## Ohio Changing Campus Culture

### RECOMMENDATION 2 (PREVENTION)

## CONFERENCE AGENDA – DAY ONE

9:00 AM – 5:00 PM

<table>
<thead>
<tr>
<th>A. WELCOME AND INTRODUCTIONS</th>
<th>9:00am – 10:00am</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Overview of Changing Campus Culture: Recommendation 2 (Prevention)</td>
<td>OAESV</td>
</tr>
<tr>
<td>➢ Prevention Team Introductions</td>
<td>All</td>
</tr>
<tr>
<td>➢ Participant Introduction Activity</td>
<td>PIRC</td>
</tr>
<tr>
<td>➢ Review agendas</td>
<td>PIRC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. PREVENTION FRAMEWORKS</th>
<th>10:00am – 10:45am</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ What is Comprehensive Prevention?</td>
<td>PIRC</td>
</tr>
<tr>
<td>➢ Integrating the Social Ecological Model, Public Health, &amp; Social Justice Frameworks</td>
<td>PIRC</td>
</tr>
<tr>
<td>➢ Engaging All Members of the Campus Community</td>
<td>PIRC</td>
</tr>
</tbody>
</table>

### BREAK 10:45am – 11:00am

<table>
<thead>
<tr>
<th>C. WHAT WORKS IN PREVENTION &amp; THE BYSTANDER STRATEGY</th>
<th>11:00am – 12:00pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ What Works in Prevention: Principles for Effective Prevention Programs</td>
<td>PIRC</td>
</tr>
<tr>
<td>➢ Examples of Prevention Strategies</td>
<td>PIRC</td>
</tr>
<tr>
<td>➢ Components of a Bystander Strategy</td>
<td>PIRC</td>
</tr>
</tbody>
</table>

### LUNCH & TABLE TALKS 12:00pm – 1:00pm, Multiple Facilitators

<table>
<thead>
<tr>
<th>D. COMPLIANCE THROUGH A PREVENTION LENS</th>
<th>1:00pm – 1:25pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Prevention Efforts in the Current Cultural Moment</td>
<td>PIRC</td>
</tr>
<tr>
<td>➢ PIRC White House Report (It’s Not Just the What...)</td>
<td>PIRC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>E. BUILDING A COMPREHENSIVE CAMPUS PREVENTION PLAN</th>
<th>1:25pm – 2:40pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Historical Context, State of Current Prevention Research, &amp; What Has Been Found to Be Effective</td>
<td>PIRC</td>
</tr>
<tr>
<td>➢ Institutional Messages &amp; Setting Goals</td>
<td>PIRC</td>
</tr>
<tr>
<td>➢ The Importance of Measuring Success</td>
<td>PIRC</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>F. CLIMATE SURVEYS &amp; INTEGRATING CHANGING CAMPUS CULTURE RECOMMENDATIONS</th>
<th>2:40pm – 3:20pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ PIRC Climate Studies White Paper – Using Data to Inform Prevention &amp; Response</td>
<td>PIRC</td>
</tr>
</tbody>
</table>
## Ohio Changing Campus Culture

### RECOMMENDATION 2 (PREVENTION)

| Recommendation 1: Climate Studies and Changing Campus Culture | ODVN |
| Recommendation 2: Continuation Plans, Integrating, & Communicating Climate Survey Results | Dr. Sharon Wasco |

**BREAK 3:20pm – 3:35pm**

### G. PARALLEL SESSIONS (4 Focus Areas)

| 3:35pm – 4:35pm | Focus Area 1: Trauma-Informed Programs: Another Measure of Success | Cleveland RCC |
| Focus Area 2: Campus Sexual Assault: HBCUs & Black Students at PWIs | Dr. Tyffani Dent |
| Focus Area 3: LGBTQIA+ Campus Communities: Making Prevention Efforts Inclusive | BRAVO |

### H. RESOURCES & PARTNERS

| 4:35pm – 4:45pm | Overview of Systems & Networks for Prevention Partnerships | OAESV & ODVN |

### I. CLOSING

| 4:45pm – 5:00pm | Day 1 Wrap-Up |
| Day 2 Preview |
| Evaluation | PIRC |
# Ohio Changing Campus Culture

## Recommendation 2 (PREVENTION)

### SCHEDULE AT A GLANCE

<table>
<thead>
<tr>
<th>Day 1</th>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9:00am-10:00am</td>
<td><strong>A - Welcome &amp; Introductions</strong></td>
</tr>
<tr>
<td></td>
<td>10:00am-10:45am</td>
<td><strong>B - Prevention Frameworks</strong></td>
</tr>
<tr>
<td></td>
<td>10:45am-11:00am</td>
<td>Break</td>
</tr>
<tr>
<td></td>
<td>11:00am-12:00pm</td>
<td><strong>C - What Works in Prevention &amp; the Bystander Approach</strong></td>
</tr>
<tr>
<td></td>
<td>12:00pm-1:00pm</td>
<td>Lunch &amp; Table Talks</td>
</tr>
<tr>
<td></td>
<td>1:00pm-1:25pm</td>
<td><strong>D - Compliance through a Prevention Lens</strong></td>
</tr>
<tr>
<td></td>
<td>1:25pm-2:40pm</td>
<td><strong>E - Building a Comprehensive Plan</strong></td>
</tr>
<tr>
<td></td>
<td>2:40pm-3:20pm</td>
<td><strong>F - Climate Surveys &amp; Integrating Changing Campus Culture Recommendations</strong></td>
</tr>
<tr>
<td></td>
<td>3:20pm-3:35pm</td>
<td>Break</td>
</tr>
<tr>
<td></td>
<td>3:35pm-4:35pm</td>
<td><strong>G - Parallel Sessions – Choose one</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Focus Area 1: Trauma-Informed Programs: Another Measure of Success</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Focus Area 2: Campus Sexual Assault: HBCUs &amp; Black Students at PWIs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Focus Area 3: LGBTQIA+ Campus Communities: Making Prevention Efforts Inclusive</td>
</tr>
<tr>
<td></td>
<td>4:35pm-4:45pm</td>
<td><strong>H - Resources &amp; Partners</strong></td>
</tr>
<tr>
<td></td>
<td>4:45pm-5:00pm</td>
<td><strong>I - Closing &amp; Evaluation</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Day 2</th>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9:00am-9:15am</td>
<td><strong>A - Opening</strong></td>
</tr>
<tr>
<td></td>
<td>9:15am-10:45am</td>
<td><strong>B - Elements of a Comprehensive Campus Prevention Program</strong></td>
</tr>
<tr>
<td></td>
<td>10:45am-11:00am</td>
<td>Break</td>
</tr>
<tr>
<td></td>
<td>11:00am-12:00pm</td>
<td><strong>C - Assessing Campus Needs &amp; Readiness</strong></td>
</tr>
<tr>
<td></td>
<td>12:00pm-1:00pm</td>
<td>Lunch &amp; Table Talks</td>
</tr>
<tr>
<td></td>
<td>1:00pm-3:00pm</td>
<td><strong>D - Tracks – Choose one</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Track 1: Strategies for Implementing Skills-Based Bystander Intervention Programs</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Track 2: Moving Beyond In-Person Skills-Based Bystander Intervention Programs</td>
</tr>
<tr>
<td></td>
<td>3:00pm-3:15pm</td>
<td>Break</td>
</tr>
<tr>
<td></td>
<td>3:15pm-4:15pm</td>
<td><strong>E - Program Evaluation</strong></td>
</tr>
<tr>
<td></td>
<td>4:15pm-4:45pm</td>
<td><strong>F - Next Steps – Plan Development &amp; Implementation</strong></td>
</tr>
<tr>
<td></td>
<td>4:45pm-5:00pm</td>
<td><strong>G - Closing &amp; Next Steps</strong></td>
</tr>
</tbody>
</table>
## Ohio Changing Campus Culture
### Recommendation 2 (Prevention)
#### Handouts & References for Day 1

<table>
<thead>
<tr>
<th>Part</th>
<th>References</th>
<th>Relevant Handouts &amp; Resources</th>
</tr>
</thead>
</table>
| A – Welcome & Introductions | N/A | • Day 1 Handouts & References List  
• Day 1 Pre-Test  
• Day 1 & 2 Agendas at a Glance  
• Day 1 Detailed Agenda  
• Day 1 Learning Objectives  
• Day 1 Slide Handouts |
• Social Ecological Model & Levels of Prevention (Campus Specific) |
Not Alone – Bystander-Focused Prevention of Sexual Violence |
Activity Worksheet: Goals  
Activity Worksheet: Measuring Success |
| --- | --- | --- |
| G – Parallel Sessions (Three Tracks) | • Provided by presenters in sessions | • Session Descriptions  
• Slides: Trauma-Informed Programs: Another Measure of Success  
• Slides: Campus Sexual Assault: HBCUs & Black Students at PWIs  
• Slides: LGBTQIA+ Campus Communities: Making Prevention Efforts Inclusive |
| H – Resources & Partners | N/A | N/A |
| I - Closing | N/A | • Day 1 Evaluation |
Ohio Changing Campus Culture Recommendation 2: Prevention

Day 1 Learning Objectives

All Day 1 participants will be able to:

1. Explain how social justice and public health frameworks for prevention inform work to end sexual and relationship violence and stalking on campus. (B)
2. List the nine principles of effective prevention programs. (C)
3. Articulate components of a bystander approach. (C)
4. Apply the nine principles of effective prevention programs and current research to their campus sexual and relationship violence and stalking prevention efforts. (C)
5. Describe Title IX/VAWA compliance efforts through a prevention lens. (D)
6. Understand the basic components of comprehensive campus sexual and relationship violence and stalking prevention plans. (E)
7. Set measurable goals and objectives for their comprehensive prevention efforts. (E)
8. Establish consistent, campus-specific prevention messaging. (E)
9. Use campus climate survey results to inform campus prevention efforts. (F)
10. Discuss how to integrate other strategies with Recommendation 2. (F)
11. Identify partners and resources through the Ohio Changing Campus Culture Initiative to support ongoing prevention efforts. (A & H)
12. Recognize opportunities for leadership. (All)

Parallel Session 1 (G)

Focus Area 1: Trauma-Informed Programs: Another Measure of Success participants will be able to:

1. Promote the BLAB IT strategy across campus stakeholder groups as a method of responding to disclosures during prevention programming.
2. Determine what parts of program and event planning are needed to increase success that people receive an appropriate and swift response, if needed.
4. Diagnose their current organizational structure to ensure it is ready to respond to acts of violence in a broad sense.

Focus Area 2: HBCU Campuses and African American Students participants will be able to:

1. Gain information regarding the role of HBCUs in the education of Black students.
2. Increase understanding of the prevalence of sexual assault at HBCUs.
3. Increase knowledge around the barriers to disclosure of sexual assault by Black college students at HBCUs and PWIs.
4. Gain information regarding prevention strategies to decrease sexual assault on HBCU campuses and of Black students at PWIs.

Focus Area 3: LGBTQIA+ Campus Communities: Making Prevention Efforts Inclusive
participants will be able to:

1. Gain a better understanding of the unique needs of LGBTQI+ students
2. Gain a better understanding of SVIPVS and barriers for LGBTQI+ survivors
3. List 3 ways prevention efforts can address/be inclusive of LGBTQI+ campus communities
## Prevention Trainings

bystander intervention
evidence based training

### May
- May 19 - 20: Region 1*
- May 31 - June 1: Region 2
- June 7 - 8: Region 3
- June 29 - 30: Region 4

## Response Trainings

comprehensive policies and protocols
trauma informed response
Ohio Confidential Advisor Toolkit

### July
- July 20 - 21: Region 1
- July 28 - 29: Region 4
- August 1 - 2: Region 3
- August 4 - 5: Region 2

Refer to oaevs.org/ccc/ for more information and registration

### Region 1
- Antioch University Midwest
- Cedarville University
- Central State
- Cincinnati State Technical and Community College
- Christ College of Nursing & Health Sciences
- Clark State Community College
- Good Samaritan College of Nursing & Science
- Kettering College
- Miami University
- Miami Hamilton
- Miami Middletown
- Sinclair Community College
- Southern State Community College
- Union Institute & University
- University of Cincinnati
- University of Cincinnati Blue Ash Branch
- University of Cincinnati Clermont
- University of Dayton
- Wilberforce University
- Wilmington College
- Wittenberg University
- Wright State University
- Wright State Lake branch
- Xavier University
- Belmont College
- Central Ohio Technical College
- Columbus College of Art & Design
- Franciscan University of Steubenville
- Hocking College
- Kenyon College
- Mt Carmel College of Nursing
- Mount Vernon Nazarene
- Ohio Christian University
- Ohio Dominican University
- Ohio University
- OU Chillicothe
- OU Eastern
- OU Lancaster
- OU Southern
- OU Zanesville
- Rio Grande Community College
- Shawnee State
- Washington State Community College
- Zane State

### Region 2
- Ashland University
- Bluffton University
- Bowling Green State University
- BGSU Firelands branch
- Columbus State Community College
- Defiance College
- Denison University
- Edison Community College
- Heidelberg University
- Lourdes University
- Marion Technical College
- mercy College of Ohio
- North Central State College
- Northwest State Community College
- Ohio Northern University
- The Ohio State University
- OSU ATI
- OSU Lima
- OSU Mansfield
- OSU Marion
- OSU Newark
- Otterbein University
- Ohio Wesleyan University
- Owens Community College
- Rhodes State College
- Terra State Community College
- University of Northwestern Ohio
- University of Toledo
- Aultman College
- Baldwin Wallace University
- Case Western Reserve University
- Cleveland Institute of Art
- Cleveland State University
- Cuyahoga Community College
- Eastern Gateway Community College
- Hiram College
- John Carroll University
- Kent State University
- KSU Ashtabula
- KSU East Liverpool
- KSU Geauga
- KSU Salem
- KSU Stark
- KSU Trumbull
- KSU Tuscarawas
- Lake Erie College
- Lakeland Community College
- Lorain Community College
- Malone University
- Northeastern Ohio Medical University
- Oberlin
- Stark State College
- University of Akron
- UA Wayne
- Youngstown State University

*If you are unable to make the date of the training you have been assigned to, please register for one you can attend.

**If you do not see your institution listed, please still register. We look forward to having you at our training.
Ohio Department of Higher Education
Changing Campus Culture Technical Assistance

The Ohio Alliance to End Sexual Violence (OAESV) has assembled an experienced team that includes national, state and local prevention experts, attorneys, policy consultants, researchers, victim services providers, and counselors to provide technical assistance to Ohio institutions of higher education implementing the Changing Campus Culture initiative. These strategies are aimed at preventing and responding to sexual violence on campus. OAESV is providing technical assistance regarding the three strategies listed below:

1. **Empower staff, faculty, campus law enforcement and students to prevent and respond to sexual violence through evidence-based training.** Campuses should implement a comprehensive training program for their institution. Programs focused on bystander intervention are particularly encouraged.

2. **Develop a comprehensive response policy.** Campuses are encouraged to engage a variety of stakeholders in developing and adopting a comprehensive policy to address sexual violence on campus. This comprehensive policy will be both survivor-centered and respect the rights of the accused.

3. ** Adopt a survivor-centered response.** By developing a response centered on survivors’ needs, such as providing confidential advisors, campuses can strengthen student trust in campus systems and processes.

To request technical assistance, contact Amanda Cottrell at campus@oaesv.org. She will work with you to determine how and if OAESV can assist your campus and, if applicable, link you to experts. For a full list of the team members providing technical assistance please visit http://www.oaesv.org/ccc/. Please review the technical assistance menu below to determine the area/s for your request. Additional information about each category listed on the menu is available on the website by clicking on the top category heading. Please note that the technical assistance under this initiative is limited to the strategies listed above. OAESV is not providing legal advice or consultation to campuses. Additionally, this initiative is not a support service for survivors. For individual survivor support or advocacy on campus, please contact the local rape crisis center, http://www.oaesv.org/rape-crisis-centers-in-ohio/, or contact the Rape Abuse and Incest National Network (RAINN) at 1-800-656-HOPE (4673), where trained advocates will speak with survivors confidentially.

### OAESV Changing Campus Culture Technical Assistance Menu

<table>
<thead>
<tr>
<th>Prevent and respond to sexual violence through evidence-based training</th>
<th>Develop a comprehensive response policy</th>
<th>Adopt a survivor-centered response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Campus Community trainings</td>
<td>Compliance</td>
<td>Confidentiality and privilege</td>
</tr>
<tr>
<td>Student prevention programming</td>
<td>Responsible Employees</td>
<td>Advocacy</td>
</tr>
<tr>
<td>Bystander Intervention</td>
<td>Title IX Investigations</td>
<td>Counseling</td>
</tr>
<tr>
<td>Awareness building</td>
<td>Local Law Enforcement MOU</td>
<td>Trauma Informed Response</td>
</tr>
<tr>
<td>Social marketing</td>
<td>Interim measures</td>
<td>Coordinated Community Response</td>
</tr>
<tr>
<td>Engaging key stakeholders</td>
<td>Judicial process and Sanctions</td>
<td>Local MOU with Rape Crisis Center</td>
</tr>
</tbody>
</table>

OAESV is not providing technical assistance for the strategy use data to guide action, in which campuses are asked to administer an annual campus climate survey. For support regarding ODHE’s campus climate survey initiative, please visit https://www.ohiohighered.org/ccc/resources and contact Rebecca Cline at the Ohio Domestic Violence Network, rclinechangingcampusculture@odvn.org.
Ohio Department of Higher Education
Changing Campus Culture Technical Assistance Providers

The contractors listed below are part of an experienced team assembled by the Ohio Alliance to End Sexual Violence to provide technical assistance to campuses around the Changing Campus Culture initiative. To request technical assistance, contact Amanda Cottrell at campus@oaesv.org. She will work with you to determine how and if OAESV can assist your campus and, if applicable, link you with one of the experts listed below.

Ohio Alliance to End Sexual Violence (OAESV) advocates for comprehensive responses and rape crisis services for survivors and empowers communities to prevent sexual violence. OAESV has a staff of 10 and a strong network of statewide advocates at rape crisis centers all across Ohio. OAESV provides training and technical assistance on sexual violence to programs in Ohio and advocates for policies and protocols to improve the system response for sexual assault survivors in Ohio. Members of the team have significant experience working on and with college campuses over the last 10 years and collaborating with national experts on policy recommendations.

Prevention Innovations Research Center (PIRC) at the University of New Hampshire works nationally and internationally with colleges and universities, local, state and national organizations, and the U.S. military. PIRC develops, implements and evaluates evidence-based programs and practices to improve institutional policy, practice and capacity for preventing and responding to sexual violence, relationship violence and stalking. PIRC’s experience with prevention of campus sexual and relationship violence and stalking includes developing the Bringing in the Bystander® In-Person Prevention Program and the Know Your Power® Social Marketing Campaign, conducting hundreds of regional training of trainers events for Bringing in the Bystander, working with campuses to adapt PIRC’s Know Your Power Campaign, and providing technical assistance to colleges and universities regarding the development of programs to prevent and respond to campus sexual and relationship violence and stalking. PIRC is designing and will be presenting an evidence-based, train-the-trainer program to give the participating institutions the ability to implement a bystander prevention program on their campuses.

Cleveland Rape Crisis Center (CRCC) has been working with nearly every college/university in Cuyahoga County for about a decade providing Title IX-informed orientation education sessions, working in classrooms, treating students with therapeutic services, and advocating for students through the conduct process. Additionally, CRCC works with each campus-based sexual misconduct task force. CRCC was awarded a contract by the Department of Education’s Office of Civil Rights to train all Title IX investigators about trauma-informed approaches to interviewing.

Kate Lawson is currently Xavier University’s Title IX Coordinator. Prior to getting to Xavier, she was a staff attorney at the Victim Rights Law Center in Boston, where she represented victims of sexual violence in a range of areas, including education, safety and privacy. She has trained on these topics
nationwide for 11 years and has more than 17 years in the gender-based violence prevention and response field.

Lauren Litton has significant experience working with all types of institutions in analyzing their policies pertaining to domestic and sexual violence to ensure they are in compliance with federal and state laws, grant mandates and best practices. Ms. Litton brings a wide variety of knowledge about the barriers and opportunities for institutions to create a true change in culture.

Tyffani Monford Dent, PsyD, is a licensed psychologist and author. Dr. Dent’s specialties include child/adolescent psychology, women’s mental health, and sexual assault prevention and intervention. She has served as a faculty member for the Judicial College of Ohio, focused on juvenile sexual offender treatment. Dr. Dent has served as the former chair of the Cuyahoga County Sexual Issues in Youth Work Group. She was appointed by Ohio Department of Youth Services to be the Treatment Representative to the ODYS-Juvenile Sex Offender Management Board. Seeking to address the silence within the African-American community on issues of sexual violence, Dr. Dent developed Sisters of Tamar Support Circle, a faith-based sexual abuse support group guide.

Nancy Radcliffe is the director of sexual assault services for HelpLine of Delaware and Morrow Counties, where she oversees both the sexual violence intervention and violence prevention programming, and has been an advocate and educator in the field of Violence Against Women for approximately 26 years. Prior to coming to HelpLine, Ms. Radcliffe was the Campus Advocacy Program (CAP) Coordinator for The Ohio State University. In that position, Ms. Radcliffe provided advocacy for students, staff and faculty who had experienced intimate partner abuse, stalking, sexual harassment and sexual assault.

Lauren MacDade works for the Buckeye Region Anti-Violence Organization (BRAVO), providing direct victim assistance. BRAVO works within and on behalf of the LGBTQI community regarding issues related to sexual violence, intimate partner violence, stalking and hate/bias violence. Through her role at BRAVO, she currently provides educational programs that address sexual and intimate partner violence in LGBTQI communities to college campuses. She has experience working as a Sexual Assault Response Network of Central Ohio advocate for survivors of sexual violence, at a trauma-informed chemical dependency program for women, and as a campus educator on issues related to sexual violence.

Ohio Domestic Violence Network (ODVN) has a rich 25-year history of providing best practices for advocacy and prevention of intimate partner violence, dating violence and stalking, and a staff of 11 that collectively has approximately 150 years of professional experience dealing with domestic violence. ODVN provides training and technical assistance to local domestic violence programs, allied professionals and others individuals and organizations upon request. ODVN is currently working with the Ohio Department of Higher Education on the Changing Campus Culture Initiative to provide technical assistance with the strategy use data to guide action, in which campuses are asked to administer an annual campus climate survey.

Sharon M. Wasco, PhD, brings more than 15 years of research and evaluation experience. She was a member of the research team that conducted the nation’s first statewide evaluation of sexual and domestic violence services in Illinois; and has worked on statewide evaluation efforts in Michigan, California, Pennsylvania, Texas, Ohio, Idaho and Florida. The Assessing Campus Readiness for Prevention guide that she wrote to connect sexual violence prevention advocates with campus leaders is one of the resources included on the White House Task Force to Protect Students from Sexual Assault’s website, NotAlone.gov.
This graphic is not meant to be all-inclusive or exhaustive, but a mapping of key cultural factors relating to campus sexual violence. Sexual violence can be committed by anyone and committed against anyone, regardless of gender identity, sexual orientation, age, race, immigration status or any other identity. A key component of addressing sexual violence is culture change - identifying and transforming those cultural norms that promote sexual violence to norms that prevent and interrupt it in order to make us all safer.
### Day 1 Part B: Prevention Frameworks

Mapping Your Efforts: Social Ecological Model & Levels of Prevention

<table>
<thead>
<tr>
<th></th>
<th>Individual</th>
<th>Relationship</th>
<th>Community</th>
<th>Societal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Primary (Before)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Secondary (During)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Tertiary (After)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Day 1 Part C: What Works in Prevention & the Bystander Strategy &
Day 2 Part D Track 1: Strategies for Implementing
Skills-Based Bystander Intervention Programs

Handout: Questions to Ask When Considering Prevention Products

**How do we know it works?** - A prevention program should have stated learning objectives, and a vendor should be able to tell you if each learning objective has been evaluated. If each objective has been evaluated, what were the results? What changes in participants attitudes, knowledge, belief, or behavior occurred because of their participation? Has the program been found to be effective, or is it simply based on evidence? Where have those results been published, or are there reports or peer-reviewed articles available? Has evaluation informed changes to the product over time?

**Did experts develop it?** – Interpersonal violence is a nuanced issue, so it is vital that prevention efforts are developed by people with expertise. What is the expertise of those who developed this product? If it’s an online product, for example, you might also want to ask what online learning experts were involved. For an in-person prevention program, it will be important to consider who was involved to ensure that you can benefit from robust knowledge about implementation challenges and opportunities.

**How have the target audiences informed the program?** – The product should be informed by those for whom it was intended. A program for graduate students would typically not look the same as a program for professional staff or pre-matriculation undergraduates. What kind of pilot-testing and focus grouping has happened to create the product in its current form?

**How much does it cost? What are the licensing terms? Who “owns” it?** – It’s important to consider the full costs of implementation over time, including any personnel or administrative costs. Is the cost annual, or do you purchase the product and now own it into perpetuity? Are you clear on who “owns” the product and your rights to make changes? This is also critical when it comes to any data or participant responses produced by the product.

**Can we customize it/adapt it to our campus community?** – It’s important that prevention efforts are socio-culturally relevant and reflect your community. If the product uses images, videos, or case studies, do those reflect the diversity of your community? If not, can you make changes to make it more appropriate? Does the inclusion of those diverse characters seem natural, or does it feel like people with marginalized identities are tokenized or considered an add-on to the program?

**Is it theory-driven?** – Effective prevention strategies are informed by theories of behavior change. Vendors should be able to tell you the theories that guide their program.
Is it trauma-informed and survivor-centered? – While primary prevention is about reaching the entire community, it is critical that all efforts are also working toward a campus culture that supports survivors. Survivors and secondary survivors are part of your community and, therefore, it is important to consider how they would be impacted by the product. Does it let participants know what to expect throughout? Does the product provide resources customized to the community? Does it refrain from victim-blaming? Are there options for survivors to opt-out or engage in an alternative? Does it acknowledge a range of survivor experiences and present perspectives from multiple survivors from diverse backgrounds?

Does it use varied teaching methods? – Prevention efforts are most effective when they use various modalities such as text, video, audio, case studies, interactive exercises, and skills practice. Is the user experience with the product engaging?

Is the dosage sufficient for what you’re trying to accomplish? – Like medication, prevention efforts require sufficient dosage to be effective. Cutting down the dosage, like cutting a pill in half, could lead to inadequate or no effect. Providing only elements or parts of programs can be short-changing your community. If this is a one-time program, how does it fit with your other efforts? Are there booster programs? Can you intentionally build off of this program to increase dosage?

Is the product’s messaging on why interpersonal violence occurs consistent with your campus/community messages? – It’s critical to have consistent messaging when launching a comprehensive prevention plan. For example, your community may take a community approach, but the product focuses on individual risk. Perhaps you are wanting to ensure that any program has gender-inclusive language and discusses that people of any gender or sexual orientation are affected by interpersonal violence, but the product focuses only on men as perpetrators and women as survivors and does not include LGBTQ people. Perhaps a product states that alcohol causes sexual assault or focuses on potential victims use of alcohol, instead of discussing how perpetrators use alcohol to perpetrate sexual assault.

Can we evaluate it? Do we have access to/ownership of the data that’s collected by the vendor? – Perhaps you are wanting to use a product because it could provide you with important information on interpersonal violence perpetration or bystander behavior or student changes in attitudes and beliefs. It’s important to know that you can have access to that data. If you’re wanting to evaluate your efforts conducted with this product, you’ll also want to make sure that you have access to that data. You will also want to ask how student privacy and the data itself will be protected?

Adapted with permission from materials and presentations originally developed by Jane Stapleton, LB Klein, and Andrew Rizzo, 2016.
Bystander-Focused Prevention of Sexual Violence

Research on the causes of sexual violence and evaluation of prevention efforts indicates that bystanders (also referred to as witnesses, defenders, or upstanders) are a key piece of prevention work.

Common Components of Bystander Intervention

- **Awareness.** A key first step is to heighten awareness so individuals and groups are better able to identify instances of sexual violence.

- **Sense of Responsibility.** A sense of responsibility gives the bystander motivation to step in and take action. Bystanders are much more likely to help friends than strangers, and are more likely to help strangers if they see them as part of a group they identify with (like supporting the same sports team).1

- **Perceptions of norms.** Perceptions of peer norms about helping (whether you think your friends are likely to help), and perceptions of authorities' (like teachers') attitudes are related to bystander attitudes. People often mistakenly think others are less supportive of doing something to address sexual violence than they actually are. Studies show links between perceptions of helping, trust, and commitment among community members; trust in campus authorities; and their willingness to take action as a bystander.2

- **Weighing pros and cons.** People weigh the costs and benefits of getting involved in a risky situation. These include threats to their own safety, negative consequences for their relationships with others, and the potential to change the outcome of a risky situation or to help a victim.

- **Confidence.** People who feel more confident in their ability to help are more likely to take action.3 A consistent research finding is that prevention programs, particularly in-person educational and skill workshops, increase individuals’ sense that they can take effective action.4

- **Building Skills.** People need to know what to do and how to do it. Population survey data shows that many people are at a loss for specific ways to help.5 Survivors tell us that friends and family do not always do things that are useful or supportive, and these negative or unhelpful responses make coping with and recovering from abuse much harder.6 Some of the promise of bystander intervention training is that it can give motivated community members skills to intervene in ways that protect their own safety and are truly supportive to victims.

- **Context.** Bystanders also need safety nets for themselves – resources they can call upon and community policies that support intervention.

Delivery Methods

- **In person, skill-building curricula.** Workshops of varying lengths are the most researched prevention training for potential bystanders. Some of the first programs were Katz’s Mentors in Violence Prevention7,8 and Berkowitz’s Men’s Project.9,10 Moynihan et al.’s Bringing in the Bystander™11 mainly addresses sexual violence but also includes segments related to relationship abuse.12 Green Dot13 has an intensive training curriculum called SEEDS for college students that is also now being implemented and evaluated in high schools.14 Foubert’s One in Four15 has programs for men and for women that train them to be active bystanders, again with more of a focus on sexual assault.16
The biggest and most consistent impacts of bystander training are on attitudes, including confidence as a bystander, intent to take action, and perceived benefits of action.\textsuperscript{17} Students have also shown decreases in belief in rape myths and increases in knowledge.\textsuperscript{18} Published results exist for MVP, Bringing in the Bystander™, One in Four, Coaching Boys to Men\textsuperscript{19} (for high school students), and Green Dot, though studies vary quite a bit in the methods used.\textsuperscript{20} Berkowitz’s Men’s Project has some data to suggest that it may reduce perpetration of sexual assault among some participants in the program and change men’s norms about coercion in relationships.\textsuperscript{21} The Coaching Boys to Men program and Bringing in the Bystander have both shown higher self-reported bystander behaviors among participants in these programs.\textsuperscript{22} Several key studies of bystander programs used more rigorous experimental and quasi-experimental designs but more research is needed.\textsuperscript{23} A recent meta-analysis found promising effects of bystander prevention curricula.\textsuperscript{24}

- **Social marketing campaigns.** These have been developed to raise awareness across many different groups of people. On campuses, Know Your Power™ is one of the best researched. It models positive bystander actions.\textsuperscript{25} Green Dot is also a college-based anti-violence project that includes a social marketing awareness campaign. Evaluations of this work are underway.\textsuperscript{26} The Red Flag campaign\textsuperscript{27} in Virginia has not yet been evaluated. These are merely a few examples as new local campaigns are being developed at a rapid rate.

Research suggests that these campaigns increase awareness of the problem of relationship abuse and sexual violence, as well as positive attitudes about being an active bystander across various groups of people.\textsuperscript{28} However, social marketing campaigns alone have not yet been linked to changes in behavior and are likely to be particularly useful when linked with other prevention tools.\textsuperscript{29} Evaluation data are limited with the exception of the Know Your Power™ campaign, which found promising attitude change results across several studies.\textsuperscript{30}

- **Online resources.** Bystander prevention is increasingly going online:
  - The University of Montana\textsuperscript{31} has a program for all students about sexual assault that includes a segment on how to be a helpful bystander.
  - Emory University\textsuperscript{32} has developed a three-hour training for college men that includes a bystander component.
  - Haven\textsuperscript{33} and Every Choice\textsuperscript{34} also have bystander components in their online sexual assault trainings.
  - The National Sexual Violence Resource Center\textsuperscript{35} has an online training related to bystander action in broader community contexts.
  - Agent of Change\textsuperscript{36} is another online training with some preliminary evaluation results.
  - The app Circle of 6\textsuperscript{37} focuses on preventing sexual assault by helping individuals mobilize their support system to intervene when they might need help.

These are a few examples, though no published evaluations exist and more research is needed to examine their effectiveness. A growing amount of research describes the effectiveness of online prevention efforts for certain health behaviors like problematic drinking and HIV prevention.\textsuperscript{38} This is an interesting innovation that warrants rigorous evaluation research.

- **Interactive theater.** This is another strategy for reaching large audiences with fewer resources and is particularly popular as part of college campus first year student orientations. Central
Michigan’s No Zebras, California State’s InterACT program, and SCREAM Theater at Rutgers are three of the most well-known examples that place bystanders at the center of the theater skits. A group of actors stages scenes related to sexual assault or relationship violence and at key moments asks for audience input or participation to model positive bystander intervention and risk reduction. To date, InterACT is the only one evaluated in the peer review literature using a pre- post design. A rigorous evaluation of SCREAM is currently underway.

- Faculty Training. Also important, especially on college campuses, are the faculty, who are part of the community. Training for faculty is emerging as an interesting next step for bystander prevention at colleges and universities. To date, curricula have been developed but not evaluated.

Combining Tools

- Research is clear that using multiple tools for a multi-pronged approach to prevention is best.
- A recent study showed the benefits of combining a bystander-focused social marketing campaign with an educational workshop to improve attitudes about being an active bystander.
- A rigorous research study in middle schools showed the benefits of a classroom based curriculum combined with school-wide efforts – including policy changes and enforcement, involvement of teachers as active bystanders and monitors and a school-wide poster campaign. The school-wide efforts seemed most crucial for violence reduction.

Challenges to bystander action

Research also tells us that bystanders are often unsure of themselves as responders. They are unclear about whether intervention is needed or welcome, or what they should do to help. For example, a national survey of adults found that over half the sample suspected they knew a friend, family member or co-worker who was a victim of domestic violence, but 65% wanted more information about what to do about it. A study of college students found that 58% did not know how to help a victim. These studies show that bystanders often lack the awareness and skills to take helpful actions. Recent research also indicates that bystander action is different if they know the victim, the perpetrator or both. Further, some new findings suggest that compared to other forms of interpersonal violence, sexual violence may be less safe for bystanders, highlighting the importance of bystander safety as a critical component of prevention work. Part of increasing safety is changing community contexts so that there are adequate resources for bystanders to draw upon, peer norms encourage helping together, and bystanders learn skills for how to help without putting themselves in danger.

Bystander intervention is one promising component of sexual violence prevention. Research suggests it will be most effective if bystanders are provided with active learning experiences to build skills, if education is conducted in combination with peer norms shifts, and if intervention is supported by policies that provide safety nets for bystanders.


7 http://www.facebook.com/mvpnational


11 http://cola.unh.edu/prevention-innovations/bystander


15 http://www.oneinfourusa.org/index.php


19 http://www.futureswithoutviolence.org/content/features/detail/811/


27 www.theredflagcampaign.org


31 www.umt.edu/petsa

32 http://emoryott.technologypublisher.com/technology/12983

33 www.everfi.com/haven

34 http://every-choice.com


36 http://agentofchange.net/data.html

37 www.circleof6app.com


39 https://www.cmich.edu/ess/studentaffairs/SAPA/Programs/Pages/no_zebras.aspx

40 www.csulb.edu/colleges/cla/departments/communicationstudies/interact

41 http://vpva.rutgers.edu/scream-theater-and-scream-athletes


43 McMahon, personal communication, 2013.


50 Bennett, S., Banyard, V. L., Garnhart, L. (under review) To act or not to act, That is the question?: Barriers and facilitators of bystander intervention.

Establishing Prevention Programming: Strategic Planning for Campuses

Colleges and universities have made great strides in addressing and preventing sexual assault, yet there is still much we need to know. This document outlines key points that campuses should consider in strategic planning for sexual violence prevention. Specifics of this process will look different for each campus. This document provides preliminary guidelines and questions to get the process started.

Know your learning goals.

As part of strategic planning, it is important to identify the specific prevention goals for your campus. Specific learning goals can help campuses identify what kinds of prevention programs will best meet their needs and can also help when designing an assessment of the effectiveness of these efforts. Below are some examples:

- Increasing students’ knowledge about policies and resources on campus. We know from research that many students often lack this knowledge.¹
- Increasing positive bystander attitudes and actions.²
- Reducing women’s risk of sexual assault and reducing potential self-blame after an assault.³

Research on sexual assault prevention on college campuses is limited in the methods used and the number of programs actually evaluated (see DeGue, Evidence Based Strategies for the Prevention of Sexual Assault). The evaluation research to date shows that we are relatively good at changing attitudes, such as rape myth acceptance, over the short term (e.g. for several months). It is more difficult to create behavior change (e.g. reducing victimization or perpetration, or increasing bystander behavior) and these outcomes have rarely been researched.

Know your target audience.

Who is the focus of your prevention efforts? Given scarce resources, campuses may choose to focus prevention education on at-risk groups rather than all students. This can be challenging to do, however, as research is mixed about what groups may be most at risk for victimization and perpetration of sexual assault. For example, some research shows student athletes and students who are members of the Greek system to be at risk, while other research shows many differences within these groups. It is likely that individual student’s attitudes or peer norms for particular subgroups, rather than group membership, per se, that is important.⁴ Thus, it is best for campuses to provide universal prevention education for all students, as much as possible.

When doing so, however, it is important for campuses to attend to sub-groups on campus who may need different prevention messages or methods for delivering prevention education. For example, research shows that bystander education may be better for students who already have some level of awareness about sexual assault, and that attitude change can be different depending on perpetration history among men.⁵ Prevention can be more effective if it is tailored to a community’s level of motivation or preparedness to address the issue. A campus that has never engaged in sexual assault...
prevention efforts will need to start in a different place than a campus that has been using a program for years but has not yet collected any data on its effectiveness.⁶

Consider these examples: commuter students will likely have difficulty accessing programs that take place on campus. Prevention programs also need to be culturally competent; this means that the information should be presented using frameworks that are specifically relevant to different groups.⁷ First year students likely need different prevention messages than juniors and seniors. For example, some researchers have suggested that first year students may be best able to engage with prevention that emphasizes knowing how to help a friend who discloses a sexual assault, while more complex bystander intervention actions are better taught later, once students have experience on campus.⁸

Campus climate surveys, if well conducted, can help generate useful information for tailoring learning goals to a specific campus and to identifying sub-communities on campus that might have different prevention needs.⁹

**Use the best practices available.**

Although few prevention tools meet the standards for being evidence based (i.e. they have been carefully assessed using groups of students who do and do not receive the prevention messages, use rates of sexual assault to measure outcomes, and use groups of college students that carefully represent the population of students), many tools exist that are evidence informed or promising.¹⁰ This means that they were designed using well-researched theories about what causes sexual assault and how attitudes and behavior can be changed. It also means that preliminary data have been collected, perhaps by giving surveys to participants before and after they took a prevention program. For example, the CDC’s Rape Prevention Education program (RPE) describes a theoretical framework for its programs.¹¹ (See A Roadmap for Getting to Evidence-Based Sexual Violence Prevention on Campus on page five of this document for more information about standards of evidence.)

As a field, sexual assault prevention on campuses will move forward more quickly if we work to build and improve upon programs that have already been developed and show promise. New and innovative projects are also needed, but should be built on clearly written logic models drawn from research that helps explain why the new programs should work. All of these efforts should continue to be evaluated to generate new knowledge about what works and under what conditions.

**Consider what is needed for implementation on your campus.**

Prevention tools are more effective if students can see themselves reflected in the stories and images used.¹² Tools like social marketing campaigns taken from one campus will likely need to be modified when implemented on another campus. Researchers have worked to describe key factors that influence the translation of prevention work from one group to another. There is a tension between keeping the program as it was designed (and shown to be effective), and making changes so that the language, images, and ideas fit with the new campus context.¹³ Campuses need to think about how well the prevention tool fits with current policies, the community’s definition of the problem, and current initiatives already in place to address sexual assault. Researchers also highlight the importance of having
enough training and resources to implement the prevention tool; buy-in from leadership; rewards or incentives for using the prevention tool; and chances to talk about staff and community members’ reactions to the prevention methods.\textsuperscript{14} Finally, campuses need to pay attention to how well they are using the program or prevention tool as it was designed. While changes may need to be made so that the prevention tool fits with a new campus community, the key parts of the program or campaign that help to create attitude and behavior change need to be retained. Research can help assess if the implementation was effective and if the revised program continues to have an impact even with changes that were made.

Find the resources to go big.

Research on many areas of prevention finds that short, single session prevention tools do little to create long-term attitude of behavior change (see DeGue, Evidence Based Strategies for the Prevention of Sexual Assault). More successful are comprehensive, multi-pronged strategies that are interconnected in a planned way.\textsuperscript{15} For example, we know that individuals learn better through multiple exposures to material, and that attitudes and behaviors are changed more successfully via active learning opportunities such as role-playing. These techniques take time and will need to be repeated.

If campuses are truly invested in changing rates of sexual assault on their campus, they need to embrace and devote resources to prevention education. This includes multiple components over time (such as social marketing campaigns, educational workshops, and interactive theater) and reaching broad audiences (including students, faculty, staff, and administrators). While describing these efforts is beyond the scope of this document, the research literature contains examples of many different programs, each of which address a piece of the puzzle. Rather than deciding between prevention approaches like bystander education or risk reduction, or in-person workshops versus social marketing campaigns, campuses need to think about how to include all of them in a comprehensive strategy.\textsuperscript{16}

Connect your work to other prevention efforts on campus.

Research is also clear that sexual violence is connected to many other problems that campuses struggle with – substance use, intimate partner violence, stalking, risky sexual behavior, and mental health concerns. Many campuses have separate offices that address each of these issues. Prevention work could be much more effective if offices worked more collaboratively.\textsuperscript{17}

Prevention is not just for students.

College students are more likely to report concerns about violence if they trust campus authorities.\textsuperscript{18} In high schools and middle schools, rates of gender violence and bullying were lower in schools with school-level interventions, teachers who expressed anti-bullying attitudes, or schools with climates that work toward respect and against violence.\textsuperscript{19} All of this points to the need to go beyond prevention programming for students alone; faculty, staff, and administrators need training, too. They are part of the community norms that can support prevention, bystander action, and victim assistance. There are few examples of this type of training in the field and no research about best practices. This is an area in need of development and evaluation.
Evaluate and help move toward an evidence base.

The field of sexual violence prevention, especially in the context of college campuses, needs more knowledge development. Research is clear that we have not yet solved the problem. Campuses are centers of knowledge generation and thus potentially ideal locations for answering key next questions for prevention. What is more, they are well positioned to evaluate the effectiveness of new efforts. On the way to implementing more rigorous studies (like randomized control trials), there are many methods and assessments that can be conducted to help us learn what is promising and determine the best focus of more advanced research.

Campuses can start with formative evaluations – for example, conducting focus groups with different student groups before rolling out a social marketing campaign to find out whether the images and messages resonate with students. Campuses can ask participants in prevention programs to answer a short survey before and after a program that tests what they have learned, and then follow up a few months later to learn if they have used new skills. Other options are to include prevention questions in campus climate assessments/surveys, to encourage innovation in prevention tools and collect information on what impact these innovations are having, and to find ways to share the results with other campuses so they do not need to reinvent the wheel.

Plan for sustainability.

A strategic prevention plan should look to the future. How will prevention tools that work for your campus be continued over time? This is especially important if the early efforts for prevention are made possible by time-limited grants, special short-term funding, or particularly passionate individual staff members who may be transitory. Again, research and evaluation can be helpful. If you are able to document the positive effects of prevention efforts, it may be easier to make the case for continuing resources to support them.

Conclusion

Prevention of sexual assault on college campuses is incredibly important. Evaluation research is still in its early stages and it is not possible to offer a specific roadmap that every campus should follow. Rather, we offer suggestions supported by research for how campuses can develop a strategic plan to prevent sexual assault. Such a plan is built on engaged conversations between multiple campus stakeholders to design a comprehensive and sustainable plan of action. A key component of this plan needs to be assessment and evaluation research, including a plan to disseminate findings. This knowledge generation can serve as the platform for moving all campuses and the field of sexual violence prevention forward toward a strong evidence base and toward ending violence.
<table>
<thead>
<tr>
<th>Research Design and Effects</th>
<th>Supported/evidence based</th>
<th>Promising</th>
<th>Emerging</th>
<th>Evidence Informed</th>
<th>Innovative</th>
<th>Harmful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Design and Effects</td>
<td>Some degree of experimental design (control group, random assignment to groups). Representative samples.</td>
<td>Some research evidence using rigorous methods like quasi-experimental designs OR program is based on a program that has been experimentally evaluated but with a different population (for example, adapting Safe Dates for use with college students).</td>
<td>Some research data, for example, pre- post-tests without a control group but with outcome measures beyond participant reactions and satisfaction. Good formative evaluation data.</td>
<td>Based on empirical data about best practices for prevention and empirical data about key risk factors and leverage points for prevention work. May have qualitative data in support of it. Formative evaluation data may be pending. Evaluation mostly focuses on reactions from participants.</td>
<td>Based on principles of prevention (Nation et al., 2003) and recent research that identifies new methods or new risk factors to focus on in prevention.</td>
<td></td>
</tr>
</tbody>
</table>

### Effects/Outcome Measures

<table>
<thead>
<tr>
<th>Supported/evidence based</th>
<th>Promising</th>
<th>Emerging</th>
<th>Evidence Informed</th>
<th>Innovative</th>
<th>Harmful</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program shows evidence of actual behavior change, not just attitudes or risk factors.</td>
<td>Program shows effects on attitudes or other risk factors only.</td>
<td>Program mostly looked at in terms of formative evaluation – participant reactions and suggestions.</td>
<td>No outcome data for program, just strong logic model for why effects would be hypothesized to exist.</td>
<td>Little or no outcome data.</td>
<td>Research data show prevention tool does not create change or is harmful.</td>
</tr>
<tr>
<td>Research Settings</td>
<td>Program has been examined in more than one setting. These settings may be similar but is even better if communities are different from one another.</td>
<td>Program may have been evaluated in only one setting.</td>
<td>Program design is based in empirical research about key factors related to the problem and key factors related to its solution. Has clear theory and logic model and specific learning goals that follow from those.</td>
<td>Design of program follows from body of empirical work and practice-based evidence.</td>
<td>Program uses innovative delivery methods like interactive theater or online learning that have been used for other educational purposes but have not yet been tried in relation to sexual violence prevention.</td>
</tr>
<tr>
<td>-------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Implementation Guidance</td>
<td>Program provides information about how to implement it and how to adapt it to meet needs of specific target audience/community.</td>
<td>Program provides information about adaptation and use so that others can replicate prevention tool.</td>
<td>Program provides information about adaptation and use so that others can replicate prevention tool.</td>
<td>Program provides information about adaptation and use so that others can replicate prevention tool.</td>
<td>Program may be in development and may not yet have clear guidelines.</td>
</tr>
<tr>
<td>Population</td>
<td>Program is being used with age group for which it was designed. Program has been assessed with different groups/demonstrates cultural competence.</td>
<td>Prevention strategy is being implemented with or adapted for a different age/demographic group than it was originally designed.</td>
<td>Prevention strategy is being implemented with or adapted for a different age/demographic group than it was originally designed.</td>
<td>Prevention strategy is being implemented with or adapted for a different age/demographic group than it was originally designed.</td>
<td>Prevention strategy is being implemented with or adapted for a different age/demographic group than it was originally designed.</td>
</tr>
</tbody>
</table>

*Note.* Model adapted from the CDC’s “Continuum of Evidence of Effectiveness”20 to provide more specific guidance on the development of the evidence base for campus sexual violence prevention.
1 Hayes-Smith & Hayes-Smith (2009). A Website Content Analysis of Women’s Resources and Sexual Assault Literature on College Campuses. *Critical Criminology*, 17, 109-123.


6 [http://triethniccenter.colostate.edu/communityreadiness_home.htm](http://triethniccenter.colostate.edu/communityreadiness_home.htm)

7 [http://triethniccenter.colostate.edu/crp.htm](http://triethniccenter.colostate.edu/crp.htm)


8 Banyard, V. (2014). Improving college campus-based prevention of violence against women: A strategic plan for research built on multipronged practices and policies. *Trauma, Violence, and Abuse*. Online first [http://tva.sagepub.com/content/early/recent](http://tva.sagepub.com/content/early/recent)


7


It’s Not Just the What but the How

Informing Students about Campus Policies and Resources:

How They Get the Message Matters

Prevention Innovations Research Center,* University of New Hampshire

www.unh.edu/prevention-innovations

Report prepared for the White House Task Force to Protect Students from Sexual Assault

April 2015

* Potter SJ, Banyard VL, Stapleton JG, Demers JM, Edwards KM, Moynihan MM.
SPECIFIC AIMS

We conducted a research study to examine the efficacy of different methods to deliver campus sexual misconduct policy information to first year students. We did this in order to determine if exposure to the policy increased students’ knowledge of the policy and of campus resources and increased students’ confidence to seek help or support for themselves, friends or strangers.

INTRODUCTION

Sexual assault (and attempted sexual assault) of women is the most common violent crime committed on college campuses today. Approximately 20% of undergraduate women have been victims of sexual assaults that occurred when they were attending college, and 8% of college men also report an attempted or completed assault while in college. These incidence rates are not in decline.6,7

• The majority of attempted and completed sexual assaults on college campuses are perpetrated by acquaintances (e.g., classmates, residence hall neighbors, dates) or intimate partners of the victim rather than strangers.1,6

• Exposure to sexual assault is a key public health issue associated with a multiplicity of negative outcomes, including increased substance use, depressive symptoms, health risk behaviors, and symptoms of post-traumatic stress disorder.7,8

The United States government, the general public, and students themselves are demanding change and believe that better policies will improve responses to and aid in the prevention of campus sexual assault. As college and university communities revise their policies, data is needed to determine the most effective way to deliver this information to students. The way campus sexual misconduct policies are communicated to students varies at colleges and universities across the country.10 Many students receive information about sexual misconduct policies during new student orientation. However, various methods are used to deliver this information (e.g., online websites, in-person discussions) and little is known about how the delivery method impacts what is learned about policies and resources.

RESEARCH PROTOCOL

Researchers and practitioners from seven campuses across the United States agreed to collaborate in research examining the delivery of campus sexual misconduct policies. The diverse group of campuses included public and private institutions, a Historically Black University, and a Hispanic Serving Institution. Approval for conducting research was obtained from each campus’ Institutional Review Board for the Protection of Human Subjects in Research (IRB). In order to gather our sample, three weeks prior to the beginning of the semester, we e-mailed faculty members from each campus who teach large introductory courses for first year students (e.g., Introduction to Psychology, Introduction to Biology). This e-mail invited their students to participate in a randomized control study to examine the efficacy of different modalities to deliver campus sexual misconduct policies. On each campus, five large classes were randomized into one of four interventions and a control group condition. In all five groups (the control group and the four intervention groups), a pretest was administered during the first or second week of the semester, and a posttest was administered during the fifth or sixth week of the semester. At both times, each student received a paper copy of the survey, a bubble answer sheet, and a pencil. In each classroom, the researcher explained that this was a voluntary activity and that students who did not wish to participate could wait outside until the postponed course instruction commenced.
PARTICIPANTS

- **Group 1: Control group**: Students completed pretests and posttests but did not receive an intervention.

- **Group 2: Online video**: Three days after the completion of the pretest, students were sent an e-mail asking them to watch a video on an embedded link. In the video, four student actors alternated reading the campus sexual misconduct policy specific to the institution. Given that each of the campuses had different sexual misconduct policies, the length of the videos ranged from 5 minutes and 39 seconds to sixteen minutes and 21 seconds (mean time 11 minutes, 33 seconds, standard deviation, 4 minutes, 44 seconds).

- **Group 3: Policy read to class**: Following the pretest administration, two members of the campus research team read the campus sexual misconduct policy to the class.

- **Group 4: Policy read to class followed by facilitated discussion**: Following the pretest administration, two members of the campus research team read the campus sexual misconduct policy and then spent 20 minutes facilitating a semi-structured class discussion about the campus policy.

- **Group 5: Policy read to class, facilitated discussion, and e-mailed link to online video**: Following the pretest administration, two members of the campus research team read the campus sexual misconduct policy and facilitated a 20-minute discussion. A week later, students in this class were e-mailed a link to the same online policy video that was sent to their campus counterparts who participated in Group 2. Therefore, participants in Group 5 received two interventions: the same interventions as participants in Group 2 and the participants in Group 4. (See Figure 1)

DATA ANALYSES

At each institution, student pretest and posttest data were matched using a unique identifier that participants were asked to create that allowed their survey to remain anonymous. The full sample was made up of 3,088 students who completed pretest surveys. We were able to match pretest and posttest data for 1,798 students (or 58% of the sample). Comparisons of participants with and without matched data revealed significant differences on demographic variables. Matched participants were more likely to be first year students, women, and to identify as White. Participants did not differ on whether they had taken part in bystander or sexual violence trainings prior to participating in the current study.
OUTCOME MEASURES

In order to examine the efficacy of different methods to deliver campus sexual misconduct policy information to first year students, we compared pretest and posttest outcomes for the following questions.

A. Seven items were used to assess knowledge and help seeking related to sexual assault.

1. I understand my university’s formal procedures to address complaints of sexual assault.
2. I know where to go to get help if a friend or I were sexually assaulted.
3. Please indicate how confident you are that you would know how to find the right office or resource at your university to get information or help or support for yourself regarding sexual violence, sexual assault, rape, or sexual misconduct.
4. Please indicate how confident you are that you could seek information or help or support for someone you DON’T know who is a victim of sexual violence, sexual assault, rape, or sexual misconduct.
5. I have confidence that my university uses the formal procedures to impartially address complaints of sexual assault.
6. Please indicate how confident you are that you could seek information or help or support for someone you know who is a victim of sexual violence, sexual assault, rape, or sexual misconduct.
7. I would NOT go to any of my university’s offices/professionals for information or assistance on sexual violence, sexual assault, rape, or sexual misconduct.

B. Items used to assess knowledge of campus sexual misconduct policies.

In addition, a set of similar knowledge questions was administered on each campus regarding campus policies. The number of questions ranged from 6 to 10 with an average of 8 questions depending on the length of the campus policy. The questions were designed to assess similar aspects of knowledge of policies and resources, but used language specific to each campus. Participants’ answers were scored “1” if correct and “0” if incorrect. The percentage correct was then computed and used as an outcome variable comparable across schools.

RESULTS

• We conducted an overall analysis across all outcomes.* After controlling for gender and year in college, there was a significant difference over time by training condition. To explore these findings in more detail, we conducted paired sample t-tests and examined the differences between average scores on each outcome measure for pretest and posttest time points computed separately by group. Findings for items 1-4 are presented in Figures 2-5.
• In the preliminary analysis, items 5-7 were not significant for any of the groups. For example, the scores did not change regarding participants’ confidence in seeking help for someone they knew was a victim because the participants’ pretest mean for each group was relatively high compared to the mean scores on the other items for the comparable group.

* We used a repeated measures analysis of covariance. Gender and year in college were used as control variables. Overall, the interaction between time and treatment group was significant, indicating that there were differences from pretest to posttest that differed by treatment condition across the five groups.
• The analyses were conducted with first year students and for the sub-sample who reported not having taken part in sexual assault or bystander trainings prior to attending their college or university. The results presented in this report are for the overall sample that had usable data.

• The overall findings show that all of the groups had some variables on which scores improved over time, but the largest change in scores was seen for groups that received the information presented in two or more ways (e.g., Group 4 participants who were read the policy in class and immediately participated in a facilitated discussion). Given the number of t-tests we performed, we highlighted results for the more conservative significance level of \( p < .001 \) but also noted other one-tailed significant findings that did not meet the more conservative criteria.*

- **Group 1** (n = 413), the control group. Participants showed changes in perceptions of knowing where to get help for themselves or a friend (Figure 2) and increases in policy-related knowledge (Figure 5). Two possibilities for this outcome are: campuses are creating environments where students may be increasing their knowledge about policies and resources, generally during the fall semester outside of the specific intervention tested in this study, and/or participants may have increased their knowledge because of the repeated exposure to the surveys.

Figure 2: Knows where to go to get help if self or a friend were sexually assaulted

![Figure 2](image1)

Significant difference from pretest to posttest, \(^* p < .10\) \(^* * p < .05\) \(^* * * p < .001\)

Figure 3: Confident can find right place at university to get information for self regarding sexual violence, sexual assault, or sexual misconduct

![Figure 3](image2)

Significant difference from pretest to posttest, \(^* p < .10\) \(^* * p < .05\) \(^* * * p < .001\)

*Not shown in the figures is the significant increase in understanding of the university’s formal procedure for addressing sexual assault complaints in all 5 groups (\( p < .001 \)).
- Group 2 (n = 219) was asked to watch the online video. Using less conservative significance levels, this group reported changes in perceiving that they knew where to get help if they or a friend were sexually assaulted (Figure 2). It should also be noted that the majority (71%) of participants in this group reported that they did not watch the online video because it was not required. Thus, this group essentially serves as a second control group.

- Group 3 (n = 515) listened to the campus policy read aloud in their class. Group 3 participants increased their perception of how to get help if they or a friend were sexually assaulted (Figure 2). They also increased their knowledge of policy-related information (Figure 5).

- Group 4 (n = 330) was read the policy in class, and then participated in a facilitated discussion following the policy reading. This group showed significant changes on the greatest number of outcomes. These participants reported greater perceived knowledge of where to seek help if they or a friend were a victim of sexual assault (Figure 2); and knowledge of policy-related information over time (Figure 5). At the less conservative significance levels of p < .01, participants in this group also increased confidence in knowing how to find the appropriate campus office/resource to get help/support regarding sexual violence, sexual assault, rape, or sexual misconduct for themselves (Figure 3), friends, or strangers (Figure 4).

- The same pattern was found for Group 5 (n = 321), which also received a reading of the policy followed by a facilitated in-class discussion and a link to the online policy video. Significant change was seen across most outcomes – greater perceived

![Figure 4: Confident can find right place at university to get information to help a stranger regarding sexual violence, sexual assault, or sexual misconduct](image1)

![Figure 5: Sexual Misconduct Policy Mean Quiz Scores](image2)
knowledge of where to seek help if they or a friend were a victim of sexual assault (Figure 2); and improved knowledge of policy related information (Figure 5). At less conservative significance levels this group also reported greater confidence in seeking help for themselves (Figure 3) or strangers (Figure 4). It should be noted that as in Group 2, few participants in Group 5 reported that they watched the online policy video since it was not mandatory to do so. In fact, 80% said they did not look at the video.

- As noted above, Group 2 and Group 5 participants were asked to watch an online video about their campus sexual misconduct policy. In both groups, the majority of participants (over 70%) reported that they did not watch the video. This suggests that in order for web-based information to be effective, students may need reminders as well as incentives that resonate with the target audience coming directly from the top leaders of the institution.

CONCLUSIONS

In the present study, we examined different methods to deliver campus sexual misconduct policies to students on seven colleges and universities throughout the United States. On each campus, participants completed pretests prior to the intervention (with the exception of the control group which received no intervention) and 4 weeks later completed a posttest to determine if the delivery method affected their recollection and understanding of campus sexual misconduct policies. Our findings indicated that all students showed some attitude and knowledge change (likely the result of new Violence Against Women Act and Clery amendments that went into effect this fall and resulted in campuses presenting a variety of information about sexual assault policies to students beyond the interventions assessed in this study or as a result of repeated exposure to the survey at pretest and posttest time). Even so, the likelihood of students’ recollecting and understanding campus policies increased as the number of different delivery methods increased. A previous exploratory study on students’ understanding of a campus consent policy highlights the importance of student engagement.11 In other words, it may not be enough to read students the campus policies in a class OR ask them to watch a video on their own time; rather, there may need to be an activity (such as a facilitated discussion) following the reading so that students can have help processing the information in a way that will give them more in-depth understanding of the policy. These interventions also occurred during the first and second weeks of the fall semester. This is a time when new students are inundated with a great deal of information and many are living away from home for the first time, so it is not easy to gain their full attention. For these reasons, messages regarding campus policies should not be limited to the beginning of the semester.

Further, the most consistent changes, across all groups, were in students’ knowledge of policy-related information and their perceptions of understanding the university’s formal procedures. Less consistent were changes in confidence about seeking help and resources. This suggests that universities need to go beyond presenting information to students about policies and resources if they are trying to motivate students to actually use these policies and resources. For instance, students need time to learn, process and practice skills that will increase their knowledge about sexual misconduct policies and their confidence to act in pro-social ways to help themselves, friends or strangers. More information about how to encourage students to seek help from trained individuals on campus who provide aid is needed.

We found that less than 30% of the students who were sent an e-mail invitation from their instructor inviting them to watch an online video reported that they watched the online video (Group 2 and Group 5). The low response rate to this requested task indicates the need for campus administrators to mandate such tasks. From facilitated research focus groups, students report that when they are asked by their campus administrators to complete online programs they often “click through” and engage elsewhere. These findings indicate that sexual misconduct policies need to be delivered in an engaging manner and hold students accountable for obtaining this knowledge.
Campus sexual misconduct policies need to be followed by lessons for students to become engaged community members. Although the participants who received both the in-class policy reading and the facilitated discussion had significant improvement in their knowledge about how to seek help for themselves or a friend if they were sexually assaulted (Figure 2), the group discussion minimally improved their confidence (Figure 4) toward helping a stranger or person they did not know who was a victim of sexual assault. For that reason, additional strategies are needed to train students and other campus community members in how to be actively involved in helping others.

In conclusion, campus sexual misconduct policies need to be disseminated in a manner that is engaging for students and provides opportunities for them to increase their knowledge and develop skills so that they are able to help themselves, their friends, and strangers. The methods of delivery should vary and should not be limited to one type of delivery method or a single dosage. Colleges and universities seem motivated to create communities that are free of sexual assault. This goal will be reached through strategic planning and resource allocation for multiple prevention and response strategies that reach students, faculty, and staff in ongoing ways throughout each student's years on campus.

We would like to thank our campus partners (in alphabetical order) and researchers:

Brown University: LM Orchowski, FJ Mantak, MM Klawunn, GE Cohee
Johnson C. Smith University: DC Johnson
Molloy College: TC Aprigliano, JJ Amodeo
University of California, Merced: CT Nies, KG Mansager
University of Michigan: JS Barber, HM Rider-Milkovich
University of New Hampshire: SJ Potter, JG Stapleton, VL Banyard, JM Demers, RP Eckstein, C Leyva
University of Utah: KN Keen, MC Liccardo, KA Stiel

REFERENCES

Programs to prevent: The term **programs to prevent** refers to comprehensive educational and training programs intended to prevent violence that incorporate diverse approaches that are culturally relevant, inclusive of diverse communities and identities, sustainable, responsive to community needs, and consider risk and protective factors as they occur on the individual, relationship, community and societal levels.

Primary prevention: The term **primary prevention** refers to programming, initiatives and strategies intended to stop domestic violence, dating violence, sexual assault, or stalking before it occurs to prevent initial perpetration or victimization through the promotion of positive and healthy behaviors and beliefs. Efforts to change behavior and social norms, and promote healthy relationships, healthy sexuality and egalitarian gender roles, or efforts to understand risk factors and protective factors for bystander inaction and change social norms around bystander inaction are all examples of primary prevention.

Awareness programs: The term **awareness programs** refers to programs, campaigns, or initiatives that increase audience knowledge of the issues of sexual assault, domestic violence, dating violence and stalking and share information and resources to prevent interpersonal violence, promote safety, and reduce perpetration. These efforts can include campus community-wide mobilizations as well as targeted audience-specific programming (including both students and employees). Awareness month campaigns, “Speak Outs,” rallies or marches, informational poster campaigns or resource websites, and educational programming that focuses on sharing resources and information about these issues are examples of awareness programs.

Bystander intervention: The term **bystander intervention** refers to safe and positive options that may be carried out by an individual or individuals to prevent harm or intervene in situations of potential harm when there is a risk of domestic violence, dating violence, sexual assault, or stalking
against a person other than the individual. Effective bystander intervention training prepares participants to recognize situations of potential harm, overcome barriers to intervening, identify safe and effective intervention options, and take action.

Risk reduction: The term **risk reduction** refers to approaches that seek to mitigate risk factors that may increase the likelihood of perpetration, victimization, or bystander inaction. Risk reduction focuses on helping individuals and communities address the institutional structures or cultural conditions that facilitate SV, DV & stalking to increase safety. Examples of risk reduction may include but are not limited to general crime prevention education, campus escort programs, programs that educate on how to create individual and community safety plans and strategies, and bystander intervention programs that educate the campus on how to recognize and interrupt situations of harm, or implementing a communications system that can notify the entire campus community of immediate threats to security.

Ongoing awareness and prevention campaigns: The term **ongoing awareness and prevention campaigns** refers to campaigns that are sustained over time focusing on increasing awareness or understanding of topics relevant to SA, DV and stalking prevention. These programs will occur at different levels throughout the institution (ie. faculty, athletics, incoming students) and will utilize a range of strategies. Ongoing awareness and prevention campaigns may include information about what constitutes sexual assault, dating violence/intimate partner abuse, and stalking, changing social norms, promoting recognition of perpetrator tactics, enhancing understanding of consent, and advancing prosocial behaviors of individuals and communities. Effective ongoing awareness and prevention campaigns will include developmentally appropriate content for the specific audience and their knowledge and awareness level and provide positive and concrete ways for individuals to get involved.
Day 1 Section E: Building a Comprehensive Prevention Plan

Activity Worksheet: Goals

<table>
<thead>
<tr>
<th>What do we want every community member to know?</th>
<th>Individual Reflection</th>
<th>Contributions of Other Team Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do we want every community member to be able to do?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How do we want every community member to feel about the institution?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What would success look like?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Knowledge Areas from Goals Activity</td>
<td>How will we demonstrate we've been successful?</td>
<td></td>
</tr>
<tr>
<td>------------------------------------</td>
<td>------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Skills Areas from Goals Activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feelings from Goals Activity</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Communicating and Using Climate Survey Results

Climate Studies can provide helpful information about different indicators of a school’s campus climate. This information can be used to educate the campus community and to inform a campus’ review of the policies and practices they use to respond to and to prevent dating and domestic violence, sexual assault and stalking. Making the most of the opportunities provided by conducting a climate survey first requires the collection of trustworthy data (for examples see: https://www.notalone.gov/assets/ovw-climate-survey.pdf and http://socialwork.rutgers.edu/CentersandPrograms/VAWC/researchevaluation/CampusClimateProject.aspx). Secondly, it is critical to develop a thoughtful strategy about how to present findings to your community. The following questions and guidance are intended to help Climate Study Committees and University Administrators ask important questions when they have conducted a campus climate survey and are making decisions about how to release and use information about the findings of the research.

For Climate Study Committees - Questions to ask as you prepare to discuss climate study results

<p>| Who has ownership of the data? | • In the design phase of the study decisions should be made about who will have access to the actual data itself. |
|                              | • It can also be helpful to discuss who can request additional analyses and by what process. |
|                              | • If faculty are involved in conducting the study decisions, it is important to determine early in the process if faculty will be able to publish findings in peer review journals. |</p>
<table>
<thead>
<tr>
<th>Who will write and speak about the results?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• It can be helpful to discuss whether findings will be used only internally by campus offices. If so, determine which offices will use the findings.</td>
</tr>
<tr>
<td>• Campuses may decide to release some findings more publicly and some information in a more limited way. In this case, discussions will be needed about how to respond to community concerns about transparency and data that is not being shared.</td>
</tr>
<tr>
<td>• If faculty members publish findings in peer review journals it can be helpful to talk about who will respond to media or conference presentation requests related to the study findings. Some requests may be best handled by the researchers, others by campus administrators or practitioners.</td>
</tr>
<tr>
<td>• Make sure everyone who takes on a communication role understands the strengths and limitations of the research findings and is clear about the scope of what the findings say and what they don’t.</td>
</tr>
<tr>
<td>• Prepare talking points for people who will speak about the study and its findings. Prepare these with different audiences in mind (parents, students, alumni, faculty).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>What will your community use the data for?</th>
</tr>
</thead>
<tbody>
<tr>
<td>- To inform prevention, response and compliance approaches within different departments or units?</td>
</tr>
<tr>
<td>- To inform members of the campus community (students, faculty, staff and administrators), parents, alumni, donors?</td>
</tr>
<tr>
<td>• You may want the data analyzed in different ways for different audiences.</td>
</tr>
<tr>
<td>• Find ways to report the data that can be more directly used to inform policy. This will be a different set of analyses then those used for peer review articles.</td>
</tr>
<tr>
<td>• You may want to start with face to face conversations with key administrators and stakeholders about what information will be released to whom and with what purpose. Have conversations on your campus about this even before data has been collected.</td>
</tr>
<tr>
<td>• Develop talking points for the positive impact of findings. One of the most powerful aspects of climate surveys is that they can raise awareness and start conversations.</td>
</tr>
</tbody>
</table>
| What are your main take home messages? | • Think strategically about how you package pieces of the information you collected. This will make it easier to talk about policy and practice implications. It will ensure people pay more attention to the take home message of your work.  
• Defined messages can make it easier to more clearly outline the limits of that piece of data and how it should or should not be interpreted. For example, if you report information about both how many participants reported victimization and how many participants had a friend tell them about victimization, your audience may infer that both pieces of information tell you something about campus incidence. However, because this information can include so much overlap, with victims possibly telling more than one friend, it is not a good indicator of incidence. Reporting these pieces of information separately with, for example, one report on numbers of victims and their needs and another on friends who are disclosed to and want to support friends can make your presentation more clear.  
• You may have multiple target audience and while you may share similar information with them, the approach, presentation and slant on the message may vary greatly.  
• Be careful to avoid disciplinary jargon when communicating findings. |
| What formats will you use to share the findings? | Many campuses prepare written reports that focus on summarizing the study design and findings.  
| Reports can also be more focused on policy and practice implications.  
| It can also be effective to develop presentations of the findings that can be shared at department meetings or in larger forums.  
| Findings from climate studies can also be a good springboard for facilitated discussions on campus that focus more on dialogue and discussion than presentations with question and answer sessions.  
| Shorter articles in campus journals, newspapers, or alumni magazines are also possible outlets. |

| What should the report (s) look like? | Present findings in a series of shorter reports rather than one long document. Examples include: [http://cola.unh.edu/justiceworks/reports](http://cola.unh.edu/justiceworks/reports). This will give readers a clear take home message from each section of data collected. It can also help readers better understand the strengths and limits of a particular section of findings.  
| Consider combining climate report data with other information available on your campus. For example, you might want to combine climate survey data about use of resources with data from your local campus advocates or crisis center or other agencies about how many students used their services and disclosed a victimization. |
| **Who do you need to communicate with prior to the release of the data?** | • It can be helpful to make a list of key stakeholders in your community. Often these individuals and groups are represented in your study planning group but if not it is good to lay out who they are and have a plan for connecting with them. Consider that different groups (administrators, students, parents) need different kinds of information.  
• Discuss who needs to hear about the findings first. For example, administrators such as the President or Provost or Dean of Student Affairs may want to be briefed on the findings prior to release to other departments and individuals. Provide them with the opportunity to provide insight and feedback.  
• Consider conversations with your campus media relations staff to discuss how to handle a press strategy. |
| **How will reports and findings be distributed?** | • Develop a time line for when information will be released. This will help you prepare to respond to community questions about information that has been released.  
• Make a plan for whether reports will be sent to all members of the community via a directed communication email or made available to department heads to share with their units. If the latter, consider how your team ensure that information is being communicated correctly?  
• It can also be helpful to plan how you will gather and answer questions that community members and groups have about the findings.  
• Have conversations about whether press releases will be made to the school paper and/or outside media? |
| **How are you going to respond to people who are challenging your findings?** | • Having conversations with subject matter experts on your campus or regionally can help your committee craft talking points.  
• Having information about how your data compares to national data can be helpful as a means of contextualizing the information that you present |
## For Campus Administrators - Questions to ask as you prepare to respond to climate study results

| How do you use the data to highlight the positive/proactive things that you are doing? | • Climate surveys can include questions that tap into strengths and resources on campus. This data can be used to highlight awareness.
• Incidence rates themselves often increase following prevention and awareness efforts as victims feel more comfortable coming forward.
• Connect data to regional and national statistics to provide context. We know that these problems occur on every campus. Campuses that are more aware of both the scope of the problems and their campus strengths and resources are in a better place to respond effectively.
• Release of climate study findings can be a good opportunity to raise awareness about campus, as well as community, resources and efforts to address this issue that are already in place. |
| --- | --- |
| How do you use the data to highlight the areas that are in need of change and attention? | • Campuses have reported findings including incidence rates and showcased climate surveys as evidence that they are taking these issues seriously on their campus.
• Highlight implications of findings for policy and practice changes. Include talking points about campus change efforts to address information learned in the study. |
| How do you put your local findings in the context of national cases/data? | • Find the subject matter experts on your campus or regionally. These people can help you place your local findings in the context of regional or national statistics. |
| Who are the people who will respond to media inquiries? | • Prior to disseminating the findings, meet with campus media relations so that they have an opportunity to see the report(s) and can help you plan a strategy for and talking points for media inquiries.  
• Have a plan of action about where inquiries should go and talking points for those who will respond. |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What is your media plan and knowledgeable people that can handle calls from media?</td>
<td>• Partner with subject matter experts as well as the campus police/security officials and local law enforcement to develop succinct, fact driven responses</td>
</tr>
</tbody>
</table>
| How are you going to respond to individuals who are using false data or misconstrued data to counter the findings both in and outside of the institution? | • Before releasing findings alert the first responders (e.g., counseling center, residential life personnel, health services) to determine if they want to highlight strategies that they are using to reduce victimization and perpetration. The awareness created by releasing the findings may also encourage victims to come forward so offices want to be prepared to meet their needs.  
• Work with constituents to review the findings to determine potential policy or practice changes that might result.  
• Find or create opportunities to create community dialogues and discussions. |
| How do you use information to mobilize community response? | • When findings are released you should anticipate that you may hear from many different groups on and off campus including undergraduate and graduate students, parents, alumni, local community members. Anticipate their questions and concerns.  
• Prepare talking points for different audiences and constituency groups. |
| Who is in your community and who do you anticipate hearing from? | --- |
| How will you acknowledge underserved populations and any limitations of your findings based on who responded to the survey? | • A big concern with climate studies is how well they describe the experiences of different community members, especially historically marginalized groups.  
• For campuses with small percentages of underserved populations (e.g., students who identify as LGBTQ) the committee and campus administration will need to determine if they would like to oversample these groups so that there is enough data to report on their experiences.  
• If experiences of these groups are left out due to lack of data it may be helpful to partner with organizations on campus to find other sources of information about these community members’ experiences so that policy and practice implications can be considered for all members of the community. |
|---|---|
| What does transparency look like? | • Prior to forming the committee and administering the survey, the members of the committee and the administration need to come to an agreement that this is a research project and that the outcomes whether positive or negative will be presented in a fair manner.  
• Plan strategies that prioritize transparency. Consider the implications of a lack of transparency in sharing the findings. This can have a negative impact on creating campus changes. |
OBJECTIVES

Increase understanding of the prevalence of sexual assaults at HBCUS

Increase knowledge around the barriers to disclosure of sexual assault by Black college students at HBCUs and PWIs

Gain information regarding prevention strategies to decrease sexual assault on HBCU campuses and of Black students at PWIs
SEXUALIZATION
HISTORICAL CONTEXT

Black Jezebel
Promiscuous
Exotic

Jezebel – “named after an evil queen in the Bible, is a loose woman who wants sex all the time ... she uses sex to draw men in to get what she wants. Sometimes it’s money. Sometimes, it’s to destroy them...”

Results in viewing them as “willing participants”
SEXUAL ASSAULT AND BLACK WOMEN

For every 1 Black woman who reports her rape, at least 15 do not.

Approximately 40% of Black women report coercive contact of a sexual nature by age 18.

(Women of Color Network, Facts & Stats Collection. Communities of Color)
While 44 percent of white victims report the crime, only 17 percent of black victims do.
UNIQUE BARRIERS TO REPORTING

“Black women remain strong”

“As a black woman I’m taught to be strong and not let anything affect me,” said Morgan State junior Zharray Johnson. “If something happens to me I am just supposed to deal with it.”
Among female students, the rate of rape and sexual assault was slightly higher for whites (6.7 per 1,000) than for Hispanics (4.5 per 1,000), but did not differ significantly from the rate for blacks (6.4 per 1,000).
19% of women will experience sexual assault while in college

5-6% of males

84% of female survivors report being sexually assaulted during their first four semesters on campus.
I ♥ MY HBCU
HBCU COLLEGE SEXUAL ASSAULT STUDY

20109

3951 undergraduate college women

4 HBCUs

Web-based survey
RESULTS

14.9% reported attempted or completed sexual assault before college

14.2% reported attempted or completed sexual assault since entering college

Physical force higher before college (8.7% vs. 4.8%)

Incapacitated higher since college (6.2% to 3.4%)
PHYSICAL FORCE

More likely to report SA

Less likely to regret reporting

More likely to change their lives

- Dropping a class
- Moving or changing major
- Seek counseling
SUBSTANCES

Date rape drug not common
Alcohol as a factor not as prevalent as at PWIs
CHALLENGES

Lack of Funding/Resources

Image is important to detriment of acknowledging problems

Cultural tendency to “keep it in the family” prevalent

Lack of faith in justice system

“Save our Sons and Sacrifice our Daughters”

Ingrained beliefs about sexuality (female, LGBT)
At PWIs, similar cultural elements noted at HBCUs found in Black Students on campus

- Talented 10th
- Seeking contact with those with similar experiences (role of Black Student Union, Multicultural Clubs, BGLO membership, etc)
- Black females still outnumber Black males resulting in continued view of needing to “protect black men” and “compete”
- Bring cultural beliefs with them
Alcohol-related sexual assaults appear to be more common among white college students than among black college students.
 UNIQUE CHALLENGES AT PWIS

AM I NEXT?
BLACK LIVES MATTER
In 1885, Tillman began his political career that focused on denying education to African Americans. “When you educate a Negro,” Tillman said, “you educate a candidate for the penitentiary or spoil a good field hand.”

Dr. Quenette said, “As a White woman I just never have seen the racism...It’s not like I see ‘Nigger’ spray painted on walls.”

The women students said that a guard at the door to the fraternity house told them, “We’re only looking for White girls.”
Recruitment of Black students

Black students still experiencing incidences of “other” status

*Misuse of “affirmative action phrase”* = “you don’t deserve to be here”

When overwhelmed/angry-fearful of seeking help

Feel like not heard
This graphic is not meant to be all-inclusive or exhaustive, but a mapping of key cultural factors relating to campus sexual violence. Sexual violence can be committed by anyone and committed against anyone, regardless of gender identity, sexual orientation, age, race, immigration status, or any other identity. A key component of addressing sexual violence is culture change – identifying and transforming those cultural norms that promote sexual violence to norms that prevent and interrupt it in order to make us all safer.
PREVENTION

Beliefs/Actions

Peer Culture

Campus Community Norms

Institutional Practices
BELIEFS/ACTIONS

Combatting

- Females control whether or not sexual violence happens
- Female survivors do not view themselves as being as valuable as their perpetrators
- LGBTQIA+ survivors further marginalized
Not airing dirty laundry—fear of going against the community

Us against them

Dress and behavior are reasons for the sexual assault
CAMPUS COMMUNITY NORMS

Role of safe spaces—Minority Student Union, minority faculty

Campus addressing beliefs about sexual violence in minority communities?

Recognition of role of intersectionality

Recognition of within group differences
INSTITUTIONAL PRACTICES

All types of healthy relationships
Respect of diversity
PREVENTION

Education

- Stereotypes about sexual assault
- Defining sexual assault
- Accountability around assault

Collaboration with systems prior to SA

- History of not trusting systems (Tuskegee Experiment to Holtzclaw)

"I didn’t think anything would be done. I mean, it was nobody there but just me and him, so to me I just took it as my word against his, so I just blew it off — as best as I could just walked away from it."

— One of the women who testified against Daniel Holtzclaw
Decrease focus on alcohol consumption/education while emphasizing other issues

Education/Prevention starts early (freshman)
Address stigma of mental health

Engage communities of faith in the discussion

Clearly communicating campus response to sexual assault to students

At PWIs culturally-centered programming addressing sexual assault and attitudes

Collaborate with established organizations for prevention events (BGLOs, BSU, etc)
Emphasis in community on “protecting Black men”

Role of intersectionality and its unique presentation in Black women, Black LGBTQI

Pressures associated with Blackness and small community at PWIs

Hesitancy to seek administrative support at PWIs
CONTACT

Tyffani M. Dent, PsyD

tyffmon@yahoo.com
**Glossary of LGBTQI Terminology**

**ALLY:** Someone who confronts heterosexism, homophobia, biphobia, transphobia, heterosexual and genderstraight privilege in themselves and others; a concern for the well-being of LGBTQI people; and a belief that heterosexism, homophobia, biphobia, and transphobia are social justice issues.

**ASEXUAL:** A sexual orientation where a person does not experience sexual attraction or desire to partner for the purposes of sexual stimulation. Also refers to a spectrum of sexual orientations where a person may be disinclined towards sexual behavior or sexual partnering.

**BIPHOBIA:** The fear, discrimination of, or hatred, of bisexual people. Biphobia can be seen within the LGBTQI community, as well as in general society.

**BISEXUAL:** A person emotionally, physically, and/or sexually attracted to people that are similar and/or different from themselves. This attraction does not have to be equally split among sexes or genders across the spectrum.

**CISGENDER:** An individual whose gender identity matches the sex they were assigned at birth.

**CLOSETED (IN THE CLOSET):** An LGBTQI person who does not publicly or privately profess ones gender identity or sexual orientation, by choice or out of fear of discrimination and/or harm. There are varying degrees of being in the closet; for example, a person can be out in their social life, but in the closet at work, or with family. *(Also known as “downlow” or “D/L”).*

**COMING OUT:** The process by which an LGBTQI person publicly or privately profess ones gender identity or sexual orientation. This process is never a one-and-done, it is a lifelong process.

**CROSS-DRESSER:** A person who, regardless of motivation, wears clothes, makeup, etc. that are considered by the culture to be appropriate for another gender. *(preferred term to the pejorative term transvestite).*

**DISCRIMINATION:** Differential treatment that favors one individual or group over another based on prejudice.

**DRAG or IN DRAG:** The performance of one or multiple genders theatrically.

**DRAG KING:** A person who performs masculinity theatrically.

**DRAG QUEEN:** A person who performs femininity theatrically.

**FTM or F2M:** Abbreviation for female-to-male transgender person. *(Some reject this terminology, affirming that they have always been male or female and are only making that identity visible. Others feel that such language reinforces an binary sex/gender system).*

**GENDER:** A social combination of identity, expression, and social elements all related to masculinity and femininity. Includes gender identity (self-identification), gender expression (self-expression), social gender (social expectations), gender roles (socialized actions), and gender attribution (social perception).

**GENDER Binary:** The idea that there are only two genders—man and women—and that a person must be strictly gendered as either/or.

**GENDER Expression:** How one chooses to express one’s gender identity, through gender cues such as hairstyle, gait, vocal inflection, clothing, makeup, and accessories, etc.

**GENDER Identity:** A term that describes how a person identifies their gender. One’s gender identity may be different than social norms and/or stereotypes of the sex they were assigned at birth. There are a wide range of gender identities, including man, woman, transgender, genderqueer, etc. Since gender identity is internal, one’s gender identity is not necessarily visible to others.

**GENDER Variant:** A person who either by nature or by choice does not conform to gender-based expectations of society *(e.g. transgender, intersex, genderqueer, gender non-conforming (GNC) cross-dresser, etc.).*

**GENDERQUEER:** A gender variant/gender non-conforming (GNC) person whose gender identity is neither woman or man, both woman and man, somewhere in between, or is some combination of genders.

**HETEROSEXISM:** The individual and societal assumption that everyone is heterosexual—*or should be.* That heterosexuality is the only ‘normal’, right, and moral way to be. Therefore, anyone of a different sexual orientation is ‘abnormal’, wrong, and immoral. The element of institutional power to support these attitudes, actions, and/or practices differentiates this as oppression, from other forms of prejudice and discrimination.

**HETEROSEXUAL PRIVILEGE:** Those benefits derived automatically by being heterosexual that are denied to people of other sexual orientations *(see heterosexism).*
**Homophobia:** The irrational fear, hatred, and/or pity of lesbian and/or gay individuals, culture, or any behavior or belief that does not conform to rigid gender role stereotypes. It is this fear that enforces sexism and heterosexism and other forms of oppression.

**Intersex:** A biological variance in sex. A person whose combination of chromosomes, hormones, internal/external sex organs, does not meet the medical standard for either female or male (preferred term to the pejorative term of Hermaphrodite).

**MTF or M2F:** Abbreviation for male-to-female transgender. (Some reject this terminology, arguing that they have always been male or female and are only making that identity visible. Others feel that such language reinforces a binary gender system).

**Oppression:** The systematic exploitation of one social group by another for its own benefit. It involves institutional control, ideological domination, and the promulgation of the dominant group’s culture on the oppressed. Oppression = Prejudice + Power. (e.g. racism, sexism, anti-Semitism, lookism, nationalism, ableism, audism, ageism, classism, genderism, etc.)

**Pansexual:** A person emotionally, physically, and/or sexually attracted to all or many gender identities. Individuals may reject the binary notion of gender or they are attracted to individuals regardless of gender.

**Prejudice:** A conscious or unconscious negative belief about a whole group of people and its individual members.

**Queer:** An umbrella term some LGBTQI people have reclaimed as an inclusive, un-gendered, and positive way to describe themselves and their community. Can be used to describe one’s sexual orientation and/or gender identity. (Queer is also still used as a negative or derogatory slur to describe LGBTQI persons and community).

**Racism:** The societal/cultural, institutional, and individual beliefs and practices that privilege white people and subordinates and denigrates people of color.

**Sex:** A medical term designation a certain combination of gonads, chromosomes, external genitalia, secondary sex characteristics, and hormonal balances. Because usually subdivided in to ‘female’ and ‘male’, this category often does not recognize the existence of intersex people.

**Sexism:** The societal/cultural, institutional, and individual beliefs and practices that privileges men and subordinates and denigrates women.

**Sexual Orientation:** A person’s emotional, physical, and/or sexual attractions towards people.

**Trans or Transgender:** An umbrella term used to describe a group of individuals whose gender identity and how it is expressed to varying degrees, are different than the sex assigned at birth.

**Transphobia:** The irrational fear, hatred, or intolerance of people who identify or are perceived as transgender.

**Transgender:** A person who identifies with a gender different than their biological sex assigned at birth. Transgender people may undergo gender affirmation treatment to align their body with their core identity, but not all desire or can afford to do so.

**Two Spirit:** A Native American/First Nation term for people who blend the masculine and the feminine. It is commonly used to describe individuals who historically crossed gender boundaries and were accepted by Native American/First Nation cultures.

### Gender Pronoun Usage Table

<table>
<thead>
<tr>
<th>Identity</th>
<th>Subject</th>
<th>Object</th>
<th>Possessive Adjective</th>
<th>Possessive Pronoun</th>
<th>Reflexive</th>
</tr>
</thead>
<tbody>
<tr>
<td>FEMALE</td>
<td>She</td>
<td>Her</td>
<td>Her</td>
<td>Hers</td>
<td>Herself</td>
</tr>
<tr>
<td>MALE</td>
<td>He</td>
<td>Him</td>
<td>His</td>
<td>His</td>
<td>Himself</td>
</tr>
<tr>
<td>GENDER NEUTRAL</td>
<td>Ze</td>
<td>Hir</td>
<td>Hir</td>
<td>Hirs</td>
<td>Hirsself</td>
</tr>
<tr>
<td>GENDER NEUTRAL</td>
<td>Them</td>
<td>Their</td>
<td>Their</td>
<td>Theirs</td>
<td>Themself</td>
</tr>
<tr>
<td>Spivak</td>
<td>E</td>
<td>Em</td>
<td>Eir</td>
<td>Eirs</td>
<td>Emself</td>
</tr>
</tbody>
</table>

### Gender Neutral Pronunciation Guide

<table>
<thead>
<tr>
<th>Ze</th>
<th>Hir</th>
<th>Hirs</th>
<th>Hirself</th>
<th>E</th>
<th>Em</th>
<th>Eir</th>
<th>Eirs</th>
<th>Emself</th>
</tr>
</thead>
<tbody>
<tr>
<td>/zee/</td>
<td>/here/</td>
<td>/heres/</td>
<td>/hereself/</td>
<td>/ee/</td>
<td>/em/</td>
<td>/air/</td>
<td>/airs/</td>
<td>/emself/</td>
</tr>
</tbody>
</table>
WHY IT MATTERS

Domestic violence is defined as a pattern of behaviors utilized by one partner (the batterer or abuser) to exert and maintain control over another person (the survivor or victim) where there exists an intimate and/or dependent relationship. Experts believe that domestic violence occurs in the lesbian, gay, bisexual and transgender (LGBT) community with the same amount of frequency and severity as in the heterosexual community. Society’s long history of entrenched racism, sexism, homophobia and transphobia prevents LGBT victims of domestic violence from seeking help from the police, legal and court systems for fear of discrimination or bias.1

DID YOU KNOW?

• In ten cities and two states alone, there were 3,524 incidents of domestic violence affecting LGBT individuals, according to the National Coalition of Anti-Violence Programs 2006 Report on Lesbian, Gay, Bi-Sexual and Transgender Domestic Violence.1
• LGBT domestic violence is vastly underreported, unacknowledged, and often reported as something other than domestic violence.1
• Delaware, Montana and South Carolina explicitly exclude same-sex survivors of domestic violence from protection under criminal laws. Eighteen states have domestic violence laws that are gender neutral but apply to household members only.2
• 30 states and DC have domestic violence laws that are gender neutral and include household members as well as dating partners.2

Power and Control Wheel for Lesbian, Gay, Bisexual and Trans Relationships

| Physical Abuse |
|---|---|
| Heterosexism |
| Sexual Abuse |
| Emotional Abuse |
| Homophobia |
| Biphobia |
| Transphobia |

Minimizing
Denying, Blaming
Denying or making light of the abuse, accusing you of abuse, shifting responsibility, saying you deserve abuse.

Isolation
Controlling what you do or who you talk to, limiting your activities, using jealousy to control you, keeping track of your location.

Using Children
Threats or actions to take children, using children to relay messages, threats to harm or harming of children, threats to reveal sexual orientation.

Coercion and Threats
Threatening to harm you, family or friends, or him/herself, threatening to kill you.

Economic Abuse
Preventing you from working, controlling all assets, interfering with education, requiring you to support her/him, using your credit cards without permission.

Intimidation
Making you afraid, abusing pets, displaying weapons, using tactics to reinforce homophobic control.

Emotional Abuse
Putting you down, verbal abuse, playing mind games, humiliating you, reinforcing internalized homophobia, questioning your sexuality.

Entitlement
Treating partner as inferior, demanding that needs always come first, making all decisions.

Minimizing,
Denying, Blaming
Denying or making light of the abuse, accusing you of abuse, shifting responsibility, saying you deserve abuse.

| Emotional Abuse |
|---|---|
| Preparing you for rape |
| Supporting your rapist |
| Preparing you for murder |
| Preparing you for suicide |

| Physical Abuse |
|---|---|
| Heterosexism |
| Sexual Abuse |
| Emotional Abuse |
| Homophobia |
| Biphobia |
| Transphobia |

Minimizing
Denying, Blaming
Denying or making light of the abuse, accusing you of abuse, shifting responsibility, saying you deserve abuse.

Isolation
Controlling what you do or who you talk to, limiting your activities, using jealousy to control you, keeping track of your location.

Using Children
Threats or actions to take children, using children to relay messages, threats to harm or harming of children, threats to reveal sexual orientation.

Coercion and Threats
Threatening to harm you, family or friends, or him/herself, threatening to kill you.

Economic Abuse
Preventing you from working, controlling all assets, interfering with education, requiring you to support her/him, using your credit cards without permission.

Intimidation
Making you afraid, abusing pets, displaying weapons, using tactics to reinforce homophobic control.

Emotional Abuse
Putting you down, verbal abuse, playing mind games, humiliating you, reinforcing internalized homophobia, questioning your sexuality.

Entitlement
Treating partner as inferior, demanding that needs always come first, making all decisions.

Minimizing,
Denying, Blaming
Denying or making light of the abuse, accusing you of abuse, shifting responsibility, saying you deserve abuse.

Survivors

• Gay and bisexual men experience abuse in intimate partner relationships at a rate of 2 in 5, which is comparable to the amount of domestic violence experienced by heterosexual women.3
• Approximately 50% of the lesbian population has experienced or will experience domestic violence in their lifetimes.1
• In one year, 44% of victims in LGBT domestic violence cases identified as men, while 36% identified as women.1
• 78% of lesbians report that they have either defended themselves or fought back against an abusive partner. 18% of this group described their behavior as self-defense or “trading blow for blow or insult for insult.”4
**TYPES OF ABUSE**

- **Physical:** the threat of harm or any forceful physical behavior that intentionally or accidentally causes bodily harm or property destruction.
- **Sexual:** any forced or coerced sexual act or behavior motivated to acquire power and control over the partner. It is not only forced sexual contact but also contact that demeans or humiliates the partner and instigates feelings of shame or vulnerability – particularly in regards to the body, sexual performance or sexuality.
- **Emotional/Verbal:** any use of words, voice, action or lack of action meant to control, hurt or demean another person. Emotional abuse typically includes ridicule, intimidation or coercion.
- **Financial:** the use or misuse, without the victim’s consent, of the financial or other monetary resources of the partner or of the relationship.
- **Identity Abuse:** using personal characteristics to demean, manipulate and control the partner. Some of these tactics overlap with other forms of abuse, particularly emotional abuse. This category is comprised of the social "isms", including racism, sexism, ageism, able-ism, beauty-ism, as well as homophobia. Includes threats to “out” victim.

**TRANSGENDER ABUSE**

Specific forms of abuse occur in relationships where one partner is transgender, including:

- using offensive pronouns such as “it” to refer to the transgender partner;
- ridiculing the transgender partner’s body and/or appearance;
- telling the transgender partner that he or she is not a real man or woman;
- ridiculing the transgender partner’s identity as “bisexual,” “trans,” “femme,” “butch,” “gender queer,” etc.;
- denying the transgender partner’s access to medical treatment or hormones or coercing him or her to not pursue medical treatment.

**HIV/AIDS RELATED ABUSE**

The presence of HIV/AIDS in an abusive relationship may lead to specific forms of abuse, which include:

- “outing” or threatening to tell others that the victim has HIV/AIDS;
- an HIV+ abuser suggesting that she or he will sicken or die if the partner ends the relationship;
- preventing the HIV+ partner from receiving needed medical care or medications;
- taking advantage of an HIV+ partner’s poor health status, assuming sole power over a partner’s economic affairs, create the partner’s utter dependency on the abuser;
- An HIV+ abuser infecting or threatening to infect a partner.

**BARRIERS TO SEEKING SERVICES**

Barriers to addressing LGBT intimate partner violence (both for service providers and survivors) include:

- The belief that domestic violence does not occur in LGBT relationships and/or is a gender based issue;
- Societal anti-LGBT bias (homophobia, biphobia and transphobia);
- Lack of appropriate training regarding LGBT domestic violence for service providers;
- A fear that airing of the problems among the LGBT population will take away from progress toward equality or fuel anti-LGBT bias.
- Domestic violence shelters are typically female only, thus transgender people may not be allowed entrance into shelters or emergency facilities due to their gender/genital/legal status.

**FOR MORE INFORMATION**

<table>
<thead>
<tr>
<th>National Coalition of Anti-Violence Programs</th>
<th>GLBT National Help Center</th>
<th>Gay Men’s Domestic Violence Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>212-714-1184</td>
<td>1-888-843-4564</td>
<td>1-800-832-1901</td>
</tr>
<tr>
<td><a href="http://www.ncapv.org">www.ncapv.org</a></td>
<td><a href="http://www.glbtnationalhelpcenter.org">www.glbtnationalhelpcenter.org</a></td>
<td><a href="http://www.gmdvp.org">www.gmdvp.org</a></td>
</tr>
</tbody>
</table>

For more information or to get help, please call the National Domestic Violence Hotline at 1-800-799-SAFE
National Sexual Assault Hotline at 1-800-656-HOPE

**SOURCES**

6 The Public Policy Office of the National Coalition Against Domestic Violence (NCADV) is a national leader in the effort to create and influence Federal legislation that positively affects the lives of domestic violence victims and children. We work closely with advocates at the local, state and national level to identify the issues facing domestic violence victims, their children and the people who serve them and to develop a legislative agenda to address these issues. NCADV welcomes you to join us in our effort to end domestic violence.
<table>
<thead>
<tr>
<th>Term</th>
<th>LGBTQI Appropriate Terms/Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transwomen, Transmen</td>
<td>NO</td>
</tr>
<tr>
<td>Gender Variant, Gender Non-Conforming</td>
<td>YES</td>
</tr>
<tr>
<td>Hermaphrodite</td>
<td></td>
</tr>
<tr>
<td>Intersex</td>
<td></td>
</tr>
<tr>
<td>Transgendered</td>
<td></td>
</tr>
<tr>
<td>Man</td>
<td></td>
</tr>
<tr>
<td>A Transgendered</td>
<td></td>
</tr>
<tr>
<td>Transgender Women, Transgender</td>
<td></td>
</tr>
<tr>
<td>Identified</td>
<td></td>
</tr>
<tr>
<td>Trans, Transgender, Transgender</td>
<td></td>
</tr>
<tr>
<td>Transvestite</td>
<td></td>
</tr>
<tr>
<td>Gay Lifestyle, Alternative Lifestyle</td>
<td></td>
</tr>
<tr>
<td>Sexual Orientation</td>
<td></td>
</tr>
<tr>
<td>Gay Community</td>
<td></td>
</tr>
<tr>
<td>Sexual Orientation</td>
<td></td>
</tr>
<tr>
<td>Lesbian, Bisexual</td>
<td></td>
</tr>
<tr>
<td>Homosexual</td>
<td></td>
</tr>
</tbody>
</table>
Day 1 G: Parallel Sessions
Session Descriptions

Focus Area 1: Trauma-Informed Programs: Another Measure of Success
During this session, participants will have an opportunity to explore ways to incorporate a trauma-informed approach within their prevention strategies. This includes a refresher on responding to disclosures, planning events and programs with the right team present, understanding content warnings, and planning self-care strategies. Beyond this, participants will explore how certain events can impact organizational culture and structure and understand tips to better address systemic trauma and plan efforts with this in mind.

Focus Area 2: Campus Sexual Assault: HBCUs & Black Students at PWIs
Addressing sexual assault at culturally-diverse campuses and with minority populations can pose its own unique challenges. This presentation will focus on the dynamics inherent in the Historically Black Colleges and Universities setting that contribute to the need for additional prevention strategies. In addition, how Black students’ experiences on the campuses of Predominantly White Institutions may impact their view of campus resources and prevention of sexual violence will be explored.

Focus Area 3: LGBTQIA+ Campus Communities: Making Prevention Efforts Inclusive
In this interactive session, participants will learn about LGBTQIA+ community, culture, and language. We will examine how homo/bi/transphobia manifest through hate/bias violence and we will clarify myths about sexual violence, intimate partner violence, and stalking within the LGBTQIA+ community. Discussions will address obstacles and barriers that LGBTQIA+ survivors face reaching out for help and support, as well as how prevention efforts on campus can seek to make messages inclusive and accessible to the LGBTQIA+ campus community.
Trauma-Informed Programs: Another Measure of Success

ALEX LESLIE
DIRECTOR OF PREVENTION PROGRAMS
CLEVELAND RAPE CRISIS CENTER

#ChangingCampusCulture
Main Topics

Review of BLAB IT response model—remember from the summit?

Content warnings

Cutting down surprises—increasing the planning

Self-care

Suggestions for community trauma
BLAB IT: RESPONDING

BREATHE
LISTEN
AFFIRM
BELIEVE

INFORMATION
TRAUMA-INFORMED SUPPORT

Remember: “BLAB IT, don’t blab it!”
What Should I Do?

Ground Rules
Make sure people know your reporting responsibility up front, and often

“The Pause”
More art than science; using your gut to strategically remind someone about your need to report some things

Work Together
Don’t leave someone high and dry; help them understand what you need to report, and offer choice within that situation
Content Warnings

Understanding triggers

Why warn?

What causes a trigger?
  ◦ Hard to predict
  ◦ But can still warn on content

Encouraging self-care
  ◦ Keep three helpful suggestions in your back pocket
  ◦ Restroom, drink of water, person to offer a check-in
Think of an event you’ve had on campus

What makes a program successful?

What keeps a program from becoming successful?
Decrease Triggers? By Decreasing Surprises

Cross-campus communication is key
Student-led events; creating some guidelines

Key needs at programs/events:
- Confidential person
- Diverse student group partners
- Resources/hotlines
- Agenda
- MC/host
Self-Care

Vicarious Trauma
- Burnout
- Turnover
- Frustration/lack of engagement
- Lack of creativity/output

Cultivating a Culture of Self-Care
- Individual self-care plans
- Team building
- Recognizing the ebb and flow of work

Self-care is not selfish.
You cannot serve from an empty vessel.

Eleanor Brown with 2 Ns
eleanorbrown.com
Work with Partner at Your Table

Your Campus Programming Team
Your Best Self Care
Your Emergency Self Care
Thank You!

Contact OAESV and the team with TA questions around any of these challenges!

Alex Leslie
Director of Campus Services
Cleveland Rape Crisis Center
(216) 619-6194 x109
alexl@clevelandrcc.org
Organizational Culture & Organizational Trauma:

PREVENTING VIOLENCE WHEN ORGANIZATIONS ARE AT RISK FOR, OR ARE EXPERIENCING TRAUMA
Objectives

Understand Organizational Culture and the Context of Trauma within Organizations

Identify Appropriate Action Steps When Dealing with Organizational Trauma
Organizational Culture

Core Identity

“The way we do things!”

Core Values

Creation Story & Moral Narrative

Personality & Spirit
Organizational Trauma

Experience(s) for which an organization is structurally unprepared

Experience(s) that overwhelm the organization’s defensive (self-protective) structures and leaves members feeling vulnerable or temporarily helpless
Origins of Organizational Trauma

- Single Catastrophic Event
- Empathic Nature of Work
- Redemptive Nature of Work
- Ongoing Wounding or Re-Wounding

Ongoing Trauma Reactions
Parallel Processes

- The Public Government, Funders,
- Institution
- Administrators, Faculty & Staff
- Students
Preventing Violence in the Face of Organizational Trauma

Anticipate Impacts:
- Closed boundaries between organization and external environment
- Centrality of insider relationships
- Stress and anxiety contagion
- Inadequate worldview
- Depression
- Despair and loss of hope

Prepare TI Toolkit:
- Postpone prevention education during immediate aftermath
- Encourage organizational response to traumatic events
- Allow for expressions of grief, loss, hopelessness and helplessness
- Other tools?
Thank you!

REBECCA CLINE, MSW, LISW-S
PREVENTION PROGRAMS DIRECTOR
OHIO DOMESTIC VIOLENCE NETWORK
REBECCAC@ODVN.ORG
330-725-8405

#ChangingCampusCulture
Community Agreements

- Confidentiality
- Use “I” Statements
- Assume Good Intentions
- Move up… Move Back…
- Self-Care – Wellbeing
- Topic Focused
- Any other agreements from the group?
Impact of silence
Quick language/terminology overview
In addition to sexism...

- Heterosexism – belief that heterosexuality is normal, natural, and right, and that other sexual orientations are not.

- Cissexism – belief that cisgender identity is normal, natural, and right, and that other gender identities and/or gender expressions are not.
Pronouns
<table>
<thead>
<tr>
<th>Appropriate Terms / Language</th>
<th>Yes - Appropriate</th>
<th>No – Inappropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gay, Lesbian, Bisexual</td>
<td></td>
<td>Homosexual</td>
</tr>
<tr>
<td>Sexual Orientation</td>
<td></td>
<td>Sexual Preference</td>
</tr>
<tr>
<td>Gay Culture/Community</td>
<td></td>
<td>Gay / Alternative Lifestyle</td>
</tr>
<tr>
<td>Trans, Transgender, Trans-identified</td>
<td></td>
<td>Transvestite</td>
</tr>
<tr>
<td>Transgender Woman, Transgender Man</td>
<td></td>
<td>A Transgendered, Transgenderds</td>
</tr>
<tr>
<td>Intersex</td>
<td></td>
<td>Hermaphrodite</td>
</tr>
</tbody>
</table>
What about Queer?

<table>
<thead>
<tr>
<th>Negative Connotations</th>
<th>Positive Connotations</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Is still seen and heard by many as pejorative slur</td>
<td>- Reclaiming of a pejorative can be used as community bonding and building</td>
</tr>
<tr>
<td>- Can trigger past trauma</td>
<td>- The word itself is ungendered – which is uncommon in our society</td>
</tr>
<tr>
<td>- Is still used by many as harmful and violent language</td>
<td>- Even though SO and GI are separate this word can be used for both</td>
</tr>
</tbody>
</table>

Negative Connotations
- Is still seen and heard by many as pejorative slur
- Can trigger past trauma
- Is still used by many as harmful and violent language

Positive Connotations
- Reclaiming of a pejorative can be used as community bonding and building
- The word itself is ungendered – which is uncommon in our society
- Even though SO and GI are separate this word can be used for both
SEXUAL VIOLENCE, INTIMATE PARTNER VIOLENCE, & STALKING IN LGBTQIA+ COMMUNITIES
Statistics and Reporting

- About 25% to 32% LGBTQ people experience IPV/DV, (same as the rate of DV for the general population)
- Bisexual women (61.1%) reported higher levels of rape, physical and/or sexual abuse, and stalking by an intimate partner than both lesbian (43.8%) and heterosexual women (35%).
- Bisexual men (37.3%) reported slightly higher levels of rape, physical violence, and/or stalking by an intimate partner than gay men (26%) and heterosexual men (29%)
- Fifty percent (50%) of transgender people have experienced sexual violence.
More statistics

- According to BJS report (January 2016), prevalence rate for experiencing sexual assault since entering college was:
  - 22% for lesbian and gay students
  - 35% for bisexual students
  - 28% for transgender students
Violence Is Not – Myths

- Just happening in heterosexual relationships (Where neither partner is transgender)

- About Size, strength, sex, gender identity, or who is “butch” or more masculine

- About partners just “fighting it out” all the time

- Intimate Partner abuse is not mutual
  - Although the survivor may defend themselves, there is a difference between self-defense and abuse

- Intimate Partner Abuse is about using power and control to gain power

- It is easier for LGBTQI survivors to leave
Unique Experiences of LGBTQI Survivors

- Intense focus on sexual behavior vs. relationship
- More likely to be silenced by others
- Less likely to be believed
- Blamed if engaging in “risky” behavior
- SV seen as punishment; corrective rape
- Abusers may threaten to “out” survivor
- Myths about LGBTQIA+ people
Making prevention efforts inclusive

Queering our messages
Why do all the girls have to buy princesses?

Some girls like superheroes.
Some girls like princesses.

Some boys like superheroes.
Some boys like princesses.

Why do all the girls have to buy pink stuff? All the boys have to buy different color stuff.
So...Which one of you is the fork?
Gender roles examined
Physical Violence
Sexual Violence
Murder
Vandalism

Bullying
Verbal Abuse
Name calling
 Discrimination
Rumors
Threats
Embarrassing
Stealing
Exclusion
Community Norms

- Traditional prevention efforts discuss interrupting sexist comments
- Expand this bystander behavior to include interrupting homo/bi/transphobic remarks, jokes, etc.
- Goal is to create a campus community and culture that is supportive and affirming of people of all identities
Barriers for Bystanders

- Not knowing how to respond to homo/bi/transphobic language
- Not recognizing ways SV/IPV/Stalking can look in LGBTQIA+ communities
- Fear of outing someone/self
- Do no want to air communities “dirty laundry”
Considerations for Prevention Efforts

- Images
- Language
- Pronouns
- Scenarios
- Breakout sessions
- Presenters
- Collaborations
This photography project seeks to explore the labels we choose to identify with when defining our gender and sexuality.
Language, Pronouns, & Scenarios

- Inclusive language
- Use gender neutral pronouns
- Examples and scenarios should include LGBTQIA+ representation
  - LGBTQIA+ survivors, relationships
  - Reflect experiences of LGBTQIA+ students
Breakout sessions

- Gendered vs. gender inclusive workshops
- Overall goal is so that all participants feel safe
- What information are we giving to people based on groups they select?
Who are the presenters?

- Inclusive and diverse presenters
- Training of presenters
  - Comfortable and knowledgeable to discuss sexual orientation and gender identity
  - Understanding of violence towards LGBTQIA+ folks
  - Ability to respond to homo/bi/transphobic comments or language
Collaboration

- Connect with and involve LGBTQIA+ student groups and faculty
- Engage with LGBTQIA+ community resources (local, state)
- Have LGBTQIA+ voices at the table
Campus Community

- Climate surveys
  - Ask about experiences of anti-LGBTQIA+ violence and bystander intervention
  - Campus readiness

- Campus anti-discrimination policies

- Campus policies for consent, relationship violence inclusive for LGBTQIA+ survivors
Questions?

Thank you!

#ChangingCampusCulture
Ohio Changing Campus Culture
Recommendation 2 (Prevention)
Day 1
@We Prevent Now

#ChangingCampusCulture
Opening

Region 1: May 19-20, Wright State University

Region 2: May 31-June 1, Hocking College

Region 3: June 7-8, Terra State Community College

Region 4: June 29-30, Kent State University
Welcome & Introductions
Overview
Changing Campus Culture
Recommendation 2: Prevention
Prevention Team Introductions
About PIRC
Prevention Innovations Research Center at the University of New Hampshire

Vision
A world free from sexual and relationship violence and stalking

Mission
To end sexual and relationship violence and stalking through the power of effective practitioner and researcher

Goal
To improve institutional policy, practice, and capacity for sexual and relationship violence and stalking prevention and response through research and evaluation
Campus Teams

Introductions

If you asked the majority of your students for three things that would represent your campus, what would they be?
Day 1 Agenda

- Welcome and Introductions
- Prevention Frameworks
- What Works in Prevention & the Bystander Strategy
- Lunch & Table Talks
- Compliance through a Prevention Lens
- Building a Comprehensive Campus Prevention Plan
- Climate Surveys & Integrating Changing Campus Culture Recommendations
- Parallel Sessions
- Resources & Partners
- Closing
Day 2 Agenda

• Opening
• Elements of Comprehensive Campus Prevention Program
• Assessing Campus Needs & Readiness
• Lunch & Table Talks
• Parallel Sessions
• Program Evaluation
• Next Steps in Plan Development & Implementation
• Closing
Comprehensive Prevention

Prevention strategies that have:

• multiple interventions
• multiple settings
• engage the systems that support the development of the problem behaviors & address the community norms associated with the problem behaviors/reduce risk factors
• build protective factors
Comprehensive Prevention

Public health approach – three levels of prevention
Adapted from Bronfenbrenner, 1997 & Dahlberg & Krug, 2002
Day 1 Part B: Prevention Frameworks

Mapping Your Efforts: Social Ecological Model & Levels of Prevention

<table>
<thead>
<tr>
<th></th>
<th>Individual</th>
<th>Relationship</th>
<th>Community</th>
<th>Societal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary (Before)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secondary (During)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Comprehensive Prevention

Engages all members of the community
Grounded in Public Health Approach and Effective Prevention Principles

• Use data to define the problem
• Identify risk and protective factors
• Develop prevention strategies that are knowledge and skills-based

Prevention = Knowledge + Skills + Action
“Social justice is both the goal and a process.”

Adams, Bell, & Griffin, 2007
Social Justice Framework

“Sexual violence prevention is linked to the broader social justice movement because **ending sexual violence means ending oppression.**”

“...**Striving for social justice** means striving to not only build and strengthen systems that promote equity throughout all social groups, but also means acknowledging that **many current systems largely fail** in this endeavor.”

Adapted from Machiwalla, Klein, Faerber, & Rizzo, 2015; Social Justice Framework for the Respect Program, Emory University
Raising our Vantage Point

- Consider your institutional/organizational readiness
- Different vantage points and areas of expertise
- Think comprehensively, beyond programs and strategies
What Works in Prevention &
the Bystander Strategy
What Works in Prevention:
Principles of Effective Prevention Programs

1. Comprehensive
2. Varied Teaching Methods
3. Sufficient Dosage
4. Theory Driven
5. Appropriately Timed / Developmentally Appropriate

What Works in Prevention:
Principles of Effective Prevention Programs

6. Socio-culturally Relevant
7. Carefully planned evaluation and implementation are essential to effective program
8. Outcome Evaluation
9. Well-trained staff
Day 1 Part C: What Works in Prevention & the Bystander Strategy &
Day 2 Part D Track 1: Strategies for Implementing
Skills-Based Bystander Intervention Programs

Handout: Questions to Ask When Considering Prevention Products

How do we know it works? - A prevention program should have stated learning objectives, and a vendor should be able to tell you if each learning objective has been evaluated. If each objective has been evaluated, what were the results? What changes in participants attitudes, knowledge, belief, or behavior occurred because of their participation? Has the program been found to be effective, or is it simply based on evidence? Where have those results been published, or are there reports or peer-reviewed articles available? Has evaluation informed changes to the product over time?
Resources from Not Alone

Establishing Prevention Programming: Strategic Planning for Campuses

Colleges and universities have made great strides in addressing and preventing sexual assault, yet there is still much we need to know. This document outlines key points that campuses should consider in strategic planning for sexual violence prevention. Specifics of this process will look different for each campus. This document provides preliminary guidelines and questions to get the process started.

Know your learning goals.

As part of strategic planning, it is important to identify the specific prevention goals for your campus. Specific learning goals can help campuses identify what kinds of prevention programs will best meet their needs and can also help when designing an assessment of the effectiveness of these efforts. Below are some examples:

Bystander-Focused Prevention of Sexual Violence

Research on the causes of sexual violence and evaluation of prevention efforts indicates that bystanders (also referred to as witnesses, defenders, or upstanders) are a key piece of prevention work.

Common Components of Bystander Intervention

- **Awareness.** A key first step is to heighten awareness so individuals and groups are better able to identify instances of sexual violence.

- **Sense of Responsibility.** A sense of responsibility gives the bystander motivation to step in and take action. Bystanders are much more likely to help friends than strangers, and are more likely to help strangers if they see them as part of a group they identify with (like supporting the same sports team).
What is a Strategy?

- Engages multiple levels of the social ecology
- Goes beyond the individual
- Bystander is one strategy in a comprehensive approach
- Other strategies include: risk reduction, perpetrator accountability and behavior change
- Related fields: alcohol and other drug abuse prevention, sexual health promotion
What is a Bystander Strategy?

- Takes a wider community approach
- Doesn’t target individuals as perpetrators or victims
- Everyone has a role to play
- Includes building recognition, sense of responsibility, perception of norms, weighing pros and cons, confidence and skill building, and context
What is a Program?

• An in-person bystander intervention program is one component of a bystander strategy
• Other components include policies that support intervening (medical amnesty), social marketing campaigns, infusion into healthy sexuality/alcohol abuse prevention programs, online modules, interactive theater programs, faculty/staff training, etc.
Campus Legal Landscape

History of Support: Laws protecting students from sexual violence and harassment

1972 EDUCATION AMENDMENTS
Title IX prohibits sex-based discrimination in higher education.

1990 CLERY ACT
The law requires participating postsecondary institutions to annually disclose campus crime statistics and security information to the federal government.

1994 VIOLENCE AGAINST WOMEN ACT
The law established federal legal definitions for domestic violence, dating violence, sexual assault, and stalking.

2013 CAMPUS SAVE ACT
Amended the Clery Act with the reauthorization of the Violence Against Women Act to mandate extensive prevention and awareness programs for sexual assault, sexual misconduct, and related offenses.

OCT. 1, 2014 COMPLIANCE WITH CAMPUS SAVE ACT
Schools must report compliance with Campus SaVE Act in their Annual Security Reports and have the act fully implemented by this date.
National Attention
We’re having a **cultural moment** right now. Expectations have fundamentally shifted in the past five years around campus sexual violence. It’s possible to use this energy as a **lever for broader change**. I don’t think we’ll ever go back to the way that things were in 2010.

- Campus-based professional

Klein, Rizzo, & Dunlap, 2016
“Sexual violence is being treated like a new epidemic taking campuses by storm rather than the *endemic societal issue* it is. On campuses in particular, there is an increased challenge in separating prevention programming from policy programming. They are being conflated in our educational programs, but the pedagogy should not be the same for both. *'Because the policy says so' does not change attitudes or culture.*“

- Campus-based professional

Klein, Dunlap, & Rizzo, 2016
Resource: VAWA Language

Programs to prevent: The term **programs to prevent** refers to comprehensive educational and training programs intended to prevent violence that incorporate diverse approaches that are culturally relevant, inclusive of diverse communities and identities, sustainable, responsive to community needs, and consider risk and protective factors as they occur on the individual, relationship, community and societal levels.

Primary prevention: The term **primary prevention** refers to programming, initiatives and strategies intended to stop domestic violence, dating violence, sexual assault, or stalking before it occurs to prevent initial perpetration or victimization through the promotion of positive and healthy behaviors and beliefs. Efforts to change behavior and social norms, and promote healthy relationships, healthy sexuality and egalitarian gender roles, or efforts to understand risk factors and protective factors for bystander inaction and change social norms around bystander inaction are all examples of primary prevention.
Campus SaVE/VAWA 304

• “Primary prevention and awareness programs for all incoming students and new employees, including safe and positive options for bystander intervention;

• Information on risk reduction to recognize waning signs of abuse behavior; and

• Ongoing prevention and awareness programs for students and faculty”
Programs to Prevent

The term programs to prevent refers to comprehensive educational and training programs intended to prevent violence that incorporate diverse approaches that are culturally relevant, inclusive of diverse communities and identities, sustainable, responsive to community needs, and consider risk and protective factors as they occur on the individual, relationship, community and societal levels.
Bystander Intervention

The term bystander intervention refers to **safe and positive options** that may be carried out by an individual or individuals to **prevent harm or intervene in situations of potential harm** when there is a risk of domestic violence, dating violence, sexual assault, or stalking against a person other than the individual. Effective bystander intervention training prepares participants to **recognize situations of potential harm**, **overcome barriers to intervening**, **identify safe and effective intervention options**, and **take action**.
Risk Reduction

The term risk reduction refers to approaches that seek to mitigate risk factors that may increase the likelihood of perpetration, victimization, or bystander inaction. Risk reduction focuses on helping individuals and communities address the institutional structures or cultural conditions that facilitate SV, DV & stalking to increase safety.
Ongoing Prevention & Awareness

The term ongoing awareness and prevention campaigns refers to campaigns that are sustained over time focusing on increasing awareness or understanding of topics relevant to SA, DV and stalking prevention. These programs will occur at different levels throughout the institution (ie. faculty, athletics, incoming students) and will utilize a range of strategies.
It’s Not Just the What but the How

Informing Students about Campus Policies and Resources: How They Get the Message Matters
Prevention with Compliance

• Centering prevention means starting with the belief that sexual and relationship violence and stalking are not inevitable.

• Compliance means documenting efforts and sharing success.

• Not only the *what* or content of what we are sharing but the *how* to ensure that our efforts are effective for prevention.
Building a Comprehensive Campus Prevention Plan
History of Campus SV Prevention

- Grassroots movement-building
- Community organizations
- Campus-based sexual violence prevention and advocacy programs
  - First founded 30+ years ago
  - Office on Violence Against Women grants from federal government to campuses (1996)
- Historically, programs have focused on risk reduction, empathy building, awareness/attitude change
What Has Been Found to Be Effective through Research

- Programs have been found to be effective in increasing knowledge of sexual and relationship violence and decreasing rape myths
- Still very little known about decreasing victimization and perpetration
- Reporting of incidents of violence often increases after prevention programming is implemented
- Goal is eventually reporting matching prevalence
## Activity: Goals

**Day 1 Section E: Building a Comprehensive Prevention Plan**

**Activity Worksheet: Goals**

<table>
<thead>
<tr>
<th></th>
<th>Individual Reflection</th>
<th>Contributions of Other Team Members</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do we want every community member to know?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What do we want every community member to be able to do?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Activity: Goals

• What do we want every community member to know?
• What do we want every community member to be able to do?
• How do we want every community member to feel about the institution?
• What would success look like?
### Activity: Measuring Success

#### Day 1 Section E: Building a Comprehensive Prevention Plan

Activity Worksheet: Measuring Success

<table>
<thead>
<tr>
<th>Knowledge Areas from Goals Activity</th>
<th>How will we demonstrate we’ve been successful?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Skills Areas from Goals Activity     |                                               |
|--------------------------------------|                                               |
Activity: Measuring Success

- How can you demonstrate that every community member has that knowledge?
- How can you demonstrate that every community member has those skills?
- How do you determine how people feel about the institution?
- How will you know you’ve been successful?
Using Data to Inform Prevention Strategies

How to use campus climate study findings and data to inform prevention, response and compliance approaches within different departments or units.

• Use the data to highlight the areas that are in need of change and attention
• Develop strategies based on data
Resource: Climate Surveys

Communicating and Using Climate Survey Results

Climate Studies can provide helpful information about different indicators of a school’s campus climate. This information can be used to educate the campus community and to inform a campus’ review of the policies and practices they use to respond to and to prevent dating and domestic violence, sexual assault and stalking. Making the most of the opportunities provided by conducting a climate survey first requires the collection of trustworthy data (for examples see: https://www.notalone.gov/assets/ovw-climate-survey.pdf and http://socialwork.rutgers.edu/CentersandPrograms/VAWC/researchevaluation/CampusClimateProject.aspx). Secondly, it is critical to develop a thoughtful strategy about how to present findings to your community. The following questions and guidance are intended to help Climate Study Committees and University Administrators ask important questions when they have conducted a campus climate survey and are making decisions about how to release and use information about the findings of the research.
Recommendation 1
Using Campus Climate Survey Data for Changing Campus Culture

Regional Changing Campus Culture Prevention Trainings

Ohio Domestic Violence Network
The comprehensive resource on domestic violence
Learning Objectives

• Use campus climate survey results to inform campus prevention efforts.

• We will explain Ohio’s statewide approach to supporting climate studies on campus.
Climate:

• Big Picture

• Place-Based
1. the **composite or generally prevailing weather conditions** of a region, as temperature, air pressure, humidity, precipitation, sunshine, cloudiness, and winds, throughout the year, averaged over a series of years.

2. the prevailing attitudes, standards, or environmental conditions of a group, period, or place: “a climate of political unrest.”
Prevention interventions that modify campus practices can lead to changes in campus qualities such as climate.

How Do You Measure Climate?

Quantitatively

• ODVN/ODHE survey items:
  • Demographics
  • 10 Religiosity Scale Items (optional)
  • 9 Community Cohesion Items
  • Perceptions of Community Response to Sexual & Relationship Violence, Sexual Harassment & Stalking
  • Training in Policies regarding SIPVS
  • Knowledge of where to get help for SIPVS
  • Social Norms Items
  • Knowledge of SIPVS Incidence (both on & off campus)
  • Bystander Behaviors
11. Please indicate your level of agreement with the following statements:

<table>
<thead>
<tr>
<th></th>
<th>5 (Strongly Agree)</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1 (Strongly Disagree)</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. I feel valued in the classroom/learning environment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Faculty, staff, &amp; administrators respect what students on this campus think.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. I think faculty are genuinely concerned about my welfare.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. I think administrators are genuinely concerned about my welfare.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. I feel close to people on this campus.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. I feel like I am a part of this university/college.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. I am happy to be at this university/college.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. The faculty, staff, &amp; administrators at this university/college treat students fairly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. I feel safe on this university/college campus.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
How Do You Measure Climate?

Qualitatively
• Focus group interviews
• Key informant interviews
• Community Readiness Assessments

Together, both quantitative and qualitative data more fully tell your campus’ story
Ohio's Statewide Approach

Partnership with ODHE, OAESV, BRAVO, and other State Agencies and Organizations
1. Preparedness

A. Create and Maintain an Institution Specific Campus Safety Advisory Board

B. **Administer Campus Climate Survey**

C. Develop, Review, and Disseminate Campus Wide SIVPS Policies and Procedures

D. Establish and Communicate Reporting Procedures

E. Conduct Employee Training

F. Establish Relations Between Campus and Community Agencies

G. Establish Law Enforcement Partnership(s)

H. Establish Standardized Protocols for Required Accommodations and/or Interim Measures

I. Identify Plan for Participation in Statewide Community of Practice
Customized technical assistance to help campuses use climate survey results to inform prevention efforts.

Providing Report, Campus Profile, & Complete Data File.
RECOMMENDATIONS

• Convene a workgroup that consists of students, faculty, staff, administrators and local partners from rape crisis and/or domestic violence agencies.

• Define goals and outcomes of campus based prevention plan, relying heavily on findings from Campus Climate Survey
  • example goal linked to WHAT SPECIFIC FINDING?

• Use evaluation findings to make course corrections in implementing prevention activities

• Determining a menu of options for campus based prevention activities including whole campus and population based activities

• With support from campus leadership, implement planned activities

• Evaluate planned activities for outcomes

• Secure additional prevention focused training and technical assistance from local and state partners
RECOMMENDATIONS

• Convene a workgroup that consists of students, faculty, staff, administrators and local partners from rape crisis and/or domestic violence agencies.

• **Define goals and outcomes of campus based prevention plan, relying heavily on findings from Campus Climate Survey**
  • **Example: goal linked to WHAT SPECIFIC FINDING?**

• Use evaluation findings to make course corrections in implementing prevention activities

• Determining a menu of options for campus based prevention activities including whole campus and population based activities

• With support from campus leadership, implement planned activities

• Evaluate planned activities for outcomes

• Secure additional prevention focused training and technical assistance from local and state partners
<table>
<thead>
<tr>
<th>DATA</th>
<th>ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FINDING/FACT/RESULT</strong></td>
<td><strong>IMPLICATION/INTERPRETATION</strong></td>
</tr>
<tr>
<td>Sample of complete surveys = 30% men &amp; 70% women complete surveys (students)</td>
<td>The experiences and opinions of male students are not well represented (30/70). You may want additional data to better understand.</td>
</tr>
<tr>
<td>65% of respondents endorse social norms that objectify women and promote hyper-masculinity</td>
<td>Endorsement of these social norms promotes perpetration of SIVPS. They are indicators of potential hostile environment.</td>
</tr>
</tbody>
</table>
Violence IS Preventable

Thank you for your time and attention!

Rebecca Cline, MSW, LISW-S, ACSW
Prevention Programs Director
Ohio Domestic Violence Network
rebeccac@odvn.org

NO MORE
TOGETHER WE CAN END
DOMESTIC VIOLENCE & SEXUAL ASSAULT
Integrating Changing Campus Culture’s Recommendations & Evaluation
Connecting the Dots
Changing Campus Culture Initiative Regional Trainings

presented by Sharon M. Wasco, PhD
Independent Consultant and Evaluator
Changing Campus Culture: Preventing and Responding to Sexual Violence

October 2015
Changing campus culture is a complex and challenging undertaking, but studies have shown it is critical. Stand-alone sessions for students are not effective, but comprehensive, coordinated initiatives are. This report calls for campuses to embrace five strategies aimed at preventing and responding to sexual violence:

1. Use data to guide action. Specifically, campuses are asked to administer an annual campus climate survey to inform prevention and response strategies and to track trends over time.

2. Empower staff, faculty, campus law enforcement and students to prevent and respond to sexual violence through evidence-based training. Using feedback from the campus climate survey and/or other data sources to help select the most appropriate program, campuses should implement a comprehensive training program for their institution. Programs focused on bystander intervention are particularly encouraged.

3. Communicate a culture of shared respect and responsibility. Campuses should utilize a widespread awareness and communication campaign in synergy with trainings and other initiatives to help shift culture.

4. Develop a comprehensive response protocol. Campuses are encouraged to engage a variety of stakeholders in developing and adopting a comprehensive protocol to address sexual violence on campus. This comprehensive protocol will be both survivor-centered and respect the rights of the accused.

5. Adopt a survivor-centered response. By developing a response centered on survivors’ needs, such as providing confidential advisors, campuses can strengthen student trust in campus systems and processes.

“…five strategies aimed at preventing and responding to sexual violence. …to further a cohesive approach across all of our campuses.”
Changing Campus Culture

Five cornerstone strategies/recommendations:

1. Use data to guide action. Specifically, campuses are asked to administer an annual campus climate survey to inform prevention and response strategies, and to track trends over time.

2. Empower staff, faculty, campus law enforcement and students to prevent and respond to sexual violence through evidence-based training. Using feedback from the campus climate survey and/or other data, campuses should implement a comprehensive training program for their institution. Programs focused on bystander intervention are particularly encouraged.

3. Communicate a culture of shared respect and responsibility. Campuses should utilize a widespread awareness and communication campaign in conjunction with trainings and other initiatives to help encourage a safer culture.

4. Develop a comprehensive response policy. Campuses are encouraged to engage a variety of stakeholders in developing and adopting a comprehensive policy to address sexual violence on campus. This comprehensive policy will be both survivor-centered and respect the rights of the accused.

5. Adopt a survivor-centered response. By developing a response centered on survivors' needs, such as providing confidential advisors, campuses can strengthen student trust in campus systems and processes.
Changing Campus Culture

Five cornerstone strategies/recommendations:

1. Use data to guide action. Specifically, campuses are asked to administer an annual campus climate survey to inform prevention and response strategies, and to track trends over time.

2. Empower staff, faculty, campus law enforcement and students to prevent and respond to sexual violence through evidence-based training. Using feedback from the campus climate survey and/or other data sources, campuses should implement a comprehensive training program. Programs focused on bystander intervention are particularly encouraged.

3. Communicate a culture of shared respect and responsibility. Campuses should utilize a widespread awareness and communication campaign in conjunction with trainings and other initiatives to help encourage a safer culture.

4. Develop a comprehensive response policy. Campuses are encouraged to engage a variety of stakeholders in developing and adopting a comprehensive policy to address sexual violence on campus. This policy will be both survivor-centered and respectful of the rights of the accused.

5. Adopt a survivor-centered response. By developing a response centered on survivors' needs, such as providing confidential advisors, campuses can strengthen student trust in campus systems and processes.
Why evaluate?
Why evaluate?
Why evaluate?

practice what you preach

walk the talk
Why evaluate?

practice what you preach
walk the talk

LEAD BY EXAMPLE
Why evaluate?

You can’t connect the dots looking forward; you can only connect them looking backwards.

- Steve Jobs

It is a way to take a critical look at where we’ve been, learn from that, and be better tomorrow.
Definition of Evaluation

- a systematic process
- that involves collecting data
- to enhance knowledge & decision-making
Evaluation
Informs

Data

Evaluation Findings

Help

Make Decisions About

Funders
Sustaining, Expanding, Promoting

Programs
Improvements, Enhancements, New Services

Community
Supporting, Finding Resources, Partnerships

Administrators
Staffing, Future Programs, Coordination, Partnerships

Prevention Innovations
Research Center
Evaluation Approach:

- Conceptualizing **Title IX Coordinators as Expert Informants** on how change unfolds on campus
- We want to **understand differences** across settings (rural vs. urban) and **change** over time (PRE to POST)
- We will collect **confidential identifiers**, **NOT UNIVERSITY NAMES**
- Data will be collected, stored, & analyzed by a **qualified and independent evaluator**
- Results will be shared in **aggregate form** and **used to plan next steps**
What?
Connecting the Dots:

- Data to Action: Evaluating the Changing Campus Culture Initiative
- Strategic Messaging: Communicating Shared Respect and Responsibility
Changing Campus Culture

Five cornerstone strategies/recommendations:

1. Use data to guide action. Specifically, campuses are asked to administer an annual campus climate survey to inform prevention and response strategies, and to track trends over time.

2. Empower staff, faculty, campus law enforcement and students to prevent and respond to sexual violence through evidence-based training. Using feedback from the campus climate survey and/or other data sources to help select the most appropriate program, campuses should implement a comprehensive training program for their institution. Programs focused on bystander intervention are particularly encouraged.

3. Communicate a culture of shared respect and responsibility. Campuses should utilize a widespread awareness and communication campaign in conjunction with trainings and other initiatives to help encourage a safer culture.

4. Develop a comprehensive response policy. Campuses are encouraged to engage a variety of stakeholders in developing and adopting a comprehensive policy to address sexual violence on campus. This comprehensive policy will be both survivor-centered and respect the rights of the accused.

5. Adopt a survivor-centered response. By developing a response centered on survivors’ needs, such as providing confidential advisors, campuses can strengthen student trust in campus systems and processes.
Changing Campus Culture

Five cornerstone strategies/recommendations:

1. Use data to guide action. Specifically, campuses are asked to administer an annual campus climate survey to inform prevention and response strategies, and to track trends over time.

2. Empower staff, faculty, campus law enforcement and students to prevent and respond to sexual violence through evidence-based training. Using feedback from the campus climate survey and/or other data sources, campuses should implement comprehensive training programs, particularly focused on bystander intervention.

3. Communicate a culture of shared respect and responsibility. Campuses should utilize a widespread awareness and communication campaign in conjunction with trainings and other initiatives to help encourage a safer culture.

4. Develop a comprehensive response policy. Campuses are encouraged to engage a variety of stakeholders in developing and adopting a comprehensive policy to address sexual violence on campus. This policy will be both survivor-centered and respect the rights of the accused.

5. Adopt a survivor-centered response. By developing a response centered on survivors' needs, such as providing confidential advisors, campuses can strengthen student trust in campus systems and processes.
Changing Campus Culture

Five cornerstone strategies/recommendations:

1. Use data to guide action. Specifically, campuses are asked to administer an annual campus climate survey to inform prevention and response strategies, and to track trends over time.

2. Empower staff, faculty, campus law enforcement and students to prevent and respond to sexual violence through evidence-based training. Using feedback from the campus climate survey and/or other data sources, campuses should implement a comprehensive training program for their institution. Programs focused on bystander intervention are particularly encouraged.

3. Communicate a culture of shared respect and responsibility. Campuses should utilize widespread awareness and communication campaigns in conjunction with trainings and other initiatives to help encourage a safer culture.

4. Develop a comprehensive response policy. Campuses are encouraged to engage a variety of stakeholders in developing and adopting a comprehensive policy to address sexual violence on campus. This comprehensive policy will be both survivor-centered and respect the rights of the accused.

5. Adopt a survivor-centered response. By developing a response centered on survivors' needs, such as providing confidential advisors, campuses can strengthen student trust in campus systems and processes.
A SAFER CAMPUS
A GUIDEBOOK ON PREVENTION AND RESPONSE TO SEXUAL & INTIMATE PARTNER VIOLENCE & STALKING FOR OHIO CAMPUSES
SECOND EDITION

Written and issued in partnership with: Office of the Attorney General - Crime Victims Section, Ohio Alliance to End Sexual Violence, Ohio Department of Higher Education, Ohio Department of Health - Sexual Assault and Domestic Violence Prevention Program, Ohio Department of Public Safety - Office of Criminal Justice Services, Ohio Domestic Violence Network, and multi-disciplinary representatives of Ohio colleges, universities and community-based organizations. Nothing in this publication should be construed as providing legal advice. It is intended for educational and informational purposes only.
This is the foundation. These are the structural determinants of success.

1. PREPAREDNESS

A. Create and Maintain an Institution-Specific Campus Safety Advisory Board or Team
B. Administer Campus Climate Survey
C. Develop, Review and Disseminate Campus Wide SIPVS Policies and Procedures
D. Establish and Communicate Reporting Protocols and Procedures
E. Conduct Employee Training
F. Establish Relations Between Campus and Community Agencies
G. Establish Law Enforcement Partnership(s)
H. Establish Standardized Protocols for Required Accommodations and/or Interim Measures
I. Identify Plan for Participation in Statewide Community of Practice

College/university leadership should charge the Advisory Board/Team with a written mission/purpose of...
Strategic messaging widespread awareness & communication campaign is the way for you to “connect the dots.”
Plan Strategic Messaging

Consistent, relevant, and coordinated messaging
How many touches?

Rule of Seven

Contact your buyers a minimum of 7 times in an 18-month period for them to remember you.

- 2% of sales are made on the 1st contact
- 3% of sales are made on the 2nd contact
- 5% of sales are made on the 3rd contact
- 10% of sales are made on the 4th contact
- 80% of sales are made on the 5th – 12th contact

So, this simply means that your message should be repetitive and consistent.
Plan Strategic Messaging

- **Consistent, relevant, and coordinated** messaging
- **Culturally appropriate** for a wide variety of audiences
- **Informed by** prevailing gender-based violence prevention research and practice-based knowledge — i.e., student and task force expertise
- **Implemented in partnership** with local, statewide, and national efforts
Plan Strategic Messaging

- Consistent, relevant, and coordinated messaging
- Culturally appropriate for a wide variety of audiences
- Informed by prevailing gender-based violence prevention research and practice-based knowledge — i.e., student and task force expertise
- Implemented in partnership with local, statewide, and national efforts
- Posters, newspapers, and other materials on display in the campus environment
- Traditional, online (e.g., campus website), and social media
What?
Plan Strategic Messaging

- Promote positive behavior
- Put forth **attitudes that support prevention goals**
  
  For example, “Here at XYZ University, we look out for each other. Step up and speak up.”
Plan Strategic Messaging

- **Promote positive behavior**
- **Put forth attitudes that support prevention goals**
  - For example, “Here at XYZ University, we look out for each other. Step up and speak up.”
- **Engage a universal population** of all campus students, faculty and staff
- **Create prevention norms that are easily adopted** by the community as a whole
IT’S ON US
SEXUAL VIOLENCE BYSTANDER TIP #1*

THE FAKE FRIEND
Pretend you know the potential victim. Check in with them to see if they need assistance.

SEE IT. CHOMP IT. CHANGE THE GAME.

*adapted from Hollaback
SEXUAL VIOLENCE Bystander TIP #1*

CALL OUT THE OFFENSE
Most offenders stop their behavior once it is reprimanded. “That’s not ok. Leave them alone.”

SEE IT, CHOMP IT, CHANGE THE GAME.

*adapted from Hollaback

Prevention Innovations Research Center
SEXUAL VIOLENCE BYSTANDER TIP #3*

MAKE YOUR PRESENCE FELT
Let the offender know that you see the behavior. Spill your drink, or ask for directions.

SEE IT. CHOMP IT. CHANGE THE GAME.

*adapted from Hollaback
CHECK IN
“Are you ok? Do you need help? Is that person bothering you?”

*adapted from Hollaback
SEXUAL VIOLENCE BYSTANDER TIP #5*

THE DISTRACTION
Try coming in between the two, or creating some sort of commotion to allow the intended victim to leave.

*adapted from Hollaback

Prevention Innovations
Research Center
SEXUAL VIOLENCE BYSTANDER TIP #6*

BE A ROLE MODEL
If you treat others with respect and intervene safely when someone is being harassed, others will learn to do the same.

*adapted from Hollaback
let's stay connected.

Sharon.Wasco@gmail.com
330-310-5755
SharonMWasco.com
https://www.linkedin.com/in/sharon-wasco-639bb327
Parallel Sessions
Parallel Sessions

• **Focus Area 1**: Trauma-Informed Programs: Another Measure of Success
• **Focus Area 2**: Campus Sexual Assault: HBCUs & Black Students at PWIs
• **Focus Area 3**: LGBTQIA+ Campus Communities: Making Prevention Efforts Inclusive
Systems & Networks: Technical Assistance for Changing Campus Culture
Systems & Networks: Technical Assistance for Changing Campus Culture

Ann Brandon
Ohio Alliance to End Sexual Violence
Rebecca Cline
Ohio Domestic Violence Network
Session Objective

• Participants will be better able to navigate the plethora of local, state, and national resources available through Ohio’s SV/SA and DV/RV network
Who Are We?

www.oaesv.org  www.odvn.org
Who Are We?

• Federally recognized state coalitions
  – All 50 states and territories have one or both

• Provide training and technical assistance
  – Local rape crisis centers and domestic violence programs
  – Allied professionals
  – Stakeholders
  – Prevention and response
Who Are We?

State Level

– Public Policy Advocacy
– Systems Collaboration
  • With State Gov’t Agencies
  • Statewide Non-profit organizations such as BRAVO
– Convene the Ohio Sexual & Intimate Partner Violence Prevention Consortium
  • Strategic plan includes supporting campus based prevention
Local Networks

• Roughly 70 local DV programs and 30 Rape Crisis Centers across Ohio’s 88 counties
  – Local content experts and resources for prevention and response
  – Offer core services
    • Helplines/Hotlines
    • Crisis intervention / hospital advocacy
    • Shelter services for adults
Local Networks

To Connect with Local Programs:

– County by county lists:


– ODVN: [http://www.odvn.org/survivor/shelter.html](http://www.odvn.org/survivor/shelter.html)


– Call the office, not hotline number

– Ask to speak to the person who is in charge of community outreach and education, or prevention education
National Networks

Domestic Violence National TA/T Providers:

• National Network to End Domestic Violence
  www.nnedv.org

• National Resource Center on Domestic Violence
  http://www.nrcdv.org/
  – National Online Resource Center on Violence Against Women
  www.vawnet.org
  – National IPV Prevention Council
  www.preventipv.org

• Centers for Disease Control & Prevention
  http://www.cdc.gov/violenceprevention/intimatepart
  nerviolence/index.html
National Networks

National SA/SV TA/T Providers:

• National Alliance to End Sexual Violence: http://www.endsexualviolence.org/
• RAINN: Rape, Abuse and Incest National Network: https://rainn.org/
• National Sexual Violence Resource Center: www.nsvrc.org
• PreventConnect: www.preventconnect.org
Campus Resources:


- **It's on Us**: [http://itsonus.org/](http://itsonus.org/) - pledge to end sexual violence on campus

- **Not Alone**: [https://www.notalone.gov/](https://www.notalone.gov/) - national clearinghouse on resources related to sexual assault, intimate partner violence, and stalking on campuses
Campus Resources

• American College Health Association: www.acha.org/topics/violence (Toolkits available)
  http://www.acha.org/ACHA/Networks/Committees/Healthy_Campus_Coalition.aspx

• SAFER (Students Active For Ending Rape): www.safercampus.org
Campus Resources: Compliance

- **Know Your IX**: [http://knowyourix.org/](http://knowyourix.org/) - student activist website

- **US Dept. of Ed, Office on Civil Rights**:
  - [http://www2.ed.gov/about/offices/list/ocr/frontpage/pro-students/issues/sex-issue.html](http://www2.ed.gov/about/offices/list/ocr/frontpage/pro-students/issues/sex-issue.html) - Issues related to Title IX

- **Clery Center**: [http://clerycenter.org/jeanne-clery-act](http://clerycenter.org/jeanne-clery-act) - provides the history and context for reporting various crimes on campuses nationally

- **Campus SaVE Act**: [http://clerycenter.org/campus-sexual-violence-elimination-save-act](http://clerycenter.org/campus-sexual-violence-elimination-save-act) - context for current attention from the national level
Thank you!

Ann Brandon  
Training and Technical Assistance Specialist  
Ohio Alliance to End Sexual Violence  
abrandon@oaesv.org  
(216) 308-2728

Rebecca Cline, MSW, LISW-S  
Prevention Programs Director  
Ohio Domestic Violence Network  
rebeccac@odvn.org  
330-725-8405
Closing Day 1 & Preparing for Day 2

#ChangingCampusCulture