordinator All Interested Parties and Involved	<b>Complete.</b> If applicable, this process will need to be repeated in anticipation of changes in regulations (due to be released 05/19/23).

## **Additional Recommendations (As of May 2023)**

A broad range of campus administrators, many new to their existing positions or to the college, were asked to review the recommendations of the SMPWG in light of our current context. They were specifically asked to indicate whether they felt the recommended strategies required revision and to report any progress made on items that pertained to their areas. The majority of administrators agreed that the previous recommendations were still relevant. There were, however, several suggested changes and general observations that are noted below.

### **What Revisions Should Be Considered?**

- Consider the 2020 revisions to Title IX regulations, the soon-to-be-released 2023 revisions, and the contributions of Jennifer Leili and the Office of Violence Prevention.
- Revise the recommendations to meet any new issues that have come up in the past two years.
- Revisit the suggestions related to the way we talk about both alcohol and sex on campus. Have broader and more direct conversations regarding consent, sexual assault, sex, and alcohol with students in order to foster a space for open dialogue or prevention or education to occur. Perhaps framing the strategy around principles of consent; how to ask for it; types of violence, factors that can increase violence occurring when not consumed responsibly (alcohol etc.) may foster a more inclusive mindset and dialogue.
- Consider revising our definition of consent to emphasize what people should do rather than what they should not do (i.e. "not unlimited" and "not indefinite"). Barnard's definition is similar to ours but substitutes the words "enthusiastic" and "specific" (<https://barnard.edu/beingbarnard/consent>).
- Reframe the discussion about alcohol and consent to inform students of the impact of their decision making (review of the policies, sanctions, etc.) and how to engage responsibly with alcohol and provide sex education. A survey sent to students a few years ago showed that 84% of the respondents said they felt that alcohol enhanced their social activity. It may be helpful for this strategy to be framed around the current statistic we have at hand.
- Provide support to all members of fraternities and sororities rather than focusing only on fraternities.
- Clarify what is meant by engagement with the Greater Memphis community. How do we intend to "integrate [those partners] with our campus resources." What are the responsibilities/task we are asking those partners to take on? How will they be compensated? What would success look like in terms of "changing students' behavior"?
- Incorporate a strategy that encompasses Residence Life in ways to reduce harm and report acts of violence occurring on campus.



- Address the level of ignorance and stigma associated with Title IX policy and procedures by providing more information about the process of submitting a report and the channels that follow

### **Other Comments**

- It is interesting to think about how these recommendations were finalized just before the pandemic and about how many of the administrators who were committee members are no longer here at Rhodes. I do think that these two factors may have contributed to not all of this work being fully carried out or having been accomplished.

### **Conclusion and Final Recommendations**

The purpose of the SMPWG was to ensure that the college holistically examined our approach to Title IX and identified strategies to decrease sexual misconduct, provide prevention education and promote a culture of respect. This progress report demonstrates that the overall objectives of the SMPWG have been accomplished; however, there remains important work to be done. It is important to recognize the significant role the Office of Violence Prevention, established with funding from the U.S. Department of Justice Office on Violence Against Women, played in strengthening our foundation for prevention education. With that funding, a Coordinated Community Response Team (CCRT) was established to coordinate prevention and intervention efforts; facilitate communication among key campus departments and community partners; ensure messages across efforts are consistent and reinforced; and ensure that our response to victims is seamless, consistent and supportive. It is the recommendation of our key partners that the college retires the SMPWG and that we expand the work of the CCRT more broadly. The active engagement of all campus partners and the guidance of a strategic plan will be essential to the success of our efforts.

## **Campus Partners (As of May 19, 2023)**

Nicole J. Johnson, Vice President for Student Life

Sherry L. Turner, Vice President for Strategic Initiatives

Jacob Church, Chair, LGBTQ+ Working Group

Dr. Pam Detrie, Director, Student Counseling Center

Jim Duncan, Director of Athletics

Dr. Brittney Jackson, Director of First Year Experience & Transitions

Dr. Alicia Golston, Dean of Students

Dr. Erin Hillis, Director, Buckman Center for International Education

Lisa Krupika, Legal Counsel

Dr. Jennifer Leili, Office of Violence Prevention Coordinator

Aretha Milligan, Director of Housing Operations

Dr. Natalie Person, Dean for Curricular Development

Dr. Rashna Richards, Dean for Faculty Development, Reviews, and Assessment

Ike Sloas, Director, Campus Safety

Anne Strickland, Director of Student Engagement

Inez Warner, Esq., Title IX Coordinator

Dwayne Westbrook, Student Health and Wellness Coordinator

Christopher Williams, Director of Community Engagement


Tyler Cempere, Head Coach – Men's Tennis


Mikayla Woodward, Assistant Director of Student Engagement


Student TIX Board






President and Senior Leadership Team






## Appendix A. SMPWG Recommendations and Progress at A Glance







Key:  = Completed or on-track for completion









 = In progress

 = Not in progress or the goal needs to be reconsidered

Recommendation	Responsible Office or Entity	Status
<b>Impairment and Consent</b>		
1. Use wristbands and stamps with consent reminders at college-sponsored events such as Rites of Spring.	Office of Student Engagement	
2. Replace infographics that are cluttered with too much information, with those that can be understood quickly and effectively. Make sure consent posters are visible in all campus buildings. Any infographics pertaining to sexual misconduct or related matters should be filtered through the Title IX office for review.	Title IX Office Student Title IX Board Office of Violence Prevention	
3. Ensure all first-year students save the phone number for Campus Safety in their cell phone during orientation.	Campus Safety First Year Experience & Transitions	
4. Review and evaluate the effectiveness of the Healthy Relationships Curriculum in educating students on sexual assault and consent and in influencing students' behavior.	Title IX Coordinator Violence Prevention Coordinator	
5. Include language that differentiates incapacitation and impairment/intoxication to our Title IX Policy.	Title IX Coordinator First Year Experience & Transitions	

Engaging the Campus Community		
6.	Review the educational opportunities provided to students, especially during the first six weeks of college (a.k.a. the “red zone”) to include monitoring Everfi’s effectiveness, integrating sexual misconduct prevention into the First Year Seminar curriculum, and ongoing Green Dot training.	Title IX Coordinator Office of Violence Prevention First Year Experience & Transitions 
7.	Offer education and programming that is inclusive of students who choose not to drink and not to have sex.	Health and Wellness Coordinator Student Title IX Board Violence Prevention Coordinator 
8.	Upon request of IFC members, offer programming that helps fraternities recognize warning signs and emphasize accountability among members.	Office of Fraternity & Sorority Life Title IX Coordinator Office of Violence Prevention 
9.	Develop ways to collaborate with Memphis area nonprofit organizations working on issues of sexual violence, domestic violence, and challenges within the LGBTQ community.	Health and Wellness Coordinator Kinney LGBT Group LGBTQ+ Working Group Office of Violence Prevention 
Prevention Education and Awareness		
10.	Identify ways to incorporate the National Association of Student Personnel Administrators (NASPA) Culture of Respect Initiative into campus programming.	Title IX Deputies Title IX Coordinator Violence Prevention Coordinator All offices engaged in programming 

11. Develop a four-year co-curriculum that uses technology effectively to teach students about sexual violence prevention.	Title IX Coordinator Violence Prevention Coordinator	
12. Restructure the Student Title IX Board to ensure representation of various campus organizations and active engagement of members.	Title IX Coordinator First Year Experience & Transitions Office of Student Engagement	
13. Create a comprehensive list of sexual assault prevention-related programs, activities and education occurring on campus and identify opportunities for collaboration on programming sponsored outside the Title IX office.	First Year Experience & Transitions Residence Life Student Counseling Student Health Services Campus Safety Athletics Academic Affairs Title IX Coordinator	
14. Offer supplemental Title IX training to international students who may not be familiar with United States laws or policies.	Title IX Coordinator First Year Experience & Transitions Office of Violence Prevention International Programs	
15. Encourage Residence Life to take a more prevention-oriented approach to education about residence hall safety. Encourage RAs to offer engaging programs for residents about safe partying and other topics.	Residence Life	
16. Engage in a trust-building campaign focused on enhancing student confidence in the Title IX office.	Student Title IX Board Title IX Coordinator Student Activities	

	Other influential campus groups	
17. Create a document that outlines basic Title IX information, captures student attention and is easily understood. Also, draw more attention to the website by making it more interactive and using easy-to-find quick links.	Title IX Coordinator Office of Communication	
18. Hold a focus group of diverse students to read through the policy to assist in identifying items that are unclear or that may have confusing legal jargon.	Title IX Coordinator	
19. Develop a supplemental curriculum for male-identified students based on the Continuum for Male Engagement model to educate men, break down barriers, and involve them more actively in the process.	Violence Prevention Coordinator Athletics	 
<b>Title IX Formal Resolution Processes</b>		
20. In conjunction with the release of the final Title IX regulations, conduct a review of policies and processes to ensure that they are compliant with the new regulations.	Working Group Committee Legal Counsel Title IX Coordinator External Consultants	
21. Identify the team of individuals who will be charged with responsibility for the review and engaged in that process.	President SLT	
22. Clarify any changes in expectations regarding the standard of proof in proceedings involving students, faculty and/or staff.	Legal Counsel Title IX Coordinator	
23. Clarify any changes in expectations regarding the conduct of hearings under the new regulations. Consideration should be given to who presides over hearings, the role of students' attorney, etc.	Legal Counsel Title IX Coordinator	

<p>24. Anticipate receiving some transition time for implementing the new regulations.</p>	<p>President SLT Legal Counsel Title IX Coordinator All Relevant Parties</p>	<p>✓</p>
<p>25. Anticipate a period of uncertainty while the new regulations are being contested.</p>	<p>President SLT Legal Counsel Title IX Coordinator All Relevant Parties</p>	<p>✓</p>



## Appendix B: Examples of Newly Designed Posters and Graphics

### RECLAIM THE RED

**The Red Zone is ...**

the time at the beginning of the Fall semester when sexual assault is statistically more likely to occur.

**What can you do?**

**Intervene**

If you see a situation where harm is occurring do one of the following 3 Ds (if it is safe):

- Direct - Talk directly to the people involved
- Distract - Create a diversion to interrupt the situation
- Delegate - Get someone else involved

**Talk about Consent**

Consent is:

- Mutually understandable communication
- Informed and reciprocal
- Freely and actively given
- Not unlimited
- Not indefinite

**Know your Resources**

Confidential resources are:

- Counseling Center
- Health Center
- Chaplain Beatrix Weil

Non-Confidential resources are:

- Campus Safety
- Title IX Office
- Office of Violence Prevention

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**Rhodes College**  
OFFICE OF VIOLENCE PREVENTION

### RECLAIM THE RED

by talking about

## Consent

**Consent is...**

The Red Zone is the time at the beginning of the Fall semester when sexual assault is statistically more likely to occur.

An affirmative, conscious decision by each participant to engage in mutually agreed-upon sexual activity.

- Mutually understandable communication
- Informed and reciprocal
- Freely and actively given
- Not unlimited
- Not indefinite

Use #LynxReclaimTheRed to share ways you talk about consent.

**Violence prevention is everyone's responsibility.**

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### RECLAIM THE RED

by knowing resources available

The Red Zone is the time at the beginning of the Fall semester when sexual assault is statistically more likely to occur.

**There are resources available if you are affected by sexual violence.**

**On Campus**

Confidential resources are not required to report what you tell them to Title IX for investigation. They are:

- Counseling Center
- Health Center
- Chaplain Beatrix Weil

Most other staff and faculty at Rhodes are required to report to Title IX. They can still be a great resource.

Non-Confidential resources are:

- Office of Violence Prevention
- Campus Safety
- Title IX Office

**Off Campus**

Shelby County Crime Victims and Rape Crisis Center provides the following confidential services:

- Victim Advocacy
- Medical examinations following sexual assault
- 24 hour phone support at (901)-222-4350

**Check out #LynxReclaimTheRed to hear from resources available.**

Follow us on Instagram:

- Counseling Center
- Health Center
- Chaplain Beatrix Weil
- Office of Violence Prevention

Check out the Office of Violence Prevention website.

**Violence prevention is everyone's responsibility.**

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### RECLAIM THE RED

by using the

## 3 Ds

The red zone is the time at the beginning of the Fall semester when sexual assault is more likely to occur.

**Anyone who sees a situation where harm is or may occur can intervene.**

**Direct**

Talk directly to the people involved

- Tell the person doing harm their behavior isn't OK
- Ask the person the harm is happening to if they are alright

**Delegate**

Get someone else involved

- Tell someone else about the situation and ask them to intervene
  - Ask a friend of one of the parties to intervene

**Distract**

Create a diversion to interrupt the situation

- Do something to create a break in the action
  - Drop a cup
  - Ask where a building is located

Use #LynxReclaimTheRed to share ways you can intervene using the 3 Ds.

**Violence prevention is everyone's responsibility.**

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**Rhodes College**  
OFFICE OF VIOLENCE PREVENTION

## Examples of Newly Designed Posters and Graphics, Continued



**COMFORTABLE PACE**  
The relationship moves at a speed that feels enjoyable for each person.

**TRUST**  
Confidence that your partner(s) won't do anything to hurt you or ruin the relationship.

**HONESTY**  
You can be truthful and candid without fearing how the other person will respond.

**EQUALITY**  
The relationship feels balanced and everyone puts the same effort into the success of the relationship.

**10 SIGNS OF A HEALTHY RELATIONSHIP**

**HEALTHY CONFLICT**  
Openly and respectfully discussing issues and confronting disagreements non-judgementally.

**FUN**  
You enjoy spending time together and bring out the best in each other.

**KINDNESS**  
You are caring and empathetic to one another, and provide comfort and support.

**RESPECT**  
You value one another's beliefs and opinions, and love one another for who you are as a person.

**TAKING RESPONSIBILITY**  
Owning your own actions and words.

**INDEPENDENCE**  
You have space to be yourself outside of the relationship.

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**INTENSITY**  
When someone expresses very extreme feelings and over-the-top behavior that feels overwhelming.

**POSSESSIVENESS**  
When someone is jealous to a point where they try to control who you spend time with and what you do.

**BETRAYAL**  
When someone is disloyal or acts in an intentionally dishonest way.

**GUILTING**  
When someone makes you feel responsible for their actions or makes you feel like it's your job to keep them happy.

**10 SIGNS OF AN UNHEALTHY RELATIONSHIP**

**MANIPULATION**  
When someone tries to control your decisions, actions or emotions.

**SABOTAGE**  
When someone purposely ruins your reputation, achievements, or success.

**DEFLECTING RESPONSIBILITY**  
When someone repeatedly makes excuses for their unhealthy behavior.

**VOLATILITY**  
When someone has a really strong, unpredictable reaction that makes you feel scared, confused or intimidated.

**ISOLATION**  
When someone keeps you away from friends, family, or other people.

**BELITTling**  
When someone does and says things to make you feel bad about yourself.

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## Appendix C. Healthy Relationships Curriculum

Based on Centers for Disease Control's STOP SV framework in partnership with the TN Coalition to End Domestic and Sexual Violence and the Title IX Office.

### HEALTHY RELATIONSHIP CURRICULUM

#### First Year, First Semester:

1. **Sexperts-** A sexual health peer education program that is fun, comprehensive, and equips young adults to be leaders among their peers and friends in sexual health education. After going through eight hours of training, Sexperts are expected to implement programs and events on their campus and in the community after the training. Training will be provided by Planned Parenthood to RAs who will then provide education in their respective residence halls.
2. **Alcohol and Drugs and Consent Oh My!**- Using case study format, students will explore how the use of alcohol and drugs can interact with the ability to give and receive consent.

#### First Year, Second Semester:

3. **Socializing Gender: An Exploration of the Negative Effects of Gender Stereotyping-** This workshop will begin with viewings of *The Mask You Live In* and *Miss Representation*. The workshop will include a discussion of how stereotypical gender roles inform our day to day interactions.
4. **Unboxing Identity-** Students will learn the differences between and explore issues around gender identity, gender expression, and sexual orientation.

#### Second Year, First Semester:

5. **My Body, My Life-** Content for this workshop includes a discussion of bodily autonomy, self-confidence, communicating wants and needs with a focus on mental health

#### Second Year, Second Semester:

6. **Healthy Relationships:** This workshop will focus on teaching students the foundations for forming healthy relationships, intimate and otherwise, from a positive standpoint.

#### Third Year

7. **Dating Safely:** Students will get tips and advice on navigating the dating scene to include online dating, sexting, and hookup culture.

#### Fourth Year

8. **Adulting: Navigating the Transition from College to the Workplace-** this workshop will provide an overview of the rights, responsibilities, and expectations around sexual harassment and sexual misconduct in the workplace.