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## LMU CARES: A Values-Based Approach to Sexual Assault Prevention

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### Abstract

The issue of sexual assault on college campuses has emerged in the national spotlight in recent years. Advocacy groups, higher education officials, and the federal government are engaged in an ongoing conversation about best practices regarding prevention and response. Jesuit institutions have the unique challenge of engaging their students in conversations about consent and bystander intervention while also encouraging principles of good practice, particularly challenging students to high standards of personal behavior and responsibility through the formation of character and virtue. Through LMU CARES, Loyola Marymount University launched the “Live the Lion’s Code” campaign to engage the university community in programs and initiatives about sexual misconduct prevention and personal accountability education grounded in the campus mission and values.

### Introduction

Prior to the release of the “Dear Colleague” letter in 2011, Loyola Marymount University (LMU) was focused on providing a fair adjudication process for all violations of the *Student Conduct Code*, including violations of sexual misconduct.<sup>1</sup> Like all institutions of higher learning, as new legislation unfolded, LMU found itself facing a need to evaluate all of its policies and procedures and to find a way to incorporate ongoing prevention education. As a Jesuit institution, it was imperative that we provide spaces for our students to discuss consent, bystander intervention, and personal accountability while still upholding our Ignatian values and principles for good practice.

In the 2013-2014 academic year, LMU CARES (Campus Awareness Resource Education Services) was formed in the Division of Student Affairs to provide programming on healthy relationships, including knowing your values, navigating relationships, and setting boundaries. While programming was successful, something was missing from truly impacting the campus community and beginning to make change. In the spring semester of that year, I began working with an external communications firm to research sexual misconduct prevention education and campaigns at other institutions. I considered some of the most successful bystander programs, such as “Green Dot,” and had extensive conversations about best practices with the Director of Campus

Programs at our local partner, the Rape Treatment Center at the Santa Monica-UCLA Medical Center.<sup>2</sup> While there was a lot of good work happening around the country, I continued to return to the same question: how does being a Jesuit, mission-driven institution set us apart from what we were seeing done at other institutions? As a result of exploring that question, I launched the “Live the Lion’s Code” campaign, which is now a central component to our sexual misconduct prevention and education.

### Live the Lion’s Code

The Lion’s Code is a creed that is grounded in Ignatian pedagogy and brings to life the ethics and values central to the university’s mission as a Jesuit institution.<sup>3</sup> LMU’s mission is threefold: the encouragement of learning, the education of the whole person, and the service of faith and the promotion of justice.<sup>4</sup> The Lion’s Code takes the mission one step further, and asks students to aspire to actions and behavior that are expected of members of our community. The Lion’s Code states, “Inspired by the traditions of its founding religious orders, Loyola Marymount University has cleared a place for you to stand in faith, learn to be one for others, and take up responsibility in the world. In faith, the Lion grows to be fully alive, clear in thought, rich in vision, and vigorous in act.”<sup>5</sup>

LMU CARES provides robust, comprehensive sexual misconduct education for the entire campus community. Through LMU CARES, the “Live the Lion’s Code” campaign was launched to translate the ideals espoused in the Lion’s Code into actions that aim to prevent misconduct on our campus. The goal of LMU CARES and the campaign is to build skills around tangible strategies for understanding consent, becoming an active bystander on campus, taking ownership over alcohol consumption, and knowing the university support resources.

### **Education and Training**

#### *Code Certified*

The cornerstone of LMU CARES and the “Live the Lion’s Code” campaign is the Code Certified program. This is a 90-minute interactive workshop for students that discusses the climate of sexual and interpersonal misconduct, the definition of consent and how to ask for it/revoke it, the importance of bystander intervention, and the campus support services and resources for students who experience misconduct. The workshop is limited to 25-30 participants to allow for engagement and discourse. Throughout the curriculum, students are reminded how sexual

misconduct prevention aligns with the Lion’s Code and our university’s mission.

When learning about consent during Code Certified training, students are presented with a purposely complicated scenario. The situation, based loosely on details from previously-reported incidents, presents participants with the challenge of discerning whether or not the interaction was consensual. It sparks much discourse during the workshop. What stands out most and what one has previously learned about consent impacts how one defines the interaction. Allowing participants to share their perspectives and challenge others in the conversation leads many to deepen their understanding of consent and how it might differ from someone else. As the dialogue continues, students are introduced to the LMU definition of consent as per the *Student Conduct Code*. This is a comprehensive definition that is lengthy and verbose. As a tool to assist students in knowing and understanding this definition, they are given four words that sum up the university’s definition of consent: clear, coherent, willing, and ongoing (see figure 1). In the workshop, students learn these words and their meanings as they relate to consent so that they can form a deeper understanding of what consent is as well as what it is not.

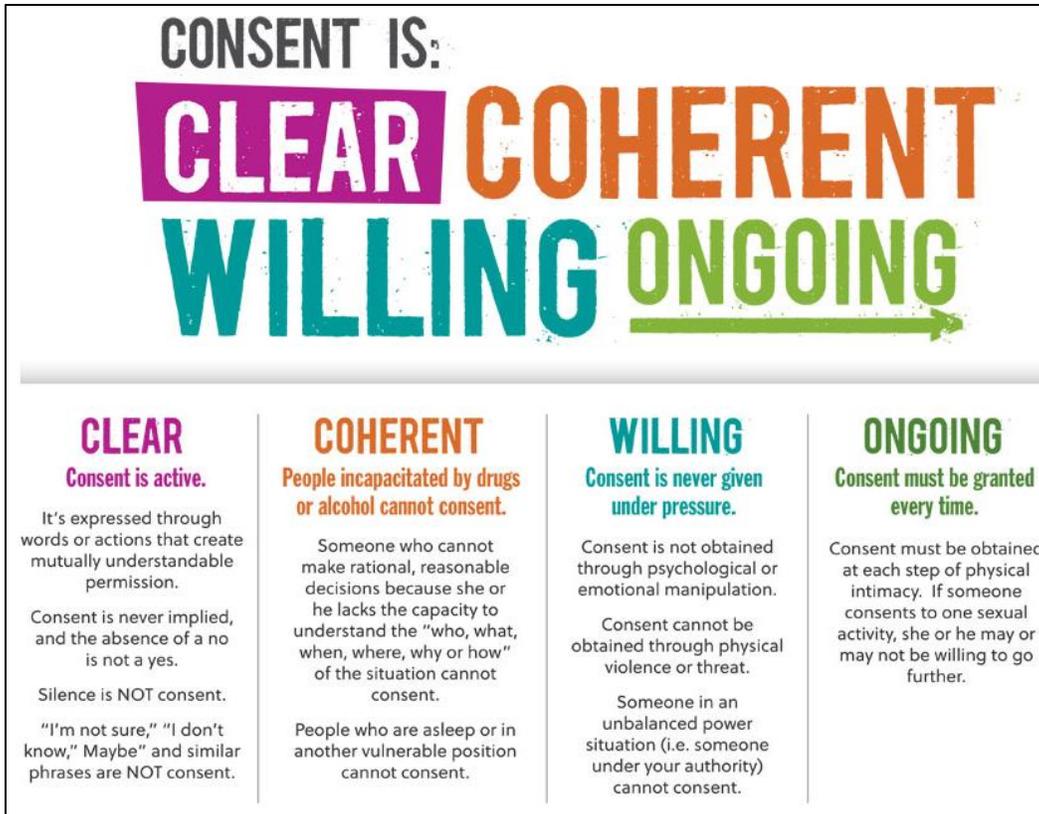


Figure 1. The Four Tenets of Consent

After learning the four tenets of consent, students are asked to return to the scenario and reexamine whether or not they believe the situation was consensual. Students are not given a perfectly summed up answer to the question. Instead, they leave with skills to discuss consent among each other and to put it into practice in their daily lives. In debriefing the scenario, students are reminded that the Lion's Code calls for members of our

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This means that our dignities are interrelated. Stepping in is the right thing to do when a member of our community, whether we know them or not, needs assistance.

After the first year of Code Certified, it was evident that students understood the importance of being active bystanders, but struggled with putting theory into practice. Students were very clear about the hurdles that prevent them from intervening. During Code Certified workshops, students stated that they most frequently don't intervene because they don't know the individuals, they assume the individuals are okay and don't

community to be respectful and honorable, which means not pressuring others to hook up and ensuring that one has consent every time.

*Additional Programs*

Code Certified also introduces students to the importance of being active bystanders. The Lion's Code states that "the dignity of the other, the stranger, grants me dignity."

want intervention, they are afraid of one or more of the individuals getting mad at them, or they believe someone else will intervene. These comments aligned with what research shows are the top barriers to intervention.<sup>7</sup> As a response to this, a second-level program entitled Step Up & Step In was developed to specifically address bystander intervention and build skills to overcome these hurdles and move toward action. This workshop addresses these barriers head on and empowers participants to create personal strategies to intervene.

Another outcome from the Code Certified workshops is the clear intersection between sexual assault prevention efforts and alcohol education. We know that alcohol consumption does not cause sexual assault, but we would be remiss if we didn't look at the overlap between these two issues. An additional LMU CARES program entitled LMU Pregame was developed to address responsible alcohol consumption and personal accountability. Similar to the other programs, LMU Pregame is a 90-minute interactive workshop that addresses the basics of alcohol education, including how to care for yourself or others who choose to consume. Using videos from pop culture that demonstrate how alcohol impacts individuals differently, as well as having participants volunteer to see if they know what a standard drink pour looks like, we created an experience for students to truly engage in the learning process in a way that resonates for them in real life. We also address social norming by reviewing statistics regarding alcohol consumption of current LMU students.<sup>8</sup> Participants must "Live the Lion's Code" by "owning the actions of their mind, hand and heart" and making decisions about alcohol that align with their own values and goals.<sup>9</sup>

#### *Other Educational Materials*

In addition to the dialogue that occurred in the above programs, students were key to the development of other initiatives that deepened learning for the entire community.

Two videos were produced as part of the campaign. The first video is entitled "I Am a Lion," and features LMU students reciting parts of the Lion's Code and making statements about how they stand against sexual misconduct.<sup>10</sup> The second video is an infographic that addresses the definition of consent and highlights the four tenets of consent — clear, coherent, willing and ongoing — that are discussed during Code Certified. These videos are used during programs and are available on social media and the LMU CARES YouTube channel.<sup>11</sup>

Also, posters featuring current LMU students, with statements such as "I am Honorable. I wasn't sure I had clear consent, so I stopped. I always respect my partner's choices" and "I am Bold. I refuse to let someone be victimized" were created.

Large banners were developed and hung along the main road onto campus and across the main walkway through the center of campus. These posters and banners send an ongoing message to our community that our students take a stand against sexual misconduct.

Finally, several promotional materials and informational brochures were created to further assist with passive education. A foldout consent card and a three-dimensional consent cube were developed for students to remind them of the four tenets of consent. A student support brochure was also created to inform students of their reporting rights, including confidential options, and the campus and local support services. A foldout BAC card was developed as a tool to aid students in conscientious alcohol consumption.

#### **Outcomes/Effectiveness**

Code Certified was launched during the Fall 2014 semester with the goal of targeting as many first-year students to participate as possible. In addition, we focused on members of our Greek community, service organization community, and NCAA Division I athletic teams to ensure that our continuing students also joined the discourse. In that academic year, a total of 2,666 students participated in Code Certified, accounting for 42% of the overall undergraduate student population and 73% of first-year students. In the subsequent academic years, we have introduced Code Certified during summer orientation sessions and asked that all incoming students, both first-year and transfers, complete the program. In the 2015-2016 and 2016-2017 academic years, we reached 93.3% and 97.05% completion rates, respectively.

In order to evaluate the effectiveness of the LMU CARES programming, each workshop has a brief learning outcomes assessment that is sent to all participants. The results of these assessments have shown us that most students have learned the four tenets of consent, the strategies for bystander intervention, and their confidential/private reporting options. Since the inception of LMU CARES and the "Live the Lion's Code" campaign, we have also received continuous feedback from students about how they have been impacted by the education.

Some of the student testimonials include:

“LMU CARES has been great for campus because there have been so many programs that are attention-grabbing and thought-provoking. I have participated in Code Certified with Delta Gamma and was a part of the poster campaign. When the posters went up, I had many people ask me questions about the campaign after recognizing me. After my sorority completed Code Certified, everyone talked about how they had never thought about consent that way before. The scenarios and dialogue made it stick in our minds more than any other presentation. Talking about sexual assault prevention, consent and bystander intervention has become something that students are no longer afraid to talk about. It has moved many people to want to get more involved with LMU CARES.” *Meghan Jonikas, Delta Gamma sorority*

“This is why, whether we’re strangers or best friends, we need to look out for one another.” *Christie Calucchia, Los Angeles Loyolan Managing Editor*<sup>12</sup>

“The LMU CARES men’s workshop helped to realize our responsibility as men on our campus in bystander intervention and sexual assault prevention. We worked to breakdown the culture of masculinity by reflecting on the values we hold as men, not in comparison to women, but as mature individuals. The workshop helped us realize that bystander intervention upholds our values to be men who are accountable, responsible, loyal, protective, compassionate and loving. Having honest dialogue and breaking down the barriers to intervention helped us realize our potential and responsibility to stop sexual misconduct.” *Taiga Guterres, Magis Service Organization*

“The recent launch of LMU CARES has proven to be significantly influential in changing the culture specifically at Loyola Marymount University, providing

advocacy, support and education for all students on campus.” *ASLMU Senate Resolution*

“LMU CARES provides students the opportunity to open up about a difficult time and find the proper resources on campus to help cope with their experience. As a victim of sexual assault, I had difficulty coming to terms with the fact that I had been raped, and it wasn’t until I reached out to the LMU CARES staff did I utilize the resources on campus to help me come to terms with my new reality.” *Anonymous, male student*

“Normally at a party, if I saw a drunk girl with a guy like that, I wouldn’t have said anything. But I just kept thinking about how it was my responsibility. I remembered what the LMU CARES training talked about and how you can just intervene, so I did. I just felt more empowered remembering that I could just do it, just step in.” *Anonymous, first-year resident*

“All of the work you do does make a difference. Thank you.” *Anonymous, female student*

## Conclusion

The topics of sexual assault prevention and alcohol education are not easy ones to address. As a Jesuit institution, we have the ability to ground ourselves in Ignatian pedagogy and our institution’s mission. We can ask our students what they value and how can they translate those values into actions around prevention and accountability. Students have started to bring the Lion’s Code to life through their actions. Creating values-based education that engages students in true discourse has been the key to the success of LMU CARES. These programs have deepened students’ learning about these topics and provided them with the skills to make meaningful changes in the community. This increase in understanding of the issues and willingness to take a stand on behalf of others is just the beginning of what is hoped to be a larger shift on campus. HJE

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Notes

<sup>1</sup> U.S. Department of Education, Office of Civil Rights, “Dear Colleague Letter: Sexual Violence,” April 4, 2011, accessed January 5, 2017, <https://www2.ed.gov/about/offices/list/ocr/letters/colleague-201104.pdf>.

<sup>2</sup> Greendot Etcetera, Inc., Live the Green Dot Training Curriculum, accessed January 12, 2017, [http://www.livethegreendot.com/train\\_curriculum.html](http://www.livethegreendot.com/train_curriculum.html); UCLA CARE Program, “Rape Treatment Center at Santa Monica-UCLA Medical Center,” accessed November 27, 2017, <http://www.careprogram.ucla.edu/Rape-Treatment-Center>.

<sup>3</sup> Loyola Marymount University, LMU CARES “Live the Lion’s Code,” accessed January 5, 2017, <http://studentaffairs.lmu.edu/wellness/lmucares/aboutlmucares/livethelionscode/>.

<sup>4</sup> Loyola Marymount University, Mission & Ministry “Mission,” accessed January 5, 2017, <http://mission.lmu.edu/missionstatement/>.

<sup>5</sup> “Live the Lion’s Code.”

<sup>6</sup> Ibid.

<sup>7</sup> Alan Berkowitz, *Response Ability: A Complete Guide to Bystander Behavior* (Chicago: Beck & Co., 2009), 18.

<sup>8</sup> Joseph LaBrie, S.J., “Use, Misuse, & Abuse: A Closer Look at the LMU Experience” (presentation, Bellarmine Forum, Los Angeles, CA, October 25-31, 2009).

<sup>9</sup> “Live the Lion’s Code.”

<sup>10</sup> Loyola Marymount University, “LMU CARES: Live the Lion’s Code,” filmed August 2014, YouTube video, 2:12, posted August 2014, <https://www.youtube.com/watch?v=fGmqQw6oTm4&t=5s>

<sup>11</sup> Loyola Marymount University, “LMU CARES: What Is Consent?” filmed November 2014, YouTube video, 2:18, posted December 03, 2014, <https://www.youtube.com/watch?v=2cNN0iBxewY>.

<sup>12</sup> Christie Calucchia, “Have the Courage to Step Up and Step In,” *Los Angeles Loyolan* (Los Angeles, CA), January 20, 2016.