

GENDER-BASED MISCONDUCT PREVENTION TASK FORCE REPORT 2016-17

 COLUMBIA UNIVERSITY
Office of University Life

May 2017

Introduction

Dear Fellow Members of the
Columbia Community:

We are writing to share the second annual report of the Columbia University Gender-Based Misconduct Prevention Task Force. This report is intended to contribute to ongoing University efforts to create a climate in which all can study, work, and live free from gender-based misconduct, including sexual violence.



The Task Force began its work in the fall of 2015, and has met regularly since then. This report summarizes our work during the past academic year and outlines our recommendations for the future. Most fundamentally, our goal is to engage the full University community—students, faculty, administrators, and staff—in the important and ongoing work of preventing gender-based misconduct from occurring on our campuses and in our schools.

As we continue this challenging work on a deeply troubling topic, we are grateful for the partnership and inspiration of many students and colleagues across the University whose work is already making an important difference. Indeed, our continued progress toward preventing gender-based misconduct depends on the efforts, both individually and collectively, of all in our University community. With this in mind, we welcome and encourage your comments and ideas. We can be reached at universitylife@columbia.edu or at our individual emails, mc2840@cumc.columbia.edu and sgoldberg@columbia.edu.

We look forward to continuing the work of the Task Force over the coming year, and appreciate your engagement with this important topic.

Sincerely,

Suzanne B. Goldberg
Executive Vice President for University Life
Herbert and Doris Wechsler Clinical Professor of Law

Marina Catallozzi, MD, MSCE
Assistant Professor of Pediatrics and Population and Family Health at CUMC
Director, Pediatric Medical Student Education
Columbia University, College of Physicians and Surgeons
Director, General Public Health
Faculty Co-Leader, Certificate in Sexuality, Sexual and Reproductive Health
Mailman School of Public Health

Co-chairs of the Gender-Based Misconduct Prevention Task Force

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The Task Force Process

Goals and Mission of the Task Force

The Gender-Based Misconduct Prevention Task Force—which was convened at President Bollinger’s request following the release of the Association of American Universities (AAU) Campus Climate Survey on Sexual Assault and Misconduct—has been charged with constructively assessing the University’s current prevention efforts and identifying additional ways the University can act to reduce the prevalence of nonconsensual sexual conduct and contact in our community. (Under Columbia’s policy, these and related forms of conduct are known as “gender-based misconduct,” hence the name of the Task Force.)

Broadly speaking, the mission of the Task Force is to offer guidance, suggestions, and feedback regarding:

- *Ongoing programming*—with a particular focus on the Sexual Respect and Community Citizenship Initiative;
- *Pre-arrival and orientation education* including the online tutorials students are required to complete before beginning classes at Columbia each year;
- Engagement of *specific populations* in both current and future programming—with these specific populations including international students, freshman and sophomore women, LGBTQ students, students with disabilities, older students, and students who experienced sexual violence before arriving at Columbia, as well as others known to be especially vulnerable to gender-based misconduct; and
- Approach to *analysis of the evaluation survey data* from previous years of the Sexual Respect and Community Citizenship Initiative.

Within these parameters, the Task Force is responsible for making short-term suggestions that can be operationalized in an ongoing way over the course of an academic year (please refer to our “summary recommendations” below)—as well as offering longer-term observations and recommendations that can be implemented in future years. The Task Force is also charged with presenting a report to the University community that highlights significant aspects of its ongoing work.

It is important to note that this Task Force deals solely with the *prevention* of gender-based misconduct. For all matters related to the reporting and investigation of gender-based misconduct, please refer to the Gender-Based Misconduct Prevention and Response Annual Report and related information on Columbia’s Sexual Respect website (sexualrespect.columbia.edu). This website also contains on- and off-campus resources for those who have experienced sexual assault and other gender-based misconduct.

Composition of the Task Force

The Office of University Life sought, in convening the Task Force, to work across all of Columbia’s schools—and to engage faculty, students, and administrators alike. While this approach is always desirable, it is particularly crucial for prevention work. And, of course, it was similarly essential to

include a number of Columbia faculty and administrators who have specialized expertise in these issue areas. A detailed membership list is included in the appendix.

Structure of the Task Force

The Task Force met, as a full group, periodically throughout the 2016-17 academic year, with meetings occurring on October 5th, December 2nd, March 1st, and April 14th. That said, much of the work of the Task Force took place in working groups that met multiple times throughout the semester devoted to the following issue areas:

- peer leadership programs
- pre-arrival/orientation education
- multi-year engagement
- data analysis

The *Peer Leadership* working group discussed ways to engage students in prevention efforts, especially through the Sexual Respect and Community Citizenship Initiative. The working group examined existing peer leadership programs (e.g., at the Law School, School of the Arts) to identify best practices to help other schools develop their own programs. These programs have been very successful in their emphasis on active learning, peer-to-peer models, and customized educational programming relevant to the field of study—and have also benefited from significant administrative buy-in and support.

The *Pre-Arrival/Orientation Education* working group assisted in refining the pre-arrival tutorials developed by the Office of University Life. Group members carefully reviewed the existing tutorials, provided feedback and suggestions, and proposed sample scenarios and additional topics for future coverage.

The *Multi-year Engagement* working group continued previous discussions about multiple years or levels of engagement in the Sexual Respect and Community Citizenship including content design and structure, target populations, and overall communication and implementation strategies.

The *Data Analysis* working group reviewed and analyzed evaluation responses from the 2015-16 Sexual Respect and Community Citizenship Initiative to identify themes and make recommendations for how to adjust future efforts based on the results.

Scope of the Issues:

Prevalence and Attitudinal Data from the AAU Survey

As discussed at length in the Task Force's 2015-16 report, Columbia's participation in the AAU's Campus Climate Survey on Sexual Assault and Sexual Misconduct as part of a consortium of 27 colleges and universities provided important baseline data for thinking about and working to address sexual assault and other gender-based misconduct. The full report on this survey, which was prepared by the research firm Westat, and an executive summary of the report, prepared by Columbia faculty members Debra Kalmuss and Andrew Davidson, are available on the Sexual Respect website. Reviewing these documents can be helpful in understanding the impetus behind the creation of the Task Force.

Drawing from last year's report, we highlight a few key findings—particularly those related to the prevalence of sexual assault. The report defined “sexual assault” as a composite measure that encompasses both non-consensual touching involving force or incapacitation and completed or attempted nonconsensual penetration involving the same.¹ Here at Columbia, the prevalence of sexual assault was 22.7%, slightly lower than the comparable 27-university aggregate rate, which was 23.1%. For all students—male and female, graduate and undergraduate—the rate of sexual assault at Columbia was 8.0% (again, slightly lower than the comparable 27 university aggregate rate, which was 11.7%).

The survey revealed the vulnerability of several distinct populations: freshman and sophomore women; female students who identify as lesbian, bisexual, asexual, or questioning; female students who report a registered disability; and all students who identify as transgender, genderqueer, or gender non-conforming (TGQN). The large majority of those who experienced sexual assault said that the incident involved alcohol. The majority of victims did not report the incident to either the University or the NYC police department.

Importantly, for our focus on prevention, the survey also included questions on *bystander intervention* (between 40-44% of students say that they would intervene if they witnessed someone acting in a sexually violent or harassing manner); *perceptions about sexual assault and sexual misconduct on campus* (38.3% of female undergraduates consider it a very or extremely serious problem, and 11.7% believe that they are very or extremely likely to experience it while on campus); and *resource awareness* (the majority of all students are aware of the University resources available).

All of this suggests that—though Columbia has been steadily increasing its resources to address these issues—there is still a substantial amount of work to be done if we are to create a safe environment for all of the members of our University community.

Columbia's Prevention and Response Resources

For the past three years, the University's efforts at improving campus climate—and preventing gender-based misconduct, including sexual violence—have been extensive and have taken multiple forms.

- The ongoing work of Sexual Violence Response (SVR), the University's primary office for sexual violence prevention and response, includes a robust peer education program, continued training for student leaders, faculty and staff throughout the university, new student education opportunities, and a roster of awareness events for Relationship Violence Awareness Month (October) and Sexual Assault Awareness Month (April) that are available to the entire university community. Additionally, SVR provides 24/7/365 trauma-informed, confidential support for survivors in our community.
- Students have received dedicated training during orientation. For undergraduates, this has included an extended workshop in the *STEP UP!* bystander intervention program as part of the student orientation program run by SVR.
- A variety of organizations, both professional and student-run, have presented programming throughout the academic year to raise awareness and educate community members on all aspects of sexual and relationship violence prevention.

¹ Both the [full survey report](#) and the Executive Summary also include prevalence statistics for each category independently, as well as for harassment, stalking, and intimate partner violence.

- All students have been required to participate in the Sexual Respect and Community Citizenship Initiative (the Initiative), which was mandatory for students university-wide in 2014-15 and for all new Columbia students in 2015-16 and 2016-17.

The Sexual Respect and Community Citizenship Initiative asks students to examine the link between sexual respect and membership in the Columbia community—and seeks to reinforce the idea that sexual respect is a constitutive part of citizenship in our community.

Central to the idea of sexual respect is a commitment to communicating and acting, in our interpersonal relationships, with integrity and respect for others. Linking this to community citizenship reinforces that we all play an important role in creating an environment where sexual and gender-based misconduct is not tolerated.

The Initiative was developed in 2014 by students, faculty, and administrators at Columbia—among them many experts in public health, gender and sexuality studies, sociology, and social work. Leadership was provided by the Office of University Life—and this Office has continued to improve and expand the Initiative’s offerings in response to ongoing feedback from students and other community members.

These offerings now include workshops, film screenings with discussions, and online options—in addition to resources for healing and resilience (intended mainly for the survivors of sexual assault or other trauma) and independent projects, which allow students to pursue their own interests and have already resulted in the creation of many impressive and personal works of art and student-led workshops and discussions.

Participation is required for all students who are new to Columbia (or new to a specific school)—and continued engagement with the Initiative, after the first year, is strongly encouraged. *In the 2016-17 academic year, 10,616 incoming students and 142 continuing students throughout the University were required to complete the Initiative, and 10,593 of these completed the requirement by the end of the academic year – a completion percentage of 98.7% for incoming students and 98% overall.*

The Office of University Life is committed to evaluating the Initiative on an ongoing basis through written evaluations, evaluation surveys, student feedback, and a number of other mechanisms—in the hopes that this will allow us to take an evidence-based approach to the Initiative’s continued development. The Data Analysis working group completed an extensive analysis of the evaluations from the Initiative in 2015-16 and is already at work on an analysis of evaluations received this past year. This feedback will continue to inform any changes for the coming years.

For more information on the Sexual Respect and Community Citizenship Initiative, please refer to these [Frequently Asked Questions](#).

For a full list of the Initiative’s offerings in the 2016-17 academic year, please see the appendix to this Report.

Focal Issues for the Task Force

Over the 2016-17 academic year, the Task Force considered a number of issues central to the University's ongoing efforts to improve the climate on its campuses.

Our first meeting in October included presentations on the 2016-17 Sexual Respect and Community Citizenship Initiative (which was ongoing at that time), the Law School's peer-led program, and Sexual Violence Response's ongoing prevention efforts and services.

The second meeting in December included an update on the 2016-17 Sexual Respect and Community Citizenship Initiative (which had concluded at that time), an update on school-specific innovations for the Initiative from students at School of the Arts and Mailman School of Public Health; and a discussion of an internal mini-survey about topics that should be covered through the Initiative (results included in the appendix).

The third meeting in March began with updates from working groups on their conversations and a discussion and brainstorm of content for the Sexual Respect and Community Citizenship Initiative. This meeting also included an extended [report](#) from Professor Samantha Garbers who led the Data Analysis working group's extensive review and assessment of evaluations from the 2015-16 Initiative. During the meeting, the group also discussed three questions related to future planning: For students that have received training in previous institutions, what would advanced training look like? How can we have extended engagement on these issues beyond the Initiative throughout the semester, year, and over multiple years? How do we ensure this is a climate intervention rather than an instance of one-off engagement? The meeting concluded with a discussion of the basic points of information that Task Force members believe everyone should take away from the Initiative.

The final meeting in April included a presentation from Professors Jennifer Hirsch and Claude Ann Mellins about the SHIFT: Sexual Health Initiative to Foster Transformation results (you can learn more about SHIFT and their findings on their [website](#)). They presented and highlighted their findings and recommendations that were especially relevant to the Task Force. After their presentations, each of the working groups shared an update of their discussions and their preliminary recommendations for discussion with the larger group. The Data Analysis working group also presented additional information about their analysis of the 2015-16 Sexual Respect and Community Citizenship Initiative evaluation data.

Summary Recommendations

Based on the work of the committee and many conversations and discussions, the Task Force makes the following recommendations, some of which have already been implemented, for short-term actions the University can take to strengthen its efforts to prevent gender-based misconduct.

1. *Pre-arrival tutorial.* We recommend that all new students continue to be required to complete an online tutorial before they arrive on campus that introduces them to policies, resources, and core community values, including sexual respect, the gender-based misconduct policy, and guidance on access to support students who have experienced gender-based misconduct. We recommend that the Office of University Life continually review and update these tutorials with insights from experts, professionals, students, faculty, and staff, perhaps through a committee or advisory group such as this working group. Specifically, the Office should consider updating the tutorial so it clearly and effectively communicates community values, includes Columbia-specific and community-building information, and is as short and simple as possible (e.g., combine Haven and Welcome to Columbia tutorials into one tutorial).

This recommendation was strongly supported by members of the Task Force and much of the Task Force's feedback has been incorporated into the Summer 2017 and Fall 2017 tutorial. Links to these tutorials can be found here:

- [Haven](#) for CC/SEAS undergraduates
- [Haven Plus](#) for all other incoming students
- [Welcome to Columbia](#) for all incoming students

2. *Peer Leadership.* We recommend that schools and students interested in creating their own peer leadership program build on the best practices learned from the existing programs (see appendix). In addition, we recommend that the Office of University Life explore how to centralize support for peer leadership programs to foster communication and collaboration across schools, alleviate some of the administrative burden of running a program, and broaden impact beyond the school (e.g., peer program for CUMC campus rather than school-specific). As part of this effort, we recommend the working group consider next year how a peer leadership program, centralized or school-based, could be utilized in a multi-year engagement strategy.

These recommendations were supported by members of the Task Force and members have begun offering specific suggestions for ways this program could be implemented. The Office of University Life plans to work with Sexual Violence Response over the summer 2017 to explore how training and communication efforts with existing peer leadership programs could be combined and coordinated to facilitate collaboration. The Office of University Life plans to continue this connection and collaboration through the 2017-18 Initiative. Over the next year, the Task Force will also continue to learn about the existing peer education model Sexual Violence Response has implemented to inform development of a centralized peer leadership program, with the goal of having a preliminary framework in Spring 2018 for implementation in Fall 2018.

3. *Multi-year Engagement.* We recommend that multi-year engagement be required for all undergraduate students at Columbia. In order to develop this program, we recommend that the Task Force and Office of University Life convene a working group of students, staff, faculty experts, and content experts (including Sexual Violence Response) to develop further plans for

multi-year implementation. The Task Force has identified several key areas for this group to explore:

- Clearly defined specific learning goals with an eye to building on previous learning
- Develop clear expectations of what students should learn during the Initiative in the first year and later years
- Develop a clear explanation and rationale for the requirement that connects directly to the concept of Community Citizenship
- Develop programs that build on each other and offer multiple levels of engagement; ensure that content is identified, developed, and implemented before the requirement is in place
- Do an overall assessment of current gender-based misconduct prevention efforts and trainings including non-Sexual Respect and Community Citizenship Initiative programs with a focus on undergraduate student programs.

The Task Force strongly supported this recommendation and is eager to continue to develop this aspect of the Sexual Respect and Community Citizenship Initiative. Work has already begun on several aspects of this undertaking. The Office of University Life drafted a list of the essential learning outcomes from the Initiative and has been soliciting feedback from stakeholders including the Task Force, students, content experts, and program administrators to create a foundation on which multi-year engagement could be built. Over the coming months, Sexual Violence Response and the Office of University Life are creating a preliminary outline of the multi-level/multi-year initiative for discussion with the larger Task Force. In the fall, the Task Force will have a working group dedicated to this effort, possibly with sub-groups within the working group as it is a large undertaking.

Some Concluding Thoughts on the Ongoing Work of the Task Force

The goal of this report has been to summarize this Task Force's work to date, while also highlighting some of what we have learned over the past year and outlining near-term and longer-term recommendations for how the University could act to improve the climate on its campuses. The role of the Task Force is an ongoing and evolving one. As such, we will continue to engage with all members of the University community—students, faculty, and administrators alike—to improve and expand University programming, meet the needs of vulnerable populations, and grapple with complex issues (e.g., alcohol abuse, bystander intervention, and sexual harassment). We will also continue to analyze both new and existing data in the hopes that better understanding the problem will better equip us to solve it.

This endeavor—to prevent gender-based misconduct in our community—is at its heart a collective one. Indeed, it is only with our community's shared and sustained engagement that we can—and will—create a climate in which all can study, work, and live free from violence and fear. On behalf of the Task Force, we thank all who have shared their time and effort, and look forward to continuing this collective work in the coming year.

Appendices

Appendix A – Gender-Based Misconduct Prevention Task Force Meeting Agendas

Gender-Based Misconduct Prevention Task Force
10/07/2016 | 8:15 am – 9:45 am | Case Lounge, Jerome Greene Hall

Agenda Items

- I. Welcome and Introductions (Suzanne Goldberg & Marina Catallozzi)
- II. Briefing on the Sexual Respect Initiative (Alison Ewing)
- III. Discussion of Law School Peer-Led Program (Cynthia Luo & Alex Finkelstein)
- IV. Briefing from Sexual Violence Response (La'Shawn Rivera)
- V. Small Group Discussion

Gender-Based Misconduct Prevention Task Force
12/2/2016 | 9:00 am – 10:30 am | Lerner Hall, Room 555

Agenda

- I. Welcome and Introductions (Suzanne Goldberg & Marina Catallozzi)
- II. Update on the Sexual Respect Initiative (Alison Ewing)
- III. Update on School-Specific Innovations for the Initiative (Claire Hodgdon, Nathan Osorio, Emily Battistini, and Eric Ratner)
- IV. Discussion of Informal Peer Survey Findings (Marina Catallozzi)
- V. Small Group Discussion - As time permits (10:15am)

Gender-Based Misconduct Prevention Task Force
3/1/2017 | 2:00pm – 3:30pm | Lerner Hall, Room 555

Agenda

- I. Welcome and Introductions
- II. Updates from the Working Groups
 - Pre-Arrival
 - Multi-Year Engagement
 - Peer Leadership
 - Specialized Interventions
 - Data Analysis
- III. Brainstorm of Sexual Respect & Community Citizenship Content
- IV. Small Group Discussion

Looking Ahead:

Working Group Meetings – After spring break

- Pre-Arrival
- Multi-Year Engagement
- Peer Leadership

Full Task Force – Meeting Mid-April

Gender-Based Misconduct Prevention Task Force

4/14/2017 | 9:00am – 10:30am | Lerner Hall, Room 555

Agenda

- I. Welcome and Introductions
- II. Update from SHIFT: Sexual Health Initiative to Foster Transformation
Jennifer S. Hirsch, Professor of Sociomedical Sciences at the Mailman School of Public Health
Claude Ann Mellins, Professor of Medical Psychology in the Division of Gender, Sexuality, and Health in the Department of Psychiatry and Sociomedical Sciences at the Columbia University Medical Center (CUMC)
- III. Discussion of Working Group Recommendations
 - Pre-Arrival
 - Multi-Year Engagement
 - Peer Leadership
 - Data Analysis
- IV. End-of-semester planning

Appendix B – Gender-Based Misconduct Prevention Task Force Full Roster

Gender-based Misconduct Prevention Task Force

Administrator

Alison Ewing	Office of University Life
Andrea Rothschild	Institute of Human Nutrition
Brian Jines	Intercollegiate Athletics
Cheryl Keise	Mailman School of Public Health
Cory Way	School of International and Public Affairs
Cristen Kromm	Columbia College
David Poolman	Intercollegiate Athletics
Desmond Beirne	School of International and Public Affairs
Eric Ratner	Mailman School of Public Health
Ernest Sotomayor	Graduate School of Journalism
Ixchel Rosal	University Life
Jeffrey Keyes	School of the Arts
Jennifer Hirsch	Mailman School of Public Health
Judy Wolfe	School of Nursing
Juliana Utley	Columbia Law School
Karma Lowe	School of Social Work
Kirsten deFur	Sexual Violence Response
Laila Maher	School of the Arts
La'Shawn Rivera	Sexual Violence Response
Lisa Hailleselassie	Sexual Violence Response
Marjory Fisher	University Life
Melanie Huff	Graduate School of Journalism
Melissa Szobota	Columbia Graduate School of Business
Michael McNeil	Columbia Health
Rachel Efron	Counseling & Psychological Services
Radhika Patel	University Life
Sandra Garcia	College of Dental Medicine
Sarah Witte	Libraries
Stephanie Autenrieth	College of Physicians and Surgeons
Suzanne Goldberg	University Life
Tania Quispe	School of Nursing
Thomas Harford	School of General Studies
Walyce Almeida	Communications & Public Affairs
Yadira Ramos-Herbert	Columbia Law School

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Yvonne Pitts	Columbia College
Zelon Crawford	Columbia Graduate School of Business
<u>Faculty</u>	
Claude Mellins	Mailman School of Public Health
Gina Wingood	Mailman School of Public Health
John Huber	Graduate School of Arts and Sciences
Judy Honig	School of Nursing
Julia Hirschberg	School of Engineering and Applied Science
Julie Crawford	Graduate School of Arts and Sciences
Laura Mufson	Mailman School of Public Health
Leslie Kantor	Mailman School of Public Health
Leslie Jamison	School of the Arts
Marina Catallozzi	Mailman School of Public Health
Mark Hatzenbuehler	Mailman School of Public Health
Roseanna Graham	College of Dental Medicine
Samantha Garbers	Mailman School of Public Health
Shamus Khan	Graduate School of Arts and Sciences
Yasmine Ergas	School of International and Public Affairs

Student

Adrien Allen	Columbia College
Aishwarya Kondapalli	School of Professional Studies
Alex Finkelstein	Columbia Law School
Alexander Nicita	Columbia College
Alison Gondosch	School of Professional Studies
Amanda Bragg	Graduate School of Arts and Sciences
Andrea Lin	Columbia College
Anna Woodruff	School of the Arts
Anne Hulthen	School of General Studies
Anya Olsen	Columbia Law School
Brennon Mendez	Columbia College
Caitlin McGuire	School of Social Work
Caleb McEntire	College of Physicians and Surgeons
Caroline Voldstad	Columbia Law School
Caroline Lowry	Columbia Law School
Charlotte Paulson	Columbia Graduate School of Business
Claire Hodgdon	School of the Arts
Craig Heck	Mailman School of Public Health
Cynthia Luo	Columbia Law School

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Devon Morera	Mailman School of Public Health
Dhrumit Joshi	Columbia Law School
Dimitri Godur	Columbia College
Emily Battistini	Mailman School of Public Health
Emily Kerman	Columbia College
Jen Chen	School of Professional Studies
Jessica Madris	School of International and Public Affairs
Jyotirmayee Sabat	Graduate School of Arts and Sciences
Kalifa Wright	Mailman School of Public Health
Lavanya Nambiar	Mailman School of Public Health
Maahika Srinivasan	School of Professional Studies
Margaret Voorhees	School of General Studies
Marie Prunières	School of General Studies
Marina Hansen	Columbia College
Maya Randolph	School of Social Work
Megan Bradley	Mailman School of Public Health
Megan Pfeiffer	School of Social Work
Mihika Srivastava	School of International and Public Affairs
Muzi Bi	Mailman School of Public Health
Nicole Masiello	Columbia Law School
Pawel Maslag	School of General Studies
Priyanka Ravichandran	Mailman School of Public Health
Ravanna Cantrall	School of General Studies
Rocio Meza	Columbia College
Ruchi Mehta	Mailman School of Public Health
Sara Samuel	Mailman School of Public Health
Sarah Lu	Columbia College
Sarah (Hyun Kyoung) Hong	Mailman School of Public Health
Sreya Pinnamaneni	Columbia College
Tim Pham	Mailman School of Public Health
Tyler Cowan	The Fu Foundation School of Engineering and Applied Sciences
Vanessa Chadehumbe	School of Engineering and Applied Science

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Appendix C –Data Analysis Working Group

Gender-Based Misconduct Prevention Task Force Working Group - Data Analysis

Administrator

Michael McNeil	Columbia Health
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Faculty

Marina Catallozzi	Mailman School of Public Health
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Samantha Garbers	Mailman School of Public Health
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Student

Emily Battistini	Mailman School of Public Health
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Appendix D –Multi-Year Engagement Working Group

Gender-Based Misconduct Prevention Task Force Working Group - Multi-Year Engagement

Administrator

Andrea Lin	Columbia University Medical Center
Cristen Kromm	Columbia College
Desmond Beirne	School of International and Public Affairs
La'Shawn Rivera	Sexual Violence Response
Melissa Szobota	Columbia Graduate School of Business
Walyce Almeida	Communications & Public Affairs

Student

Aishwarya Kondapalli	School of Professional Studies
Alison Gondosch	School of Professional Studies
Anne Hulthen	School of General Studies
Caroline Lowry	Columbia Law School
Claire Hodgdon	School of the Arts
Craig Heck	Mailman School of Public Health
Dimitri Godur	Columbia College
Emily Battistini	Mailman School of Public Health
Emily Kerman	Columbia College
Jessica Madris	School of International and Public Affairs
Jyotirmayee Sabat	Graduate School of Arts and Sciences
Kalifa Wright	Mailman School of Public Health
Maya Randolph	School of Social Work
Mihika Srivastava	School of International and Public Affairs
Nicole Masiello	Columbia Law School
Priyanka Ravichandran	Mailman School of Public Health
Rocio Meza	Columbia College
Sara Samuel	Mailman School of Public Health
Sarah (Hyun Kyoung) Hong	Mailman School of Public Health
Sreya Pinnamaneni	Columbia College
Tim Pham	Mailman School of Public Health

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Appendix E –Peer Leadership Working Group

Gender-Based Misconduct Prevention Task Force Working Group - Peer Leadership

Administrator

Cristen Kromm	Columbia College
Desmond Beirne	School of International and Public Affairs
Kirsten deFur	Sexual Violence Response
Melissa Szobota	Columbia Graduate School of Business
Stephanie Autenrieth	College of Physicians and Surgeons
Walyce Almeida	Communications & Public Affairs
Yvonne Pitts	Columbia College

Student

Aishwarya Kondapalli	School of Professional Studies
Alison Gondosch	School of Professional Studies
Amanda Bragg	Graduate School of Arts and Sciences
Anne Hulthen	School of General Studies
Caitlin McGuire	School of Social Work
Caroline Lowry	Columbia Law School
Charlotte Paulson	Columbia Graduate School of Business
Claire Hodgdon	School of the Arts
Craig Heck	Mailman School of Public Health
Dimitri Godur	Columbia College
Emily Kerman	Columbia College
Emily Battistini	Mailman School of Public Health
Jen Chen	School of Professional Studies
Jessica Madris	School of International and Public Affairs
Jyotirmayee Sabat	Graduate School of Arts and Sciences
Maahika Srinivasan	School of Professional Studies
Marina Hansen	Columbia College
Maya Randolph	School of Social Work
Nicole Masiello	Columbia Law School
Priyanka Ravichandran	Mailman School of Public Health
Rocio Meza	Columbia College
Sara Samuel	Mailman School of Public Health
Sarah (Hyun Kyoung) Hong	Mailman School of Public Health
Sreya Pinnamaneni	Columbia College
Tim Pham	Mailman School of Public Health

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Appendix F –Pre-Arrival Working Group

Gender-Based Misconduct Prevention Task Force Working Group - Pre-Arrival

Administrator


Lisa Haileselassie	Sexual Violence Response
Walyce Almeida	Communications & Public Affairs

Student


Aishwarya Kondapalli	School of Professional Studies
Alison Gondosch	School of Professional Studies
Amanda Bragg	Graduate School of Arts and Sciences
Anna Woodruff	School of the Arts
Caroline Lowry	Columbia Law School
Charlotte Paulson	Columbia Graduate School of Business
Emily Kerman	Columbia College
Jyotirmayee Sabat	Graduate School of Arts and Sciences
Kalifa Wright	Mailman School of Public Health
Marina Hansen	Columbia College
Maya Randolph	School of Social Work
Priyanka Ravichandran	Mailman School of Public Health
Rocio Meza	Columbia College
Sara Samuel	Mailman School of Public Health
Tim Pham	Mailman School of Public Health

Appendix G – Peer Survey Questions/Results on 2017-18 Initiative Topics


▼ Default Question Block

☐ Q1  **As we think about next steps in strengthening a climate of sexual respect at Columbia, what skills would you want for you or your peers?**
Please speak with 3-5 students and fill out the below survey for each person. If you are a faculty or staff member, please share your thoughts about what you think would most benefit the students with whom you work.


Responses received by Thursday morning will be included in a summary at Friday's meeting.


☐ Q5  I am a:

- ☐ Student
- ☐ Faculty member
- ☐ Staff member


☐ Q9  The person I spoke with is a:


- ☐ Undergraduate student
- ☐ Graduate Student
- ☐ Faculty/Staff

☐ Q11  Select the school or program of the person you spoke with:





- Physicians & Surgeons
- Professional Studies (SPS)
- Public Health
- SIPA
- Social Work
- I'm not sure.


☐ Q2  If we were planning a training for students at Columbia, I would like it to focus on these below skills.

 Helping students to be:

	Yes, definitely	This might be useful	Probably not necessary
Better at saying no	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Better at saying yes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Better at communicating with a partner in sexual relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Better at stepping in when I/they have a concern about a situation or a friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Better at supporting someone who has experienced sexual or relationship violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

☐ Q11  Other:

☐ Q3  What additional ideas do you have about teaching these skills?

☐ Q4  Any others ideas for the Task Force about moving from knowledge to skills?

Who You Spoke With

Undergraduate Student	7
Graduate Student	15
Faculty/Staff	3

What They Said

OVERALL

Question	Yes, definitely.	This might be useful.	Probably not necessary.
Saying No	8	7	4
Saying Yes	5	13	3
Communicating in Relationships	16	5	0
Stepping In	18	6	0
Supporting Someone	19	4	1

BETTER AT SAYING NO

Population	Yes, definitely.	This might be useful.	Probably not necessary.
Undergraduate Students	3	3	1
Graduate Students	4	4	3
Faculty/Staff	0	0	0
Overall	8	7	4

BETTER AT SAYING YES

Population	Yes, definitely.	This might be useful.	Probably not necessary.
Undergraduate Students	3	4	0
Graduate Students	2	9	2
Faculty/Staff	0	0	0
Overall	8	7	4

COMMUNICATING IN RELATIONSHIPS

Population	Yes, definitely.	This might be useful.	Probably not necessary.
Undergraduate Students	4	3	0
Graduate Students	11	2	0
Faculty/Staff	0	0	0
Overall	8	7	4

STEPPING IN

Population	Yes, definitely.	This might be useful.	Probably not necessary.
Undergraduate Students	5	2	0
Graduate Students	10	3	0
Faculty/Staff	3	0	0
Overall	8	7	4

SUPPORTING SOMEONE

Population	Yes, definitely.	This might be useful.	Probably not necessary.
Undergraduate Students	4	2	1
Graduate Students	11	2	0

Faculty/Staff	3	0	0
Overall	8	7	4

Appendix H – Summary of 2016-17 Initiative Offerings

Workshops

(Workshops highlighted in blue were facilitated by Sexual Violence Response)

Event Title	Date	Facilitator	Number Attended
Sex And Emotions	10/29/2015	Tara Abrol	9
Ten Things You Should Know About Male Survivors Of Sexual Abuse	11/9/2015	Christopher Anderson	12
Addressing Hetero Privilege (CUMC)	11/12/2015	Tara Abrol	8
Close Quarters: Managing Hookups In Shared Spaces	11/18/2015	Francisco Ramirez	5
Step Up & Get SAVI: Preventing Sexual Assault/Violence Through Bystander Intervention, Part II	11/20/2015	SVR	4
Real World Consent	11/20/2015	Francisco Ramirez	4
The Art and Science of Flirting	11/30/2015	Jane Bogart	52
Gender: Nature vs Nurture?	12/3/2015	Tara Abrol	5
Sex in the Digital Age (CUMC)	12/4/2015	Francisco Ramirez	11
Status Updates, Snapchats & Text Wars: Navigating Networked Relationships	1/28/2016	SVR	16
Media Matters: Analyzing Messages from Bud Light to Bloomingdale's	2/2/2016	SVR	12
The Art and Science of Flirting	2/5/2016	Jane Bogart	46
Sex in the Digital Age	2/5/2016	Francisco Ramirez	18
Step Up & Get SAVI, Part II: Preventing Sexual Assault/Violence through Bystander Intervention	2/8/2016	SVR	3
"We Were On a Break!" Communication & Negotiation	2/13/2016	SVR	28
Status Updates, Snapchats & Text Wars: Navigating Networked Relationships	2/17/2016	SVR	8
Gender: Nature or Nurture?	2/17/2016	Tara Abrol	26
Step Up & Get SAVI, Part II: Preventing Sexual Assault/Violence through Bystander Intervention	2/18/2016	SVR	3
Close Quarters	2/19/2016	Francisco Ramirez	7
Media Matters: Analyzing Messages from Bud Light to Bloomingdale's	2/22/2016	SVR	25
Sex in the Digital Age	2/26/2016	Francisco Ramirez	25
Step Up & Get SAVI, Part II: Preventing Sexual Assault/Violence through Bystander Intervention	2/28/2016	SVR	10
Media Matters: Analyzing Messages from Bud Light to Bloomingdale's	3/2/2016	SVR	3
"We Were On a Break!" Communication & Negotiation	3/1/2016	SVR	4
Believe, Stay Present, "Thank You"	3/2/2016	Christopher Anderson	
Status Updates, Snapchats & Text Wars: Navigating Networked Relationships	3/3/2016	SVR	17
"We Were On a Break!" Communication & Negotiation	3/5/2016	SVR	37
"Stop What You're Doing!"	3/8/2016	SVR	7
"Stop What You're Doing!"	3/9/2016	SVR	13
"Stop What You're Doing!"	3/10/2016	SVR	12
Close Quarters	3/11/2016	Francisco Ramirez	13

Films

<i>Event Title</i>	<i>Date</i>	<i>Number Attended</i>
The Mask You Live In	11/4/2015	33
The Mask You Live In (CUMC)	11/7/2015	15
The Invisible War	11/10/2015	34
The Invisible War (CUMC)	11/17/2015	43
Straight-laced: How Gender's Got Us All Tied Up	11/21/2015	30
The Mask You Live In	1/26/2016	13
Hip Hop: Beyond the Beats and Rhymes	2/3/2016	20
Hip Hop: Beyond the Beats and Rhymes	2/9/2016	33
Invisible War	2/11/2016	45
Miss Representation	2/16/2016	34
Hip Hop: Beyond the Beats and Rhymes	2/24/2016	49
Miss Representation	3/1/2016	45
Miss Representation	3/9/2016	39

Online options: videos

Theme	Video	Author
Sexual Communication	Jam, 2013	K. Chan/SexEd Project
	How Do You Know If Someone Wants to Have Sex With You?	Planned Parenthood
	When You Know They're Into It	Planned Parenthood
	When They're Kinda Into It	Planned Parenthood
	When They're Just Not Into It	Planned Parenthood
	The New Sex Ed	Samantha Bushman, TEDx Talks
	WANNA HAVE SEX? (Consent 101)	Laci Green
Bystander Experience	A Needed Response	Samantha Stendal
	Find Your Voice Against Gender Violence	Meera Vijayann, TEDx Talks
	Not Ever	Rape Crisis Scotland
	Sh*t Men Say to Men Who Say Sh*t To Women	Stop Street Harassment
	Who Are You?	Tū Pakari Ora (Who Are You? Steering Committee, New Zealand)
Gender/Sex	A Call to Men	Tony Porter
	Sh*t Men Say to Men Who Say Sh*t To Women	Stop Street Harassment
	What Are Pronouns?	Minus18
	Words Speak Louder Than Actions	Jeff Perera

Keys to Resilience and Healing CPS Sessions

<i>Date</i>	<i>Time</i>	<i>Location</i>	<i>Facilitator</i>
Thursday, October 22 nd	5:45pm – 7:15pm	Lerner Hall, Room 401	Dr. Rachel Efron
Wednesday, November 4 th	4:45pm – 6:15pm	Lerner 8 Conference Room (CPS)	Dr. Lisa Cohen
Monday, November 16 th	2:45pm – 4:15pm	Jed D. Satow Conference Room	Dr. Addette Williams
Tuesday, December 1 st	4:15pm – 5:45pm	Lerner Hall, Room 568	Dr. Petra Amrani
Wednesday, December 16 th	1:45pm – 3:15pm	Lerner Hall, Room 569	Dr. Efron
Wednesday, January 27 th	11:45am – 1:15pm	Lerner Hall, Room 569	Dr. Diana Morrobel
Thursday, February 11 th	12:00-1:00pm	CUMC: Tower 1, suite 3D	Dr. Claire Haiman & Dr. Cary Bosak
Friday, February 12 th	2:45pm – 4:15pm		Dr. Amrani
Monday, February 22 nd	5:15pm- 6:45pm	Lerner Hall, Room 569	Dr. Jane Cafisch
Thursday, February 25 th	12:00-1:00pm	CUMC: Tower 1, suite 3D	Dr. Claire Haiman & Dr. Cary Bosak
Thursday, March 3 rd	12:00-1:00pm	CUMC: Tower 1, suite 3D	Dr. Claire Haiman & Dr. Cary Bosak
Thursday, March 10 th	2:45pm – 4:15pm	Lerner 8 Conference Room (CPS)	Dr. Williams
Wednesday, March 23 rd	4:45pm – 6:15pm	Lerner 8 Conference Room (CPS)	Dr. Cohen
Monday, April 4 th	4:15pm – 5:45pm	Lerner Hall, Room 569	Dr. Cafisch
Monday, April 25 th	4:25pm – 5:30pm	Lerner Hall, Room 569	Dr. Morrobel

*EVALUATING COLUMBIA UNIVERSITY’S SEXUAL RESPECT
AND COMMUNITY CITIZENSHIP INITIATIVE:*

An analysis of survey evaluation data from the 2015-2016 academic year

March 2017

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EXECUTIVE SUMMARY

Introduction. The Sexual Respect and Community Citizenship Initiative is a campus climate intervention designed to prevent sexual assault and other forms of gender-based misconduct from occurring within the Columbia University community. The stated goals of the Initiative are to enhance student engagement with information, concepts, and ideas related to sexual respect and Columbia University community membership; and to create an environment in which all students and community members can learn and participate free from sexual and gender-based misconduct.

The Initiative, which is sponsored by the Office of University Life, began in 2014, and has run every academic year since then. This report analyzes survey evaluation data from students who participated in the Initiative in the 2015-2016 academic year. The purpose of the report is to guide ongoing improvements in both the content and accessibility of the Initiative's programming – and, in so doing, ensure robust participation from students.

Data Sources. All students who participated in the Initiative were invited to evaluate the program through a Qualtrics-based survey, linked through the student online portal, Courseworks. Completion of this survey was voluntary. The survey included 19 questions, in both multiple-choice format (which furnished quantitative data) and open-ended format (which furnished qualitative data). Twenty-six percent of all students who participated in the Initiative completed the survey, resulting in a dataset with 2,472 respondents. The characteristics of the students who responded to the survey appear to roughly mirror those of the student participants in the Initiative (though women, international students, and graduate students all had slightly higher rates of survey completion relative to participation). It is important to note, however, that – though 99% of respondents answered all of the quantitative questions – a smaller number responded to the qualitative questions, with a majority making at least brief responses.

Quantitative Data Analysis. The quantitative data analysis contained in this report covers the following topic areas: participation and survey completion; overall satisfaction; new skills, new knowledge, and knowledge of campus resources (outcome domain #1); student engagement with peers (outcome domain #2); generation of new ideas, reflective writing, or creative work (outcome domain #3); and adjusted analyses.

Participation and survey completion. The quantitative data indicates that most students who participated in the Initiative did so by completing online program offerings (i.e., online videos or *Think About It* by Campus Clarity) – though a majority of law students completed in-person workshops (reflecting the fact that the law school was one of the few schools to pioneer its own series of workshops, specifically tailored to its student population). Women and international students were also more likely to complete in-person workshops.

Overall satisfaction. A clear majority (68.2%) of respondents expressed overall satisfaction with the Initiative – though levels of satisfaction did differ significantly according to campus/degree program, school, modality, gender, and international status. Graduate students, women, and international students were more likely to report overall satisfaction with the Initiative.

New skills, new knowledge, and knowledge of campus resources. Overall, over 77% of all respondents agreed that they had learned new skills related to consent, healthy relationships, and bystander intervention – and over 76% of respondents agreed that they had gained new knowledge of sexual respect, healthy relationships, the effect of gender bias on *safety* in academic and other aspects of student life, and the effect of gender bias on *participation* in academic and other aspects of student life. These findings differed significantly by school, modality, gender, and international status – with women and

international students being more likely to report gaining both new skills and new knowledge. Overall, 88% of respondents agreed that they knew where to find campus resources for support, help, and reporting related to gender-based misconduct. This finding differed significantly by campus/degree program, school, modality, and international status – with undergraduate students and international students reporting higher levels of resource awareness.

Student engagement with peers. Overall, around 70% of respondents agreed that participation in the Initiative had prompted them to engage with other students about the link between University community membership (on the one hand) and sexual respect, healthy relationships, or gender-based misconduct issues (on the other). This type of student engagement differed significantly by campus/degree program, school, modality, gender, and international status – with undergraduates, women, and international students being more likely to report engaging with peers.

Generation of new ideas, reflective writing, or creative work. Overall, 71.6% of students felt that participation in the Initiative helped them generate new ideas – while only 56.5% and 51.2%, respectively, felt that participation helped them generate reflective writing and creative work. The production of generative work varied significantly by campus/degree program, school, modality, gender, and international status – with women and international students more likely to report the production of generative work.

Adjusted analyses. Participation by modality and all of the knowledge, skills, and engagement outcomes varied by campus/degree program, school, gender, and international status; these factors represent potential confounders in the relationship between modality and outcomes. Adjusted analyses were carried out to control for these confounding factors and assess the underlying relationship between modality and outcomes. These analyses demonstrated that respondents who participated in the *Think About It* online tutorial had higher odds of reporting most of the skills and knowledge outcomes compared to those who participated in other modalities. No other modality was associated with higher odds of skills or knowledge outcomes. However, a different pattern was observed for the outcome domains of engagement and generation of new work. Those who participated in workshops, compared to those who viewed online videos, had – after taking into account student characteristics – significantly higher odds of reporting all three engagement outcomes – and respondents who chose the *Think About It* option, by contrast, had significantly lower odds of reporting engagement around sexual respect and healthy relationships, as well as lower odds of generating reflective writing.

Qualitative Data Analysis. The qualitative data analysis contained in this report focuses on the following overarching themes: drivers of student participation; character of the training; benefits of participation; efficacy of the training; suggestions for improvement.

Drivers of student participation. While participation in the Initiative was required, students reacted positively to being given convenient and flexible options for completing the requirement – and very few students felt that their participation in the Initiative was unduly hampered by timing conflicts or the inaccessibility of their preferred options. Online options were considered particularly convenient, but were also desirable for their ability to self-pace, as well as for their relative privacy.

Character of the training. Most students responded positively to the Initiative overall – and many respondents felt that the Initiative’s program offerings were well-executed, entertaining and engaging, informative, and sensitive to the needs of a diverse population. Facilitators received almost universally positive comments. It should be noted, however, that respondents rarely addressed the role of peers in either designing, organizing, or facilitating program offerings – making this a lacuna in the data set. Lastly, though the resources for healing and resilience program offering did garner some positive comments, there was clearly confusion about the options available for survivors, and the trigger warnings associated with some of the modalities may have been inadequate.

Benefits of participation. The primary benefits of participation cited by students were learning and skill development. The skills being developed were often general, but also frequently related to either bystander intervention or healthy relationships.

The efficacy of the training. Though many students reacted positively to the Initiative overall, it was relatively rare for respondents to feel that the Initiative succeeded as a campus climate intervention. There were a number of students who

viewed the Initiative as basically ineffectual – with some arguing that the requirement should be eliminated and others arguing that it should be strengthened to promote more sustained engagement with these issues within the University community.

Suggestions for improvement. Several respondents made suggestions as to topics that they would like to see covered in more detail in future iterations of the Initiative – with gender and gender identity, race, healthy relationships, and bystander intervention being the most common of these topic suggestions. Many students also felt that the Initiative's programming offerings could be improved by focusing more on how to access campus resources, or other issues directly relevant to life at Columbia. It should be noted, also, that many students expressed confusion about the overarching purpose of the Initiative, and felt that this information could be more effectively communicated to students.

Discussion. Our analysis of both the quantitative and the qualitative data suggests that increasing knowledge is not the same as increasing engagement. There may be a trade-off between these two outcomes: the quantitative data suggest that the most commonly-chosen modality, *Think About It*, was significantly associated in adjusted analyses with increases in knowledge and skills around consent, but significantly less associated with active engagement around issues related to sexual respect and community citizenship. This makes the qualitative data on the impact of the Initiative all the more interesting and relevant – for it seems that, though many students viewed the Initiative positively, and appreciated the ease and convenience of fulfilling the requirement, still others felt that the ease of participation (including participation in the online options) worked against the Initiative's ability to alter and improve community norms related to sexual respect. These students tended to feel that a more substantial requirement – including, potentially, increased reliance on group discussion and in-person workshops – would make the Initiative more successful as a campus climate intervention.

A limitation of the dataset. Because of the way the survey instrument was constructed, neither the quantitative nor qualitative data can satisfactorily evaluate the success or impact of programming organized by individual schools. This report includes the perspectives only of those who were willing to complete the evaluation survey (26% of those who participated in the Initiative), and therefore cannot be generalized to the student body of Columbia as a whole. The dataset is also limited in its ability to assess the role of peers in the Initiative.

Concluding Thoughts. This report presents the results of quantitative and qualitative data analyses performed on survey evaluation data from students who participated in the Sexual Respect and Community Citizenship Initiative during the 2015-2016 academic year. The findings suggest that a clear majority of students were satisfied with the Initiative's programming, and gained new knowledge and skills as a result of their participation. At the same time, the findings suggest that there may be a trade-off between two of the Initiative's stated objective domains: increasing knowledge and increasing student engagement with peers. These findings may be helpful in guide ongoing adjustments to the program.

Recommendations for the Future. Our major recommendation, going forward, is that an effort be made – in future evaluation instruments – to track the effect of peer involvement in the Initiative. This would allow us to assess the degree to which program offerings designed, organized, and facilitated by students are perceived as more effective by their peers. On a related note, it would also be useful to formally evaluate the Initiative program offerings that have been designed by individual schools within the University (e.g., the School of Law, where more than half of students participated in school-developed events) – as these offerings are intended to appeal specifically to the students enrolled in these schools, and therefore have the potential to be more student-driven.

Appendix J – Best Practices for Creating a Peer Leadership Program

Best Practices for Creating a Peer Leadership Program

1. **Timeline**
 - Don't wait until July to develop content; Kirsten suggests starting in May
 - Recommend developing a master calendar of what needs to happen when
 - Consider when to schedule workshops (time of day, day of the week)
 - Build a recruitment timeline
 - Work backwards to identify key dates
 - SVR needs advance notice to do the trainings because of time of year and volume
2. **Student Body Engagement**
 - Survey student body to get student input in spring before students leave for the summer (see School of the Arts survey)
 - Build core group of engaged students
 - How to engage first-year students as facilitators given the fall timeline
 - Word of mouth/buzz is important; can build through: town hall type events, based on social movements, channel frustration
 - Consider size of the student body in developing program
 - Build on existing groups/frameworks (e.g., clubs, student organizations, departments)
 - Identify ways for students to engage (it could be peer-led programs or something else):
 - o Pick school-specific programs
 - o Lead workshops
 - o Survey – what do people want?
3. **Structure**
 - Important to ensure someone is the “owner”
 - Should have student “owners” (1-3 students) and administrator “owners, and someone tasked with logistics
4. **Resources**
 - Budget
 - Time
 - Advocates
 - Partners
 - Utilize existing lesson plans
5. **Facilitation Training**
 - Practice school-specific curriculum that was developed in training sessions
 - Assumes people have prior knowledge; focuses on facilitation not content
 - Utilize training to identify people who are struggling who might not be a good fit
6. **Communications**
 - Improved communications at Mailman was helpful in getting participation numbers up this year
 - Word of mouth/buzz is important
 - Suggest framing as “this is Columbia” or “these are Columbia values” rather than a PR stunt

7. Other things to consider:

- How to keep content school-specific but not isolated from rest of Columbia student body
- How to build upon other trainings (e.g., orientation) to avoid repeating content
- Design program to be scalable; able to start small and build and also to shrink down as needed (e.g., Law)
- Placement test for people already have a base level of knowledge?