
Responding to Sexual Assault on International University Campuses: Case Study & Best Practices

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- I. Introduction to USFQ and Office of International Programs
 - a. Partnerships with U.S. Universities
 - b. USFQ hosts 1,000 international students each year
- II. Motivations leading USFQ to update its response to sexual harassment and assault on campus
 - a. Ninety percent of partnerships are with U.S. schools
 - b. #MeToo movement & Title IX in the U.S.
 - c. Bridging the gap between Title IX and Ecuadorian law
 - i. Importance of supporting students
 - ii. Involved variety of stakeholders
 - iii. Benchmarked U.S. partner universities' policies
 - iv. Policy must remain a "living document" as stakeholders' needs change with time
 - d. Maintain transparency with partner institutions

- III. Importance of creating a support system for international students in addition to the policy
 - a. How are we treating our students?
 - b. How much support are we providing them?
 - c. Global movement

Patrick Mathis
Title IX Solutions, LLC
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- I. Concerns for U.S. Schools
 - A. Safety and Supporting Students
 - 1. 2017-2018: 341,751 U.S. students studied abroad, a 2.3% increase from 2016-2017
 - a. Approximately 10% of all U.S. college students study abroad during their undergraduate career
 - b. At some schools the percentage is greater than 70%
 - 2. According to the United States Center for Disease Control, 1 in 4 college students are victims of sexual assault (RAINN)
 - 3. Some reports estimate the percentage is higher for students studying abroad
 - 4. Risks may be increased due to many factors:
 - a. Study abroad culture
 - a. “What happens in Vegas stays in Vegas attitude”
 - b. Foreign country culture/cultures
 - a. U.S. students are less adept at reading cultural cues
 - c. Interactions with students from other U.S. schools
 - d. Interactions with host country students
 - e. Interactions with host country non-students (significant rate of incidents)
 - a. According to United Educators, of 305 claims from U.S. colleges and universities, 90% of victims knew the perpetrator, nearly 80% (78%) of sexual assaults involved alcohol, and 60% of sexual assaults occurred on campus

b. In contrast, a CIEE analysis from 2016-2018 revealed that unlike in the US, in the study abroad environment 73% of perpetrators were either strangers (59%) or someone they met that day (14%) Alcohol was cited as a known contributing factor in only 17% of reports

5. Reporting/response/support is often not sufficient

- a. Language difference
- b. Limited host school support or contact
- c. Host school/country does not have developed sexual assault laws and protocols
- d. Distance from home school support
- e. Questions/inconsistency regarding reporting to home school Title IX coordinator and study abroad office
- f. Limited victim support services in host country
- g. Different police report protocols

B. Title IX

- 1. Responsibility for providing a non-hostile environment for students
- 2. Responsibility to investigate alleged incidents of sexual assault
- 3. DOE guidelines—application
- 4. Victim and Respondent
- 5. Different types of Programs
 - a. Foreign campus of U.S. school
 - b. Partner school
 - c. Professor-led programs
 - d. Endorsed program
 - e. Independent program
 - f. Independent study
- 6. Support services
- 7. State laws, etc. Illinois
- 8. Who is responsible—Title IX Office vs. Study Abroad Office

C. Liability Issues

- 1. Increasing litigation—U.S. vs. International

2. Protection of students
 3. Foreign campus of U.S. school
 4. Endorsement of programs
- II. Concerns for International Schools
- A. Protection/security/support for students studying on campus
 1. Domestic students
 2. International students
 - B. Title IX-U.S. students
 - C. Local laws
 1. Reporting
 2. Required responses
 3. Limits of responses/reporting
 - D. Liability
 1. Local
 2. U.S.
 - E. Relationship with U.S. partner schools
 1. Confidence
 2. Financial
- III. U.S. School Policy
- A. Title IX Policy
 - B. Policy regarding study abroad
 1. Application of U.S. guidelines
 2. Application of international school policy
 3. Local cultural factors
 - a. Boundaries, perceptions of sexual harassment
 - b. Rape kits, Plan B, STD testing available?
 4. Availability of materials to prepare students for the risk of sexual assault
 - a. Pre-departure orientation
 - b. Webpage dedicated to sexual harassment and assault protocols, alcohol awareness, and sexual health (collaboration with sexual health educators on campus)
 - C. Reporting

1. International schools
 - a. International studies director
 - b. Ombudsman
 - c. Faculty
 - d. Staff
2. U.S. school
 - a. Study abroad office
 - b. Title IX office
 - c. Memorandum of Understanding
3. Importance of reporting to somebody they trust!
 - a. That means students will not always report to the point of contact listed in the policy (coordinator at international school or U.S. school Title IX coordinator). Highlights the need for coordination between international and U.S. schools as well as U.S. school study abroad office and Title IX office
 - a. All involved staff and faculty need to know what to do next if a victim of sexual assault reports an incident to them
 - i. Which person do I contact?
 - ii. Do they contact local police?

D. Support services

1. U.S. school
2. International school

E. Investigation

1. U.S. school
2. International school

F. Sanctions

1. U.S. school
2. International school

IV. International School

A. Sexual misconduct policy

1. Definition of covered actions
2. Review

3. Design
 - B. Reporting
 1. International studies director
 2. Ombudsman
 3. Faculty
 4. Staff
 - C. Support
 1. On campus
 2. Off campus
 - D. Local laws
 1. Required reporting
 2. Police investigation/exclusive role
 3. Rape kits
 4. Role of school
 - E. Investigation
 1. Student consent to information sharing
 2. Campus investigation
 3. U.S. school complainant—respondent—non-student
 - F. Sanctions
 1. International school
 - a. Options
 2. U.S. school
 - a. Reporting
 - b. Sanctions
 - c. Training
- V. Coordination between U.S. and International schools
 - A. Memorandum of Understanding
 - B. Designated liaison—policy and incident
 1. Options—Study Abroad Coordinator or Title IX Coordinator
 2. International school
 3. Complainant school
 4. Respondent school

- C. Policies
- D. Communication between schools
 - 1. 3 way vs. 2 way
 - 2. Lead roles
- E. Communication with student
- F. Investigation
 - 1. International school
 - 2. U.S. school
 - 3. Communication
- G. Information sharing
- H. Sanctions
 - 1. International school
 - 2. U.S. school—complainant
 - 3. U.S. school—respondent
- VI. Coordination within U.S. schools—Study Abroad and Title IX Offices
 - A. Memorandum of Understanding
- VII. Conclusion

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 Coordinator, Galapagos Semester Program

- I. USFQ Office of International Programs
 - A. Campuses
 - 1. Main campus in Quito, Ecuador
 - 2. Research station on San Cristobal Island (Galapagos Islands)
 - 3. Research station in Tiputini (Amazon basin)
 - B. Challenges associated with remote campuses
 - 1. Limited access to basic services such as internet, cell signal, hospitals, or law enforcement
- II. Gaps between U.S. and Ecuadorian institutional policies
 - A. Different contexts, unique elements to education abroad

1. Ecuadorian legal system, language barrier, health care system, culture, logistics, etc.
- III. Example of incompatible policy: Title IX
- A. Not applicable in Ecuador
 - B. U.S. students expect Title IX protections
 - C. International institutions must strive to close the gap
 - D. Many U.S. universities do not recognize gap
- IV. Current Solution & Ongoing Efforts
- A. Strengthen institutional Sexual Misconduct Policy
 1. Include key elements of Title IX while also adhering to Ecuadorian law and USFQ administrative procedures
 2. Worked with Title IX Solutions, Ecuadorian lawyers, USFQ Dean of Students and Ombudsperson, and Office of International Programs Student Wellness Advisor
 - B. Increase international students' access to information
 1. Preparation will help ensure students have the best experience possible
 2. Initial Orientation
 3. Ongoing Orientation
 4. Student Wellness Advisor
 1. Importance of trust
 5. 24/7 hotline for international students' immediate needs
 6. First Responders training for Office of International Programs staff and other USFQ faculty and staff
- V. Conversations with International universities
- A. Have you asked partner universities about their sexual misconduct policies?
 1. How do they prepare for potential incidents of sexual assault?
 2. How do they inform international students of policies, reporting protocols, supportive services, etc.?
 3. How do you coordinate with partner universities and your students should should an incident arise?
 - B. International universities can take steps to prepare faculty and staff for potential incidents of sexual assault

- I. First Responders Training in Quito
 - A. Understanding the impact of trauma on victims, directing students to appropriate reporting, medical, and legal resources
- II. Investigating an incident in Ecuador
 - A. Met with witnesses
 - B. Met with the complainant
 - C. Met with USFQ faculty and staff to understand the environment
 - D. Challenges with this type of investigation
 - E. Coordination required between international and U.S. schools
- III. Reasons for and against conducting an international investigation
 - A. U.S. student
 1. Victim
 2. Respondent
 - B. Nature of relationship
 1. International campus of U.S. school
 2. Partner university
 3. Independent program
 - C. Local law
 - D. All of these elements must be considered when deciding whether or not to conduct an investigation into an incident abroad

Resources

Abroad at AU-[Sexual Harassment, Assault and Rape](#). American University.

https://auabroad.american.edu/index.cfm?FuseAction=Abroad.ViewDocument&File_ID=050770717A4F7005000D070504071C04080C0014757800006E06020E02707103070206077771027A05

'I don't know if I would feel comfortable!' Students afraid to study abroad under Title IX proposal.

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<https://www.insidehighered.com/news/2012/12/19/study-finds-increased-risk-sexual-assault-study-abroad>

[The underreported trend of sexual assault during study abroad programs](#). Elizabeth Thompson. Daily

Tar Heel. 12 September 2019. <https://www.dailytarheel.com/article/2019/09/assault-study-abroad>

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Title IX Solutions, LLC. <https://titleixsolutions.com/>

Universidad San Francisco de Quito-USFQ Office of International Programs.

<https://www.usfq.edu.ec/Paginas/Inicio.aspx>