

# UNIVERSITY OF HAWAI‘I SYSTEM ANNUAL REPORT



REPORT TO THE 2021 LEGISLATURE

Annual Report on Campus Safety and Accountability

HRS 304A-120

December 2020

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## I. Introduction

The University of Hawai'i ("UH"), under the leadership of President David Lassner, is actively engaged in the continuous improvement of our campus climate so that students can achieve academic success and personal growth in a safe and supportive environment.

In 2015, UH established a system Office of Institutional Equity ("OIE") to oversee UH's gender equity initiatives, under the guidance of the UH System Vice President for Administration. As a part of these initiatives, UH undertook a year-long planning process to develop a survey instrument that would measure students' attitudes, behaviors and standards in the context of trying to address and prevent sexual harassment and gender-based violence.

UH first conducted *the University of Hawai'i Student Climate Survey on Sexual Harassment and Gender-Based Violence* in January 2017. UH's climate survey gathered information from students to gauge the overall campus environment related to sexual harassment and gender-based violence; how well UH responds to and addresses their concerns; awareness of resource and reporting options for those experiencing sexual violence, sexual harassment, stalking, and interpersonal violence (domestic and dating violence); and the prevalence (e.g., how widespread) and incidence (e.g., how often) of sexual violence, sexual harassment, stalking, and interpersonal violence on campus.

Following the release of the 2017 survey report, each UH campus assembled an Action Plan Committee to develop and implement a year-long project that would address a campus-specific issue identified in the 2017 survey findings.

Findings from the 2017 survey also informed the planning and development of the 2019 survey. UH launched the 2019 Student Climate Survey on Sexual Harassment and Gender-Based Violence on January 22, 2019. Results from the 2019 survey were published on the OIE website in January 2020 and serve as a guide for continued campus action.

UH's 2017 and 2019 surveys fulfill the requirements of Act 208, Session Laws of Hawai'i 2016, which requires UH to conduct a campus climate survey of students by March 31, 2017 and to repeat the survey every two years. UH will launch a third survey in January 2021 in compliance with the state law.

Pursuant to Act 208, UH, through this report, addresses the Legislature's request for information by providing:

- Information on the number of sexual assaults that occurred on a UH campus within the past five years;
- A summary of the most recent campus climate survey results; and
- UH recommendations and efforts to improve campus safety and accountability.

## II. Sexual Assault Occurrence on a University of Hawai'i System Campus Within the Past Five Years

The University of Hawai'i provides information on each campus' sexual assault data using the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (the "Clery Act"). The information is publicly available through the Annual Security Reports for each campus. Please visit the [UH Campus' Safety Contact and Website Information](#).

The Clery Act defines campus as follows:

- **Campus:** Defined as any building or property owned or controlled by an institution of higher education within the same reasonably contiguous geographic area of the institution and used by the institution in direct support of, or in a manner related to, the institution's educational purposes, including residence halls; and property within the same reasonably contiguous geographic area of the institution that is owned by the institution but controlled by another person, is used by students, and supports institutional purposes (such as a food or other retail vendor).

The Clery Act defines sexual assault / sex offense based on whether an offense meets the definitions of rape, fondling, incest, or statutory rape, as defined in the FBI's Uniform Crime Reporting ("UCR") program. Per the National Incident-Based Reporting System User Manual from the FBI UCR Program, a **sex offense** is "any sexual act directed against another person, without the consent of the victim, including instances where the victim is incapable of giving consent." Accordingly, the current definitions are as follows:

- **Rape:** Defined as the penetration, no matter how slight, of the vagina or anus with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim.
- **Fondling:** Defined as the touching of the private parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of his/her age or because of his/ her temporary or permanent mental incapacity.
- **Incest:** Defined as sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
- **Statutory rape:** Defined as sexual intercourse with a person who is under the statutory age of consent.

Please note that the definitions were modified by the 2013 statutory changes made by the Violence Against Women Act ("VAWA"). The Clery Act previously defined sex offenses as forcible (four types as defined in the FBI UCR Program) and non-forcible (two types as defined in the FBI UCR Program). **Sex offenses - forcible** was defined as "any sexual act directed against another person, forcibly and/or against that person's will; or not forcibly or against the person's will where the victim is incapable of giving consent." **Sex offenses - non-forcible** was defined as "unlawful, non-forcible sexual intercourse." Accordingly, in the **2012-2013 Annual**

**Security Reports**, incidents were defined as follows (as defined by the then-current FBI's UCR Program):

- **Forcible sex offenses:**

- **Forcible Rape:** Defined as the carnal knowledge of a person, forcibly and/or against that person's will; or not forcibly or against the person's will, where the victim is incapable of giving consent because of his or her youth or because of temporary or permanent mental or physical incapacity.
- **Forcible Sodomy:** Defined as oral or anal sexual intercourse with another person, forcibly and/or against that person's will; or not forcibly against the person's will, where the victim is incapable of giving consent because of his or her youth or because of his or her temporary or permanent mental or physical incapacity.
- **Sexual assault with an object:** Defined as the use of an object or instrument to unlawfully penetrate, however slightly, the genital or anal opening of the body of another person, forcibly and/or against that person's will; or not forcibly or against the person's will, where the victim is incapable of giving consent because of his or her youth or because of his or her temporary or permanent mental or physical incapacity.
- **Forcible fondling:** Defined as the touching of the private body parts of another person for the purpose of sexual gratification, forcibly and/ or against that person's will; or, not forcibly or against the person's will, where the victim is incapable of giving consent because of his or her youth or because of his or her temporary or permanent mental or physical incapacity.

- **Non-forcible sex offenses:**

- **Incest:** Defined as non-forcible sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
- **Statutory rape:** Defined as non-forcible sexual intercourse with a person who is under the statutory age of consent.

**2015- 2020 Annual Security Report (ASR): On-Campus Sexual Offense Incidence Data<sup>1</sup>**

**(NR)** Not Reported

**(-)** Not Applicable

**( )** Part of Current Clery Act Reportable Offenses

**Four-Year Universities**

<b>Campus Name:</b> University of Hawai'i at Mānoa – Main Campus	<b>Year</b>					
	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
<b>Incident Type</b>						
Rape	<b>2</b>	<b>3</b>	<b>13</b>	<b>7</b>	<b>3</b>	<b>3</b>
Fondling	<b>6</b>	<b>3</b>	<b>5</b>	<b>5</b>	<b>6</b>	<b>3</b>
Incest	0	0	0	0	0	0
Statutory Rape	0	0	0	0	0	0
Forcible Sex Offenses	<b>8</b>	-	-	-	-	-
• Forcible Rape	NR	-	-	-	-	-
• Forcible Sodomy	NR	-	-	-	-	-
• Sexual Assault with an Object	NR	-	-	-	-	-
• Forcible Fondling	NR	NR	-	-	-	-
Non-Forcible Sex Offenses	0	0	0	0	-	-
• Incest	0	0	-	-	-	-
• Statutory Rape	0	0	-	-	-	-

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<sup>1</sup> Any Annual Security Report discrepancies for prior years will be addressed by the campus's campus security departments in its respective 2020 Annual Security Report.

Campus Name: University of Hawai'i at Mānoa – Kaka'ako Campus Units (John A. Burns School of Medicine and UH Cancer Center)	Year					
	2014	2015	2016	2017	2018	2019
<b>Incident Type</b>						
Rape	0	0	0	0	0	0
Fondling	0	1	0	0	0	0
Incest	0	0	0	0	0	0
Statutory Rape	0	0	0	0	0	0
Forcible Sex Offenses	0	-	-	-	-	-
• Forcible Rape	0	-	-	-	-	-
• Forcible Sodomy	0	-	-	-	-	-
• Sexual Assault with an Object	0	-	-	-	-	-
• Forcible Fondling	0	-	-	-	-	-
Non-Forcible Sex Offenses	0	0	0	-	-	-
• Incest	0	-	-	-	-	-
• Statutory Rape	0	-	-	-	-	-

Campus Name: University of Hawai'i at Hilo	Year					
	2014	2015	2016	2017	2018	2019
<b>Incident Type</b>						
Rape	0	0	0	0	0	2
Fondling	1	1	0	1	1	1
Incest	0	0	0	0	0	0
Statutory Rape	0	0	0	0	0	0
Forcible Sex Offenses	-	-	-	-	-	-
• Forcible Rape	-	-	-	-	-	-
• Forcible Sodomy	-	-	-	-	-	-
• Sexual Assault with an Object	-	-	-	-	-	-
• Forcible Fondling	-	-	-	-	-	-
Non-Forcible Sex Offenses	-	-	-	-	-	-
• Incest	-	-	-	-	-	-
• Statutory Rape	-	-	-	-	-	-

Campus Name: University of Hawai'i at West O'ahu	Year					
	2014	2015	2016	2017	2018	2019
<b>Incident Type</b>						
Rape	0	0	0	0	0	0
Fondling	0	0	0	0	0	0
Incest	0	0	0	0	0	0
Statutory Rape	0	0	0	0	0	0
Forcible Sex Offenses	-	-	-	-	-	-
• Forcible Rape	-	-	-	-	-	-
• Forcible Sodomy	-	-	-	-	-	-
• Sexual Assault with an Object	-	-	-	-	-	-
• Forcible Fondling	-	-	-	-	-	-
Non-Forcible Sex Offenses	-	-	-	-	-	-
• Incest	-	-	-	-	-	-
• Statutory Rape	-	-	-	-	-	-

### Two-Year Community Colleges

Campus Name: Hawai'i Community College - Manono	Year					
	2014	2015	2016	2017	2018	2019
<b>Incident Type</b>						
Rape	NR	NR	NR	0	0	0
Fondling	NR	NR	NR	0	0	0
Incest	NR	NR	NR	0	0	0
Statutory Rape	NR	NR	NR	0	0	0
Forcible Sex Offenses	0	0	0	-	-	-
• Forcible Rape	0	0	0	-	-	-
• Forcible Sodomy	0	0	0	-	-	-
• Sexual Assault with an Object	0	0	0	-	-	-
• Forcible Fondling	0	0	0	-	-	-
Non-Forcible Sex Offenses	0	0	0	-	-	-
• Incest	0	0	0	-	-	-
• Statutory Rape	0	0	0	-	-	-



Campus Name: Hawai'i Community College - West Hawai'i Campus (Pālanui)	Year					
	2014	2015	2016	2017	2018	2019
<b>Incident Type</b>						
Rape	NR	NR	NR	0	0	0
Fondling	NR	NR	NR	0	0	0
Incest	NR	NR	NR	0	0	0
Statutory Rape	NR	NR	NR	0	0	0
Forcible Sex Offenses	0	0	0	-	-	-
• Forcible Rape	0	0	0	-	-	-
• Forcible Sodomy	0	0	0	-	-	-
• Sexual Assault with an Object	0	0	0	-	-	-
• Forcible Fondling	0	0	0	-	-	-
Non-Forcible Sex Offenses	0	0	0	-	-	-
• Incest	0	0	0	-	-	-
• Statutory Rape	0	0	0	-	-	-

Campus Name: Honolulu Community College- Main Campus	Year					
	2014	2015	2016	2017	2018	2019
<b>Incident Type</b>						
Rape	0	0	0	1	1	0
Fondling	0	1	0	0	0	0
Incest	0	0	0	0	0	0
Statutory Rape	0	0	0	0	0	0
Forcible Sex Offenses	-	-	-	-	-	-
• Forcible Rape	-	-	-	-	-	-
• Forcible Sodomy	-	-	-	-	-	-
• Sexual Assault with an Object	-	-	-	-	-	-
• Forcible Fondling	-	-	-	-	-	-
Non-Forcible Sex Offenses	-	-	-	-	-	-
• Incest	-	-	-	-	-	-
• Statutory Rape	-	-	-	-	-	-

Campus Name: Honolulu Community College- Marine Education Training Program	Year					
	2014	2015	2016	2017	2018	2019
<b>Incident Type</b>						
Rape	0	0	0	0	0	0
Fondling	0	0	0	0	0	0
Incest	0	0	0	0	0	0
Statutory Rape	0	0	0	0	0	0
Forcible Sex Offenses	-	-	-	-	-	-
• Forcible Rape	-	-	-	-	-	-
• Forcible Sodomy	-	-	-	-	-	-
• Sexual Assault with an Object	-	-	-	-	-	-
• Forcible Fondling	-	-	-	-	-	-
Non-Forcible Sex Offenses	-	-	-	-	-	-
• Incest	-	-	-	-	-	-
• Statutory Rape	-	-	-	-	-	-

Campus Name: Honolulu Community College- Aeronautics Maintenance Technology Training Program	Year					
	2014	2015	2016	2017	2018	2019
<b>Incident Type</b>						
Rape	0	0	0	0	0	0
Fondling	0	0	0	0	0	0
Incest	0	0	0	0	0	0
Statutory Rape	0	0	0	0	0	0
Forcible Sex Offenses	-	-	-	-	-	-
• Forcible Rape	-	-	-	-	-	-
• Forcible Sodomy	-	-	-	-	-	-
• Sexual Assault with an Object	-	-	-	-	-	-
• Forcible Fondling	-	-	-	-	-	-
Non-Forcible Sex Offenses	-	-	-	-	-	-
• Incest	-	-	-	-	-	-
• Statutory Rape	-	-	-	-	-	-

<b>Campus Name:</b> Kapi'olani Community College	<b>Year</b>					
<b>Incident Type</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
Rape	0	0	0	0	0	0
Fondling	1	0	0	0	0	0
Incest	0	0	0	0	0	0
Statutory Rape	0	0	0	0	0	0
Forcible Sex Offenses	<b>0</b>	0	-	-	-	-
• Forcible Rape	-	-	-	-	-	-
• Forcible Sodomy	-	-	-	-	-	-
• Sexual Assault with an Object	-	-	-	-	-	-
• Forcible Fondling	-	-	-	-	-	-
Non-Forcible Sex Offenses	<b>1</b>	-	-	-	-	-
• Incest	-	-	-	-	-	-
• Statutory Rape	-	-	-	-	-	-

<b>Campus Name:</b> Kaua'i Community College	<b>Year</b>					
<b>Incident Type</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
Rape	0	0	0	0	0	0
Fondling	0	0	0	0	0	0
Incest	0	0	NR	NR	NR	0
Statutory Rape	0	0	0	0	0	0
Forcible Sex Offenses	-	-	-	-	-	-
• Forcible Rape	-	-	-	-	-	-
• Forcible Sodomy	-	-	-	-	-	-
• Sexual Assault with an Object	-	-	-	-	-	-
• Forcible Fondling	-	-	-	-	-	-
Non-Forcible Sex Offenses	-	-	-	-	-	-
• Incest	-	-	-	-	-	-
• Statutory Rape	-	-	-	-	-	-

Campus Name: Leeward Community College - Pearl City Campus	Year					
	2014	2015	2016	2017	2018	2019
<b>Incident Type</b>						
Rape	0	0	0	0	0	0
Fondling	0	0	0	0	1	1
Incest	0	0	0	0	0	0
Statutory Rape	0	0	0	0	0	0
Forcible Sex Offenses	-	-	-	-	-	-
• Forcible Rape	-	-	-	-	-	-
• Forcible Sodomy	-	-	-	-	-	-
• Sexual Assault with an Object	-	-	-	-	-	-
• Forcible Fondling	-	-	-	-	-	-
Non-Forcible Sex Offenses	-	-	-	-	-	-
• Incest	-	-	-	-	-	-
• Statutory Rape	-	-	-	-	-	-

Campus Name: Leeward Community College – Wai ‘anae Campus	Year					
	2014	2015	2016	2017	2018	2019
<b>Incident Type</b>						
Rape	0	0	0	0	0	0
Fondling	0	1*	0	0	0	0
Incest	0	0	0	0	0	0
Statutory Rape	0	0	0	0	0	0
Forcible Sex Offenses	-	-	-	-	-	-
• Forcible Rape	-	-	-	-	-	-
• Forcible Sodomy	-	-	-	-	-	-
• Sexual Assault with an Object	-	-	-	-	-	-
• Forcible Fondling	-	-	-	-	-	-
Non-Forcible Sex Offenses	-	-	-	-	-	-
• Incest	-	-	-	-	-	-
• Statutory Rape	-	-	-	-	-	-

\*NOTE ON REVISION: On October 10, 2018, security personnel noticed an error in reporting the location of an incident in 2015. The revisions correcting the location were made on October 10 to ASR 2016, ASR 2017 and ASR 2018. The revision has recategorized a 2015 fondling incident, which was incorrectly labeled as taking place on Pearl City Public Property, and correctly identified it as occurring on the Wai‘anae On-Campus Property.

Campus Name: University of Hawai'i Maui College – Main Campus	Year					
	2014	2015	2016	2017**	2018	2019
<b>Incident Type</b>						
Rape	NR	NR	NR	0	0	0
Fondling	NR	NR	NR	0	0	0
Incest	NR	NR	NR	0	0	0
Statutory Rape	NR	NR	NR	0	0	0
Forcible Sex Offenses	0	0	0	0	0	0
• Forcible Rape	0	0	0	0	0	0
• Forcible Sodomy	0	0	0	0	0	0
• Sexual Assault with an Object	0	0	0	0	0	0
• Forcible Fondling	0	0	0	0	0	0
Non-Forcible Sex Offenses	0	0	0	0	0	0
• Incest	0	0	0	0	0	0
• Statutory Rape	0	0	0	0	0	0

Campus Name: University of Hawai'i Maui College – Lāhaina Education Center	Year					
	2014	2015	2016	2017**	2018	2019
<b>Incident Type</b>						
Rape	NR	NR	NR	0	0	0
Fondling	NR	NR	NR	0	0	0
Incest	NR	NR	NR	0	0	0
Statutory Rape	NR	NR	NR	0	0	0
Forcible Sex Offenses	0	0	0	0	0	0
• Forcible Rape	0	0	0	0	0	0
• Forcible Sodomy	0	0	0	0	0	0
• Sexual Assault with an Object	0	0	0	0	0	0
• Forcible Fondling	0	0	0	0	0	0
Non-Forcible Sex Offenses	0	0	0	0	0	0
• Incest	0	0	0	0	0	0
• Statutory Rape	0	0	0	0	0	0

Incident Type	Year					
	2014	2015	2016	2017**	2018	2019
Rape	NR	NR	NR	0	0	0
Fondling	NR	NR	NR	0	0	0
Incest	NR	NR	NR	0	0	0
Statutory Rape	NR	NR	NR	0	0	0
Forcible Sex Offenses	0	0	0	0	0	0
• Forcible Rape	0	0	0	0	0	0
• Forcible Sodomy	0	0	0	0	0	0
• Sexual Assault with an Object	0	0	0	0	0	0
• Forcible Fondling	0	0	0	0	0	0
Non-Forcible Sex Offenses	0	0	0	0	0	0
• Incest	0	0	0	0	0	0
• Statutory Rape	0	0	0	0	0	0

Incident Type	Year					
	2014	2015	2016	2017**	2018	2019
Rape	NR	NR	NR	0	0	0
Fondling	NR	NR	NR	0	0	0
Incest	NR	NR	NR	0	0	0
Statutory Rape	NR	NR	NR	0	0	0
Forcible Sex Offenses	0	0	0	0	0	0
• Forcible Rape	0	0	0	0	0	0
• Forcible Sodomy	0	0	0	0	0	0
• Sexual Assault with an Object	0	0	0	0	0	0
• Forcible Fondling	0	0	0	0	0	0
Non-Forcible Sex Offenses	0	0	0	0	0	0
• Incest	0	0	0	0	0	0
• Statutory Rape	0	0	0	0	0	0

Campus Name: University of Hawai'i Maui College – Moloka'i Education Center/Farm	Year					
	2014	2015	2016	2017**	2018	2019
<b>Incident Type</b>						
Rape	NR	NR	NR	0	0	0
Fondling	NR	NR	NR	0	0	0
Incest	NR	NR	NR	0	0	0
Statutory Rape	NR	NR	NR	0	0	0
Forcible Sex Offenses	0	0	0	0	0	0
• Forcible Rape	0	0	0	0	0	0
• Forcible Sodomy	0	0	0	0	0	0
• Sexual Assault with an Object	0	0	0	0	0	0
• Forcible Fondling	0	0	0	0	0	0
Non-Forcible Sex Offenses	0	0	0	0	0	0
• Incest	0	0	0	0	0	0
• Statutory Rape	0	0	0	0	0	0

\*\* NOTE ON REVISION: In ASR 2020, UH Maui College retroactively reported statistics for incidents occurring in 2017 under the modified 2013 Clery definitions. Previously, in ASR 2019 and ASR 2018, the campus reported incidents occurring in 2017 under the pre-2013 Clery definitions. The campus reported that this revision was made to reflect that during that year, incident data was collected under both the pre-2013 and modified 2013 definitions.

Campus Name: Windward Community College	Year					
	2014	2015	2016	2017	2018	2019
<b>Incident Type</b>						
Rape	0	0	0	0	0	0
Fondling	0	0	0	1	0	0
Incest	0	0	0	0	0	0
Statutory Rape	0	0	0	0	0	0
Forcible Sex Offenses	-	-	-	-	-	-
• Forcible Rape	-	-	-	-	-	-
• Forcible Sodomy	-	-	-	-	-	-
• Sexual Assault with an Object	-	-	-	-	-	-
• Forcible Fondling	-	-	-	-	-	-
Non-Forcible Sex Offenses	-	-	-	-	-	-
• Incest	-	-	-	-	-	-
• Statutory Rape	-	-	-	-	-	-

### **III. Summary of the Most Recent Campus Climate Survey Results**

Through an extensive planning process and with assistance from both local and national experts, in the spring of 2019, UH deployed a climate survey to all adult students across all campuses. A [report of the findings](#) and [executive summary](#) were created by an independent research company, and are available on the UH System Title IX website. As the climate survey is conducted every two years, UH is currently preparing to conduct the next climate survey in 2021. The results of the 2021 survey will be made available on the [UH System Title IX website](#) by January 2022.

### **IV. University Recommendations and Efforts to Improve Campus Safety and Accountability**

Data from the January 2017 Student Climate Survey on Sex Harassment and Gender-Based Violence was used as baseline indicators of campus safety and accountability. In response to the 2017 survey results, each campus was responsible for developing and implementing an action plan. While plans were campus-specific, overall, the plans prioritized the development of programmatic, education and training initiatives as well as development of policies and procedures regarding sexual harassment and gender-based violence. Campus action plans were released in the 2018 Fall Semester and implemented throughout the 2018-2019 Academic Year. Campuses submitted a metrics report at the end of project monitoring period in July 2019.

Upon the release of the January 2019 survey data, campuses used the 2019 survey findings to further evaluate and update the campus action plans developed in 2018. Campuses largely continued to execute their existing action plans in the 2019-2020 Academic Year and Fall 2020 Semester due to COVID-19-related restrictions, which limited campuses' ability to engage in new programming and initiatives. The extended plans continue to address issues of sexual harassment and gender-based violence, implementing necessary measures and resources to sustain the community's commitment to working together to ensure safe and inclusive campuses. Summaries of the renewed Campus Action plans and final metrics reports are included as Appendix A.

Planning for the 2021 Student Climate Survey instrument is well under way. The potential impact of the pandemic on gender violence incident rates and COVID-19-related restrictions to campus resources are being considered as metrics that may assist in short-term programmatic planning toward prevention and increased safety protocols.

Additionally, OIE has strengthened partnerships with community and criminal justice resources through engagement with the State of Hawaii's Sexual Assault Response Team, a statewide entity facilitating county-led teams administered by the Hawaii Office of the Attorney General. OIE and the Honolulu Sexual Assault Response Team (consisting of members from the Sexual Abuse Treatment Center, the Honolulu Police Department and the Honolulu Office of the Prosecuting Attorney) have hosted joint meetings to build professional relationships, strengthen referral systems, provide cross-training regarding service criteria, develop best practices regarding shared cases and effectuate collaborations to better serve victims across systems.

In response to the 2020 Regulations issued by the U.S. Department of Education, the University modified its current policy and procedures governing Title IX related sexual harassment. The Interim Executive Policy, EP 1.204 and Interim Administrative Procedure, AP 1.204 were made



effective as of August 14, 2020. Per the Regulations, UH adopted various new policy terms and definitions, including an updated definition for Title IX Sexual Harassment. Additionally, formal complaints alleging Title IX related sexual harassment is now subject to an adjudication procedure, which includes a mandatory cross-examination of the Complainant and Respondent during a hearing prior to the issuance of a final decision on the findings. The latest version of the Interim Executive Policy and Administrative Procedure on Title IX Sexual Harassment is available on the [Institutional Equity website](#).

UH also updated its comprehensive online training program to educate the University community on their rights, responsibilities, and available resources under Title IX, the University's Executive Policy on Sex Discrimination and Gender-based Violence (EP 1.204), and VAWA. The latest version of this training program is compliant with the 2020 Title IX Regulations. Trainings include various curriculum types, customized to address the unique experiences of UH's various audiences, including community college, undergraduate, and graduate students, student athletes and athletics staff, and employees. All employees receive notice regarding the employee training upon their hire and training is promoted to all University constituents each semester. In addition to the online training, OIE and Campus Title IX Coordinators continue to provide live training, which provides further insight into specific areas of Title IX and UH policy.

To increase access to confidential advocacy services, OIE established an inaugural advocacy program, housing three full-time advocates to serve all six Oahu campuses. Launched in August 2020, the confidential advocacy program assists the campuses in meeting State law mandates and provides short and long-term case management, processing advising, safety planning, information, referral and brief services to student and employee survivors of sexual violence and other forms of sex discrimination and gender based violence.

To further build and strengthen resources and professional capacity of advocates, OIE assisted the State Attorney General's Office in the programmatic and curricular development of an inaugural statewide "Victim Services Training Academy". Launched in November 2020, the pilot training program provides a three-week training course for victim advocates statewide. OIE advocates are participating in the rigorous piloted academy to further refine their assessment and trauma-informed interviewing and case management skills.

## **V. Conclusion**

UH remains committed to the continuous improvement of our campus climate so that students can achieve academic success and personal growth in a safe and supportive environment. UH greatly appreciates the Legislature for its continued support of gender equity and campus safety in higher education.

## **APPENDIX A.**

### **CAMPUS CLIMATE SURVEY ACTION PLAN AND FINAL METRICS**

Summaries of campus action plans and metrics included in this report are based on 2017 and 2019 survey findings. The campuses first implemented action plans during the 2018-2019 Academic Year and submitted a final metrics report to OIE in July 2019. These action plans were extended into the 2019-2020 Academic Year and Fall 2020 Semester, due to COVID-19 related barriers to implementing new initiatives and programming.

#### **University of Hawai'i at Mānoa**

The University's flagship campus identified the following issues in the Climate Survey findings to address in their 2018 Action Plan: low student reporting of gender-based violence cases to UH resources and the high incidence of intimate partner violence among students in partnered relationships.

To address the issue of student reporting, the campus' action plan working group surveyed various undergraduate groups (i.e., ASUH, RIOs, other student clubs) on how best to educate the undergraduate student population on how to report cases of gender-based violence, their rights under the law, UH's policy and procedures, and the resources available. Using the survey results, the working group will develop educational awareness campaigns, which will include but not be limited to events, activities, materials, and training.

In response to the issue of intimate partner violence, the campus is working to implement various training curricula. The action plan working group launched a student bystander training, which aims to help students identify the signs of intimate partner violence and learn basic skills to intervene, as appropriate. Student leaders and select campus employees will also be trained to provide bystander training to student groups. Additionally, basic intimate partner violence training will be provided to academic advisors, who work in close proximity with students and are likely to be first responders to disclosures. The training will provide education on UH's policy and procedures on sex discrimination and gender-based violence (EP 1.204) and advisors' duty as a responsible employee to ensure that advisors are able to properly identify incidents of DV/IPV and report them promptly to the Title IX Coordinator.

#### **Performance & Metrics Report**

Education was a major focus of UH Mānoa's action plan. The primary performance measure of Mānoa's action plan projects was a count of training attendees by target audience. The campus provided the "*Implementation of Bringing in the Bystander*" training to the following target audiences: athletes, athletics staff, student government leaders, housing student staff, incoming Bridge program students, the general Mānoa student population, and employees. Over the August 2017 – May 2019 project period, the committee provided the bystander training to 1,032 students and 245 employees. The greatest reach was to student athletes, all 919 of whom were trained. The campus experienced minor challenges in providing intimate partner violence training as the campus advocate-trainer took an unexpected leave and limited funding delayed the production of a student-friendly informational video on Title IX.

## **University of Hawai'i at Hilo**

Based on campus-specific findings in the Climate Survey, the University of Hawai'i at Hilo identified low student reporting of gender-based violence cases to UH resources as the primary issue to address in their 2018 Action Plan. The campus also emphasized that the majority of survey respondents stated that they did not report because they did not believe their concern was serious enough to warrant reporting.

To address the issue of student reporting, the campus' action plan working group committed to conducting at least four student-focused awareness and/or education events per month. Each student-focused event is designed to include a review of the reporting process, student rights under EP 1.204, Title IX and VAWA, and options around reporting. Title IX resource guides will also be distributed at events. Additionally, the campus aims to coordinate at least two events per month with an employee target. Such events include, but are not limited to, raising awareness about EP 1.204, employee reporting obligations, and training on relevant topics.

All activities and trainings were developed with a culturally relevant and intersectional approach. Specifically, the group aims to ensure all action plan deliverables are inclusive to the needs of those who have identified as vulnerable populations, including but not limited to Native Hawai'ian students, LGBTQ+ students, students with disabilities, and students living in the dorms. To ensure visibility of action plan awareness events, the working group is also implementing social media campaigns, increased signage across the campus, and an update to the Title IX website.

### **Performance & Metrics Report**

Education and awareness were the main objectives of UH Hilo's action plan. UH Hilo used a count of student and employee participation as a performance measure in their prevention and policy education projects. Over 1,500 employees and students participated in the series of education and training events the action plan committee implemented throughout the academic year. The committee also collaborated with community organizations to raise awareness of off-campus resources, and with Hawai'i Community College to co-host a domestic violence summit, which was attended by both students, employees, and community service providers.

In measuring awareness of campus resources, the campus looked at the number of student reports of sexual misconduct to advocates and to the campus Title IX Coordinators. The confidential advocate saw more than 50 students and the number of formal investigations relating to sex assault increased since the previous year. The campus attributed the increase in reporting to heightened student awareness of available campus resources and a better understanding of the University's processes. The campus hopes to further measure student understanding on Title IX and is planning to conduct pre- and post- education event tests in the future.

## **University of Hawai'i at West O'ahu**

Based on campus-specific findings in the Climate Survey, the University of Hawai'i at West O'ahu identified a lack of awareness regarding EP 1.204 as the primary issue to address in their 2018 Action Plan. The working group specifically aims to improve student and employee understanding of sexual harassment under EP 1.204 by providing information on basic legal

and UH policy relating to sexual harassment and reporting options through campus-wide and demographic-specific (i.e., department, student group) training and programming. Additionally, the campus will develop a short video to raise awareness of what “sexual harassment” is and what some appropriate responses to such behavior would be. New and transfer students are target audience groups for the action plan training and awareness campaigns.

### **Performance & Metrics Report**

UH West O’ahu focused on increasing the number of students who were familiar with basic Title IX information. As a performance measure of their education and training initiatives, the campus used a count of student participation. A primary method of delivering Title IX information to students was a student-produced short video. 94 incoming freshmen viewed the video as of July 2019. The committee faced challenges in finding a student to produce the video. Limited funding also made it difficult to retain an employee to complete the project. To ensure the project was completed in a timely and efficient manner, the campus Title IX team took the lead in developing the video and launched a soft roll out for incoming freshmen.

### **Hawai’i Community College**

Hawai’i Community College identified in the Climate Survey that the campus had the highest reported rate of intimate partner violence of all University of Hawai’i Community College campuses and low student reporting of domestic and dating violence to UH faculty with many students not knowing where to go or who to tell. The working group found it critical that the campus community be well-informed and equipped to recognize and respond appropriately to such occurrences. As such, the group developed the Dating & Domestic Violence Awareness & Prevention (DDVAP) and the Title IX Resource & Response Education (T9RRE) campaigns.

The DDVAP project aims to provide education and training opportunities for the campus community to acquire knowledge and understanding about the characteristics and prevalence of dating and domestic violence, available community resources, and appropriate ways to support victims/survivors and prevent dating and domestic violence in the community.

Through the T9RRE campaign, the campus will conduct coordinated and integrated advertisement and outreach activities focused on educating the campus community on Title IX, reportable behavior, the reporting process, expected institutional response to Title IX-related concerns and reports of alleged violations and support resources and services. The campus has been conducting Bystander training and Mental Health/First Aid trainings as part of these campaigns as well.

### **Performance & Metrics Report**

Hawai’i Community College provided a mid-year update, in which the campus reported that they conducted Bystander trainings and would continue to do so, updated Title IX wallet-size resource cards with the latest Coordinator and service provider contact information, and would work toward launching their poster project. The campus hired a new full-time Title IX Coordinator in Fall 2019, which led to unexpected delays in action plan implementation.

## **Honolulu Community College**

Honolulu Community College acknowledged that many of the campus-specific issues identified in the survey findings revolve around a lack of knowledge on the part of students, including not knowing what is and is not appropriate behavior, not knowing where to seek help, not believing that the “help” will be useful, and/or lack of confidence in the established process/procedures to make things better. As such, the campus’ action plan working group focused its efforts on an extensive educational campaign aimed at increasing student knowledge regarding these important issues.

The education campaign specifically addresses low awareness of intimate partner violence and dating violence and EP 1.204. Through student and employee training, an updated website, and a marketing campaign to distribute resources, the campus is working toward improving student confidence in the campus’ response to reports of gender-based violence.

### **Performance & Metrics Report**

Honolulu Community College’s action plan focus was increasing student knowledge on the issues surrounding Title IX. The campus measured this objective by the completion status of its various proposed projects. At the end of the project period, the action plan committee accomplished the majority of its proposed goals, including creating a [LGBTQ+ resources webpage](#), implementing Title IX information on all course syllabi, instituting Safe Zone training for employees to be better aware of issues impacting the LGBTQ+ community, and mandating Title IX training for all employees. The focus on employee rather than student action (i.e., incorporating Title IX onto syllabi and employee training) was an intentional action by the committee as they recognized that their employees have a large role in increasing student understanding and trust in the institution’s policy and procedures. The campus acknowledged they had limited capacity to implement measurable initiatives because they did not have a full-time Title IX Coordinator. A full-time Title IX Coordinator at Honolulu Community College was hired in October 2019.

## **Kapi’olani Community College**

Based on the Climate Survey findings, Kapi’olani Community College identified a lack of student knowledge on where to go or report incidents of gender-based violence and a high prevalence of intimate partner violence as important issues to address in their action plan. In their plan, the campus working group aims to improve visibility of its Title IX Coordinator and confidential advocacy services, thereby increasing awareness and accessibility of these support services. The group deployed a weekly open forum in a Talk Story format where students and employees can access the Title IX Coordinator and confidential resource providers to talk about topics, such as intimate partner violence. Additionally, the campus has allocated resources to training campus confidential advocates on intimate partner violence and developing relationships with various community services providers. Community service providers will collaborate with the campus to provide services and training to students and employees.

The working group also acknowledged a high likelihood of student bystander intervention and is unique in focusing efforts in emphasizing a positive survey finding. A one-year timeline has been dedicated toward the development of an online bystander training curriculum to be deployed at the Fall 2019 New Student Orientation.

## **Performance & Metrics Report**

Kapi'olani Community College's action plan targeted the need for increased student education and awareness on issues relating to Title IX. The campus measured this objective by the completion status of its various proposed projects. At the end of the project period, the action plan committee accomplished the following: a regular Talk Story Tuesdays event, a Title IX poster campaign, and a domestic violence and intimate partner violence training for confidential resources and the Title IX team. While not initially contemplated as metrics for how well these projects fared in achieving the campus' goals, increased student participation in Title IX activities and cooperation between campus and community service and program providers were also metrics the campus included in its final assessment. The campus saw that increased collaboration between departments and with community providers resulted in a more coordinated response to students requiring interim measures, mental health assistance, and confidential resources.

The campus noted the initial proposed action plan scope was too ambitious and was re-evaluated based on reduced funding and limited staff capacity. However, the campus intends to revisit the initial plan and incorporate elements of the BIT training project into its long-term programming goals.

## **Kaua'i Community College**

According to the Climate Survey findings, Kaua'i Community College students reported a higher than average incidence of sexual harassment and has a high incidence of dating and domestic violence. The climate survey also indicated that vulnerable populations, including LGBTQ+ students reported a higher than average incidence of gender-based violence. Kaua'i Community College's action plan aims to address these issues through improving awareness and access to on- and off-campus support resources.

As part of its plan, the campus' working group is developing processes to engage community service providers, including, but not limited to, YWCA-Kaua'i's support around addressing sexual harassment and dating and domestic violence. Community advocates will be given a visible platform on campus to present in classes, student groups, and participate in on-campus activities. Additionally, the working group will collaborate with community advocates to create outreach materials to promote their services to students and staff.

Additionally, to improve safety for LGBTQ+ students, the campus is developing a safe zone map, which identifies safe spaces for LGBTQ+ students, providing Safe Zone Training to educate the campus community on issues affecting the LGBTQ+ campus community, and working toward creating additional safe spaces such as a Safe Zone student lounge.

## **Performance & Metrics Report**

Kaua'i Community College focused its efforts on addressing a high incidence of intimate partner violence and the vulnerability of the LGBTQ+ population to gender-based violence. The action plan committee used a count of student and employee participation as a performance measure of their education and training initiatives and campaign to implement Title IX content into course syllabi. In its education and training initiative, the campus confidential advocate coordinated and

participated in 21 events, including classroom presentations, tabling events, new student orientation presentations, and a presentation to student affairs faculty and staff. 20 students and employees also received Safe Zone (LGBTQ+) training. Additionally, 59% of instructors provided Title IX information on their syllabi for both the Fall 2018 and Spring 2019 semesters.

In measuring the success of their resource material campaign, the committee relied on completion status of materials development. The committee was able to develop the following printed materials: posters with information on Title IX office and confidential advocate services, an online LGBTQ+ safe zone allies list and map, confidential resource business cards, and comprehensive resource guides.

The campus noted that difficulties during the project period arose as a full-time Title IX Coordinator was not hired until August 2018 and the campus did not have a confidential advocate for several months. Much of the project deliverables were achieved after November 2018. The campus also revised their plan when they determined that a safe space solely dedicated to one population group was not feasible.

### **Leeward Community College**

Based on the findings of the Climate Survey, Leeward Community College is focused on addressing student and faculty awareness issues of UH policies and processes. This includes the perception of investigative process, student/employee rights, and the resources that are available. Primarily, the working plan group is updating the campus Title IX website in order to meet its goals of increasing awareness, accessibility, and understanding of the Title IX process, and available resources. The website will serve as a conduit for addressing other issues identified in the Survey, including providing the following: a platform for students and employees to access/complete the Title IX online training module; information about upcoming Safe Zone and Bystander trainings; information and opportunities for outreach and awareness events; a clear map of Title IX procedures; and contact information and resources.

### **Performance & Metrics Report**

Leeward Community College prioritized awareness of UH policies and procedures in its action plan. To achieve this objective, the campus focused on making the Title IX website more user friendly and action-centered to thereby increase site traffic. In evaluating the website development, the committee looked at density of text blocks on the website's primary page and the ability to quickly access important information on services and reporting. The committee was able to minimize the text for users to quickly get information. They were also able to integrate the UH System reporting form onto their website so that online Title IX reports and complaints would filter directly into the Case Management System. Challenges the campus faced in developing an improved website were technical limitations of the website's platform and limited capacity of web staff to implement changes.

### **University of Hawai'i Maui College**

Based on campus-specific Climate Survey findings, the University of Hawai'i Maui College is focused on addressing issues relating to lack of student awareness of the UH policies and processes and a need for preventative measures to improve campus climate.

The working group has developed a Title IX educational awareness campaign to ensure students know their rights and what resources and interim measures are available to assist them in pursuing their education should they be affected by gender-based violence. The awareness campaign includes but is not limited to development and distribution of informational materials and showing of informational Title IX video in classes. Employees will also be trained as part of the action plan to improve their understanding of their roles and responsibilities under Title IX.

To fulfill the need for preventative measures, the group is working with external organizations to coordinate events on campus and provide support services to students. Additionally, campus stakeholders such as campus security and confidential advocates will assist in developing training and materials that aim to promote safety and prevent gender-based violence.

### **Performance & Metrics Report**

The focus of UH Maui College's action plan was to increase student knowledge on the issues surrounding Title IX. The action plan committee used a count of Title IX related events and trainings as a performance measure of their education and training initiatives. During the project period 2018-2019, the campus coordinated 63 Title IX and VAWA-related training and events. The diversity and number of the University departments and community service providers who participated in Title IX trainings and events were also contemplated in measuring the success of the education and training initiatives. The art department, webmaster, campus security, self-defense club, student groups, and various community speakers worked with the Title IX team to provide awareness education and/or events to students.

To determine the success of their awareness campaign, the campus relied on the following metrics: a count of students who sought confidential advocacy services, the visibility of printed and electronic resource materials, and perception data from the 2019 climate survey. Nearly 100 students sought confidential advocacy services, which the campus interpreted as an indicator of increased awareness of resources and how to access them. Materials with Title IX information were posted in highly visible areas around campus and training links were included on the Title IX website. As 2019 survey data was not available at the end of the project period, the campus was not able to use this as a metric. The committee reported that their main challenges are time and funding. With additional funding, UH Maui College stated that the scope of their projects can be expanded.

### **Windward Community College**

Upon review of the Climate Survey findings, Windward Community College identified the following targeted issues: sexual harassment, specifically in the classroom, increased need for support and education to address the prevalence of dating and intimate partner violence, lack of awareness on UH policies and procedures which address gender-based violence, a need to improve the confidence students have in the campus systems to address reporting, and the disparities between the campus LGBTQ+ population and the overall campus.

As many of the issues identified by the working group revolved around a lack of student knowledge on where and how to seek help, efforts were focused on developing an extensive educational and outreach campaign. The campaign consists of developing and distributing educational materials and videos focused on issue areas, and providing various trainings (i.e.,



bystander, Title IX, Safe Zone). The campaign will be promoted online in a Calendar of Activities and in promotional flyers throughout the year.

### **Performance & Metrics Report**

Windward Community College's action plan targeted the need for increased student education and awareness on issues relating to Title IX. The action plan committee used a count of student and employee participation as one performance measure of their training initiatives and education awareness and outreach campaign. The campus provided workshops and training on a range of topics, including Bystander Intervention, Safe Zones, and Title IX. At each training, sign in was monitored to ensure target populations were receiving the training.

Additionally, the campus measured project performance by the success of collaborations among various university departments and groups. The Title IX office worked closely with the LGBTQ+ Commission, which resulted in the formation of a student club, which grew in participation and interest level throughout the year. Another close partnership developed between the Title IX Office, Chancellor's Office, and Windward Community College's PAU Violence organization, which resulted in funding for promotional goods to be used at outreach events. A partnership with the Journalism department to do outreach through the school paper was an opportunity to reach a broader student audience.

Finally, the campus looked at visitation to the Title IX Coordinator and Confidential advocate as a metric. There was an increase in student contact time with these Title IX resources, which was determined to be a positive result of the awareness campaigns and training.

The campus noted that a primary challenge was coordinating time for the committee to meet, plan and implement tasks. There were also difficulties getting out messages to the entire student community, because mass communications could only be disseminated by a limited number of personnel. Similarly, vetting of outreach materials faced a restrictive approval procedure by specific personnel.