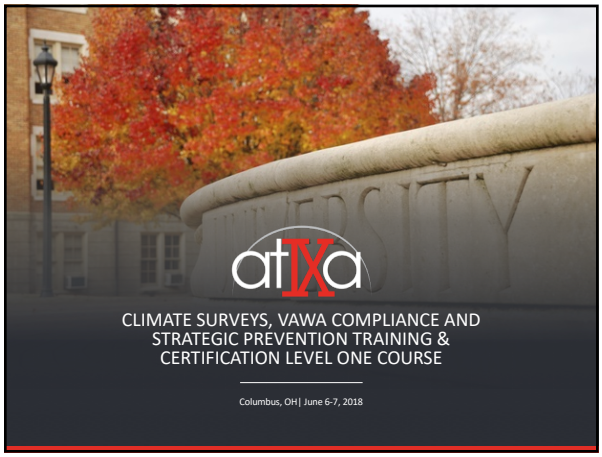

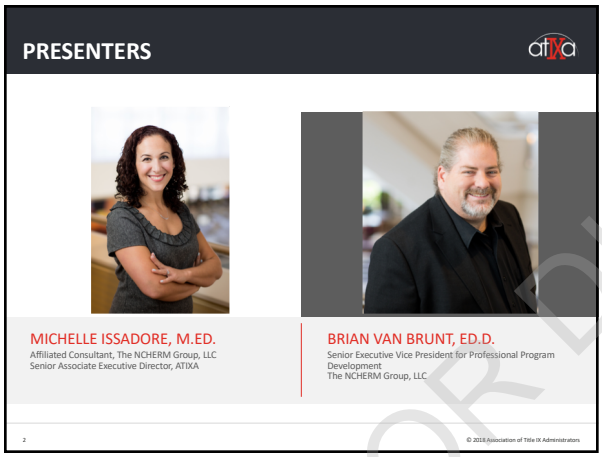

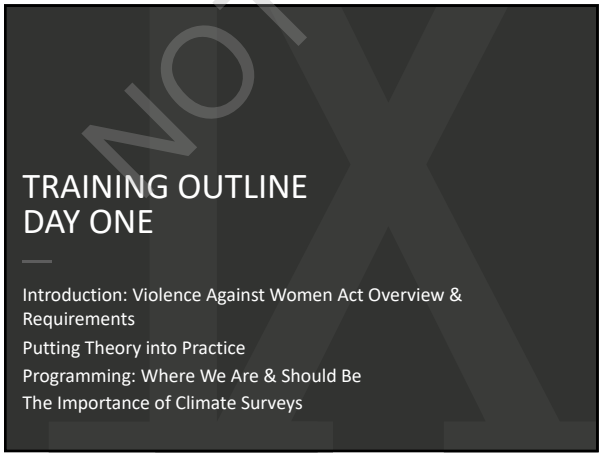

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TRAINING OUTLINE DAY TWO

Assessment and Programming Evaluation
Hot Topics
Required Training Elements
The 7 C's and The Prevention Year

VIOLENCE AGAINST WOMEN ACT

- The Violence Against Women Reauthorization Act (VAWA) set forth 70 obligations for colleges and universities under its Campus Sexual Violence Elimination Act (SaVE Act) provision (called Section 304).

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VIOLENCE AGAINST WOMEN ACT

- VAWA originally passed in 1994 to improve criminal justice response to violence and ensure access to victim services.
- Almost 25th anniversary; reauthorized in 2000, 2005, and 2013. Provides funding from DOJ and HHS for VAW grants and programs.
- VAWA 2013 strengthened response to sexual assault and focuses on domestic violence and younger victims.
- Includes Section 304 (Campus SaVE Act), which mandates prevention and awareness programs to prevent sexual assault, domestic violence, dating violence, and stalking.

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VIOLENCE AGAINST WOMEN ACT

- Applies to institutions that participate in Title IV financial aid programs (i.e., Pell, Perkins, and Work Study).
- Codified some, but not all, of the provisions of the now-rescinded April 2011 OCR "Dear Colleague Letter."
- "Good-faith effort" to comply was required March 7, 2014. Initial rulemaking language was available April 2014. Final regulations came out Nov. 1, 2014, with effective date of July 1, 2015 (enforcement).
- Merged with Clery Act requirements — Oct. 1, 2014; Annual Security Report (ASR) had to include new reporting definitions and program descriptions.

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PREVENTION STARTS WITH RECOGNITION

The first key to prevention is recognition.

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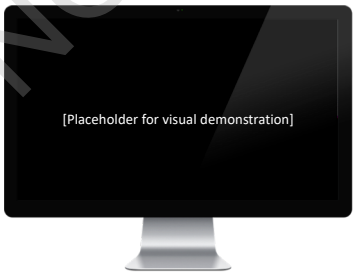

https://www.youtube.com/watch?v=9pr1oxEbdow

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PREVENTION STARTS WITH RECOGNITION

- The first key to prevention is recognition.
- There are many ways that sexual harassment and sexual violence can manifest, but rarely do they do so in isolation.
- The context is one of an entire continuum, including bullying and stalking.
- Let's explore a graphical representation of the concept…

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CONTINUUM OF SEXUAL/SEX-BASED DISCRIMINATION

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DEFINING THE GRAPHIC

- Sexual Harassment:
  - Unwelcome, gender-based verbal or physical conduct.
  - Sufficiently severe, persistent, or pervasive.
  - Unreasonably interferes with, denies, or limits someone's ability to participate in or benefit from the university's educational program and/or activities.
  - Based on power differentials (quid pro quo), the creation of a hostile environment, or retaliation.

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DEFINING THE GRAPHIC

- Bullying:
  - Repeated and/or severe aggressive behavior likely to intimidate or intentionally hurt, control, or diminish another person, physically or mentally.
  - Can be in person and/or cyber-based.
- Stalking:
  - Repetitive, often menacing pursuit, following, harassment, and/or interference with the peace and/or safety of a member of the community, that would cause a reasonable person to feel fear.
  - Can be in person and/or cyber-based.

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DEFINING THE GRAPHIC

- Intimate Partner Violence:
  - Violence between those in an intimate relationship to each other (this includes romantic relationships, domestic, and/or relationship violence).
- Sexual Violence:
  - Violence between persons known or unknown to each other in which the exertion of power/control manifests in sexual violation without consent and/or by force, including sexual battery, sexual assault, rape, etc.

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VAWA CAMPUS REQUIREMENTS

- Programs to prevent domestic violence, dating violence, sexual assault, and stalking (programming, initiatives, and strategies). These take the form of education, training and publication-based mandates for:
  1. Primary prevention programs
  2. Policy and law dissemination
  3. Bystander intervention
  4. Ongoing prevention and awareness campaigns
  5. Risk reduction

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VAWA PROGRAM REQUIREMENTS

Primary Prevention Programs:

- Programming, initiatives, and strategies informed by research or assessed for value, effectiveness, or outcome that are intended to stop dating violence, domestic violence, sexual assault, and stalking before they occur through the promotion of positive and healthy behaviors that foster healthy, mutually respectful relationships and sexuality; encourage safe bystander intervention; and seek to change behavior and social norms in healthy and safe directions.

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VAWA PROGRAM REQUIREMENTS

Awareness Programs:

- Community-wide or audience-specific programming, initiatives, and strategies that increase audience knowledge and share information and resources to prevent violence, promote safety, and reduce perpetration.

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VAWA PROGRAM REQUIREMENTS

Bystander Intervention:

- Safe and positive options that may be carried out by an individual or individuals to prevent harm or intervene when there is a risk of dating violence, domestic violence, sexual assault, or stalking.

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VAWA PROGRAM REQUIREMENTS

Ongoing Prevention and Awareness Campaigns:

- Programming, initiatives, and strategies that are sustained over time and focus on increasing understanding of topics relevant to and skills for addressing dating violence, domestic violence, sexual assault, and stalking, using a range of strategies with audiences throughout the institution.

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VAWA PROGRAM REQUIREMENTS

Risk Reduction:

- Options designed to decrease perpetration and bystander inaction, and to increase empowerment for victims to promote safety and to help individuals and communities address conditions that facilitate violence.

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VAWA PROGRAM REQUIREMENTS

Things to avoid when developing VAWA compliance:

- Adopt a simple, single solution to a complex problem approach.
- Develop a "top-down" method to create programs.
- Pass responsibility to other departments on campus to "run with it."
- Simply throw money at a complex problem.
- View intervention as a "one and done" approach.
- Avoid any research or evaluation of project.

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VAWA PROGRAM REQUIREMENTS

Things to adopt when developing VAWA compliance:

- Build from grassroots up, and involve students and peers as key stakeholders (build programs from climate surveys and focus group feedback).
- Create spaces for discussion and processing.
- Research effectiveness of programs before adopting.
- Take into account your institution's specific needs.
- Involve staff, faculty, students, parents, alumni, surrounding town, and prospective students; use the entire community.
- Create a feedback loop for constant program evolution.

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THEORY AND MODELS

Overview of five key theories involved in prevention and education efforts:

1. Public Health
2. Gordon's Operational Classification
3. Social-Ecological
4. Spectrum of Prevention
5. Prevention Methodologies

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THEORY AND MODELS

Overview of additional theories involved in prevention and education efforts:

- Bloom's Taxonomy of Critical Thinking
- Fink's Taxonomy of Significant Learning
- Chickering's Theory of Identity Development
- Kohlberg's Theory of Moral Development
- Sanford's Challenge and Support Theory

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PUBLIC HEALTH

- The public health approach focuses "on the safety and well-being of entire populations." A defining characteristic of public health is the goal toward providing services that benefit the most people.
- A multi-disciplinary scientific basis draws from medicine, epidemiology, sociology, psychology, criminology, education, and economics.
- Allows for a broad application of the approach to various worldwide health conditions. Stakeholder input from health, education, social services, justice, and policy also influences collective action.

http://www.cdc.gov/ViolencePrevention/overview/publichealthapproach.html

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PUBLIC HEALTH

- Define and monitor the problem: understand the who, what, when, where, why, and how associated with a given issue.
- Analyze data from sources such as police reports, medical examiner files, vital records, hospital charts, registries, population-based surveys, and more.
- Identify risk and protective factors: Pinpoint where to focus prevention efforts. Recognize that risk factors do not cause health conditions.

http://www.cdc.gov/ViolencePrevention/overview/publichealthapproach.html

Dahlberg LL, Krug EG. Violence- a global public health problem. In: Krug E, Dahlberg LL, Mercy JA, Zwi AB, Lozano R, eds. World Report on Violence and Health. Geneva, Switzerland: World Health Organization; 2002:1-56.

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PUBLIC HEALTH

- Develop and test prevention strategies: Design prevention programs based on needs assessments, community surveys, stakeholder interviews, and focus groups.
- This type of informed approach is evidence-based, then evaluated to determine effectiveness.
- Assure widespread adoption; dissemination techniques include training, networking, technical assistance, and evaluation.

http://www.cdc.gov/ViolencePrevention/overview/publichealthapproach.html

Dahlberg LL, Krug EG. Violence- a global public health problem. In: Krug E, Dahlberg LL, Mercy JA, Zwi AB, Lozano R, eds. World Report on Violence and Health. Geneva, Switzerland: World Health Organization; 2002:1-56.

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GORDON'S OPERATIONAL CLASSIFICATION

Continuum of Care: Prevention

- Universal: Address an entire population, such as at the national, community, school, or neighborhood level, with prevention programs, initiatives, and messages.
- Selective: Target subsets of a total population deemed to be at greater risk.
- Indicated: Look at individuals experiencing early signs or problem behaviors.

http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1424415/pdf/pubhealthrep00112-0005.pdf

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SOCIAL-ECOLOGICAL MODEL

- The social-ecological model addresses the intricate interaction between individual, relationship, community, and societal factors.
- Strategic prevention efforts should include a range of activities that tap into more than one level of the model.

http://www.cdc.gov/ViolencePrevention/overview/social-ecologicalmodel.html

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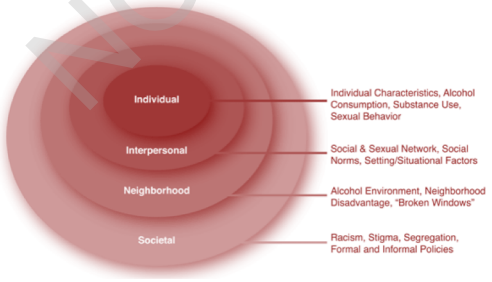
SOCIAL-ECOLOGICAL MODEL



http://pubs.niaaa.nih.gov/publications/arh333/179-183.htm

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SPECTRUM OF PREVENTION

- The Spectrum of Prevention is a "systematic tool that promotes a multifaceted range of activities for effective prevention….developed by Larry Cohen….based on the work of Marshall Swift."
- It identifies multiple levels of prevention and moves beyond the idea of prevention as education only, framing a comprehensive understanding of prevention through six complementary levels.

http://www.preventioninstitute.org/component/taxonomy/term/list/94/127.html

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SPECTRUM OF PREVENTION

- When the levels are used in conjunction with one another, greater effectiveness is possible. Identifying the most important activities for your prevention objective at each level allows for interrelated actions at other levels.

http://www.cdc.gov/ViolencePrevention/overview/social-ecologicalmodel.html

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THE SPECTRUM OF PREVENTION

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PREVENTION METHODOLOGIES

- Prevention is integrated across disciplines and therefore collaborative.
- Prevention is holistic (i.e., addressing physical, spiritual, and emotional well-being).
- Prevention is evidence-based and/or able to demonstrate efficacy.
- Prevention is strategic in design and implementation.
- Prevention is multi-targeted, directed at the individual, the community, and the society (environmental).

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PREVENTION METHODOLOGIES

- We encourage the perspective that prevention is conscious of social justice and mindful of systemic inequity, privilege, and power dynamics that affect multiple and intersecting identities.
- While all phases of prevention are essential to effective prevention, the prioritization and advancement of primary prevention research, practice, and implementation is paramount in reducing the incidence of violence.

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ADDITIONAL THEORIES

- Curricular Learning:
  - Bloom's Taxonomy of Critical Thinking
  - Fink's Taxonomy of Significant Learning
- Developmental Theories:
  - Chickering's Theory of Identity Development
  - Kohlberg's Theory of Moral Development
  - Sanford's Challenge and Support Theory

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CURRICULAR LEARNING

- As students arrive to campus, we want them to be motivated to learn and focused on being a part of high-quality education that prepares them for future personal, social, and professional life experiences.
- It often does not happen immediately and, in most cases, our students need to be motivated to be a part of on-campus learning experiences. Students become more inspired and engaged when we design and integrate the endeavors with significant learning goals.

http://www.aacu.org/peerreview/pr-wi07/pr-wi07_analysis3.cfm

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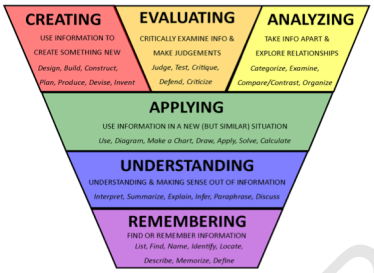

http://www.maggiehosmcgrane.com/2014/09/flipping-grade-4-and-flipping-blooms.html

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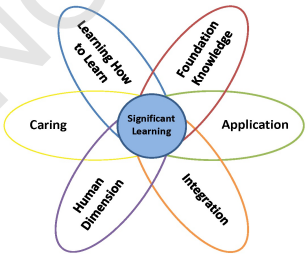

http://3to1z93m5aspz1tlz1zcsjta2m.wpengine.netdna-cdn.com/design/wp-content/uploads/sites/333/2014/07/significant.jpg

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CHICKERING'S THEORY OF IDENTITY DEVELOPMENT

- The Seven Vectors:
  1. Managing emotions
  2. Moving through autonomy toward interdependence
  3. Developing mature interpersonal relationships
  4. Establishing identity
  5. Developing purpose
  6. Developing integrity

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KOLHBERG'S MORAL DEVELOPMENT

Level/Stage	Age Range	Description
I: Obedience/Punishment	Infancy	No difference between doing the right thing and avoiding punishment
I: Self-Interest	Pre-school	Interest shifts to rewards rather than punishment – effort is made to secure greatest benefit for oneself
II: Conformity and Interpersonal Accord	School-age	The "good boy/girl" level. Effort is made to secure approval and maintain friendly relations with others
II: Authority and Social Order	School-age	Orientation toward fixed rules. The purpose of morality is maintaining the social order. Interpersonal accord is expanded to include the entire society
III: Social Contract	Teens	Mutual benefit, reciprocity. Morally right and legally right are not always the same. Utilitarian rules that make life better for everyone
III: Universal Principles	Adulthood	Morality is based on principles that transcend mutual benefit.

http://www.psychologynoteshq.com/kohlbergstheory/

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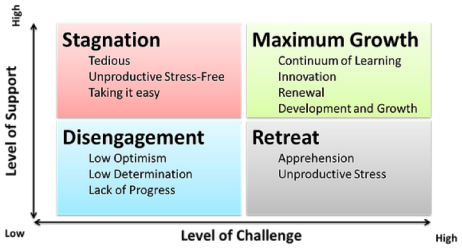
SANFORD'S CHALLENGE AND SUPPORT THEORY



http://www.productive-leadership.com/#!Are-you-Purposefully-Supporting-and-Challenging-your-team/c1sbz/5179A8D6-32A6-4C17-A212-9F1851440208

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PUTTING THEORY INTO PRACTICE

- Know what you should be addressing on your campus (climate survey).
- Have a centralized committee that focuses on a clear mission and strategy.
- Build coalition of stakeholders.
- Have a plan to evaluate the effectiveness of the program.
- Develop an effective and targeted marketing plan.
- Move beyond a "prevention week" to a "prevention year."
- Avoid buying a solution; be invested.

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PUTTING THEORY INTO PRACTICE

- Target populations and sub-populations.
- Ensure curriculum integration (e.g., syllabus statements, extra credit).
- Integrate technology.
- Assess attitudes, beliefs, and behavioral changes post-event.
- Vary the messaging modalities and keep it fresh.
- Provide peer facilitation.
- Have a master calendar with strategic timeline for content.
- Don't ignore transfers, dual enrollees, online students, and commuters.
- Be inclusive in messaging.

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APPROACHES TO PREVENTION

- Primary Prevention:
  - Addresses the core or root causal factors that lead to harm and/or empowers perpetrators or bystanders to confront, inhibit, or stop the harm.
- Secondary Prevention:
  - Addresses the immediate aftermath of harm to avoid deepening it or causing secondary victimization.
  - Resources that victim-blame fail at secondary prevention.
- Tertiary Prevention:
  - Seeks to inhibit long-term, systemic impediments to healing, recovery, and potential re-victimization.

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WHERE WE ARE

- Prevention efforts that are well-intentioned, but lack follow through or research support.
- A vision that is scattershot; poorly conceptualized and hit or miss.
- Targeted prevention efforts in response to current problem; efforts that are reactive.
- Prevention efforts that are under-supported and poorly funded.

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WHERE WE NEED TO BE

- A well thought-out, conceptualized framework for what students will learn, teach, and model about prevention.
- Educate our communities on high-risk health and safety issues; obtain buy-in from stakeholders.
- Foster primary prevention.
- Next paradigm for comprehensive health and safety education.

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PROGRAMMING SHOULD REACH:

- Population:
  - Full campus community
  - No specific risk
- Targeted:
  - Specific group (e.g., first year, Greek, etc.)
  - Some general risk
- Sanctioned Prevention:
  - Group with violations
  - Identified risk

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PROGRAMMING SHOULD REACH:

- Special Populations:
  - Gay, lesbian, bisexual, transgender, and intersex community
  - International students (ex: how culture impacts health/wellness beliefs)***
  - Male victims
  - Students with disabilities
- Other Groups Noted in Requirements:
  - Faculty and staff (mandatory)
  - First responders
  - Title IX Coordinators
  - Responsible employees

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BUILDING COLLABORATIONS

Stakeholders to enlist in process of programming

- Health prevention
- Orientation staff
- Residence life or housing
- Fraternity and sorority life
- Student organizations
- Student government
- Student activity boards
- Recreational sports/fitness and wellness
- Athletics
- Counseling Center

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BUILDING COLLABORATIONS

Stakeholders to enlist in process of programming:

- Women's Centers/Women's health institutes
- Behavioral Intervention Teams
- Conduct Office
- Police Department
- Military, first-generation, and multicultural groups
- Academic units (e.g., Women's Studies, Psychology, etc.)
- First-year seminar and special seminar courses
- University/college councils (e.g., gender equity, diversity, EEO, etc.)
- Community agencies (e.g., victims advocacy groups)

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WHAT WORKS?

- Not every approach works for every campus. Some blend, combination, or formulation of these three approaches can work for your campus, but you'll need to survey, implement, tinker, and evaluate to determine the specific needs of your population and what they respond to best.
- Environmental management is difficult with online populations. Social norms can be easier if effective marketing methods can be devised, and bystander empowerment can work in any context or environment.

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WHAT WORKS?

1. Environmental management
   - Community/campus partnerships
   - Reducing the locus of harm
2. Social norms/normative marketing
   - If pluralistic ignorance exists and can be remedied, behavioral changes can result
   - If false consensus exists and can be dispelled, it can result in behavioral changes
3. Bystander empowerment

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ENVIRONMENTAL MANAGEMENT

- Embraced by the NIH, CDC, and the now-defunct Higher Ed Center for Alcohol and Other Drug Prevention.
- Many applications to alcohol, mental health, and suicide.
- Not as much application to sexual assault, harassment, stalking, etc., to date. Studies are in progress.
- Sexual violence can be closely related to abusive organizations and alcohol environments, which can be controlled.

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NORMATIVE MARKETING

- Low entry cost, and relatively high entry energy
  - Target risky behaviors
  - Survey norms and targeted healthy norms
  - Share those norms with the community
  - Evaluate
- Posters, toilet stalls, emails, and e-banners
- Data can be integrated into classes

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NORMATIVE MARKETING

1. Actions are often based on misinformation about or misperceptions of others' attitudes and/or behavior.
2. When misperceptions are defined or perceived as real, they have real consequences.
3. Individuals passively accept misperceptions rather than actively intervening to change them, hiding from others their true perceptions, feelings, or beliefs.

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NORMATIVE MARKETING

4. The effects of misperceptions are self-perpetuating because they discourage the expression of opinions and actions that are falsely believed to be nonconforming while encouraging problem behaviors that are falsely believed to be normative.
5. Appropriate information about the actual norm will encourage individuals to express those beliefs that are consistent with the true, healthier norm, and inhibit problem behaviors that are inconsistent with it.

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NORMATIVE MARKETING

6. Individuals who do not personally engage in the problematic behavior may contribute to the problem by the way in which they talk about the behavior. Misperceptions thus function to strengthen beliefs and values that the "carriers of the misperception" do not themselves hold and contribute to the climate that encourages problem behavior.
7. For a norm to be perpetuated, it is not necessary for the majority to believe it, but only for the majority to believe that the majority believes it.

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NORMATIVE MARKETING APPLIED

- What unhealthy norms exist within our communities that we could use to reprogram norms specific to sexual violence, stalking, IPV, and sexual harassment?
  - Women don't mind sexual harassment.
  - Men don't care how sexual harassment by other men makes women feel about them.
  - Men aren't bullied, harassed, or assaulted.
  - Showing respect for women is a sign of weakness.
  - Etc.

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NORMATIVE MARKETING RESOURCES

- Applying social norms marketing to sexual violence, bullying, etc.: www.alanberkowitz.com/papers.php
- W.H.O. violence prevention through social norms: www.who.int/violence_injury_prevention/violence/norms.pdf
- Data and models from National Social Norms Institute: http://socialnorms.org

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#WEARENOTOURSTEREOTYPES

http://www.buzzfeed.com/krishrach/fraternity-and-sorority-members-want-to-change-how-people-se#.byoyQ2bXR

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#WEARENOTOURSTEREOTYPES

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#WEARENOTOURSTEREOTYPES

http://www.buzzfeed.com/krishrach/fraternity-and-sorority-members-want-to-change-how-people-se#.byoyQ2bXR

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ONLINE VS. ON-CAMPUS

- Brick-and-mortar-based efforts and interventions can be more effective because opportunities will be more obvious, and results more observable.
- Yet, the online environment creates unique prevention opportunities because people use the distance of the online environment as a shield to permit doing and saying things they might not do in person, and there will be a paper trail for it.
- Fairly easier to monitor and see if behaviors stop.

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SHOULD YOU BUY IT OR BUILD IT?

Build it Pros

- Better content control
- More tied to institutional communality and standards
- Cheaper
- Easier to update and alter
- Easier referral to services and departments on campus
- Potential for higher stakeholder buy-in

Build it Cons

- Time consuming
- Garbage in = Garbage out
- Potential for splintering of mission goals
- Reactive rather than strategic prevention effort
- Lack of content expertise
- Lack of research expertise
- Bias and blind spots

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SHOULD YOU 'BUY IT' OR 'BUILD IT'?

Buy it Pros

- Program in a box
- Easy to implement
- They will use your graphics and links
- Annual research reports
- Conferences and training opportunities for staff
- Updatable content
- "Pool Guy" phenomena

Buy it Cons

- Higher cost
- Potential for harsh audits of services
- May follow a one-size-fits-all approach, lack of customization
- Multi-year contract lock in required

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CLIMATE SURVEYS

- First and foremost, climate surveys are opportunities to better understand your campus community's experience with sexual assault, stalking, and intimate partner violence.
- This typically involves a 10–20 minute survey that community members can complete to share their perspective with those conducting the research.

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CLIMATE SURVEYS

- We suggest shifting away from the temptation of seeing climate surveys as needed to respond to the VAWA mandate, a source of liability for the university, or an otherwise unpleasant task.
- Climate surveys are something we get to do, not something we should fear.
- Good climate surveys shed light on areas that need improvement on our campus. Think of them as a bridge inspection or elevator inspection. They offer critical data so we can improve and ensure safety.

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CLIMATE SURVEYS

- In a perfect world with no funding limitations and an aspirational focus, climate surveys should be offered to three groups: faculty, staff, and students.
- Each survey would have slightly different questions useful to assess the particular group's experience with sexual assault, stalking, and IPV.
- For example, faculty surveys could better assess how faculty feel about sharing information with the Title IX office as responsible employees.

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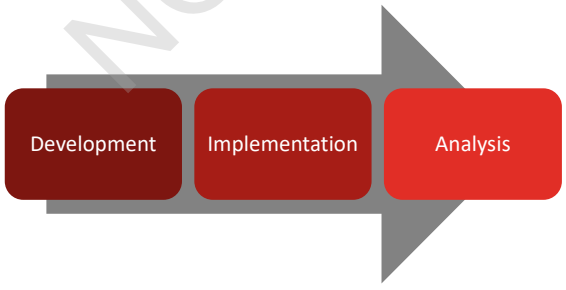
CLIMATE SURVEYS

Climate surveys involve three stages:



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CLIMATE SURVEYS

- Development: This is the most crucial phase of the survey process. However the survey is developed, it should involve solid research design, readable questions, and stakeholder buy-in. It's imperative to not rush this part of the process to get to good results.
- Schools have many options when it comes to the development of their survey.
  - Look to government examples.
  - Create home-grown survey with support from those with research experience on campus.
  - Work with a third-party company like ATIXA.

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CLIMATE SURVEYS

- Development: Surveys can be designed in a wide variety of ways. Generally, it is advisable to follow these guidelines:
  - Keep it a reasonable length; otherwise people won't take the time to complete it or won't give accurate answers to complicated questions.
  - Design the survey with a focus on how the results will be reported. Write questions to fill in the report.
  - Use a mixed model design to capture both qualitative and quantitative data.

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CLIMATE SURVEYS

- Implementation: Here, the challenge is getting the survey in the hands of the population being assessed.
- Ways to survey:
  - Waiting rooms or lobbies
  - Orientation events
  - Sports practices or club/organization meetings
- Types of surveys:
  - Online with on-campus tools or Survey Monkey
  - Pen and paper
  - iPad/laptop based

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CLIMATE SURVEYS

- Implementation: Develop a plan that involves a variety of options to maximize responses.

Problem	Solution
Low response rate	Pick a slower time of the year to survey. Ensure students have enough time and energy to complete. Send reminder emails with three to four opportunities over a month to complete.
Start but don't finish	Some software can track people who start but don't finish. Consider reducing survey length and question detail of questions. Are there common problem areas people are stopping at?
Low online response	Find times when students are in one place like classes/ orientations to up the survey response.

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CLIMATE SURVEYS

Sample Size/Response Rate

Respondents Needed at Error of ±3%, ±5%, & ±10%			
Population	±3%	±5%	±10%
500	345	220	80
1,000	525	285	90
3,000	810	350	100
5,000	910	370	100
10,000	1,000	385	100
100,000	1,100	400	100
1,000,000	1,100	400	100
10,000,000	1,110	400	100

https://secure.surveymonkey.com/wp-content/uploads/2011/09/Respondents-Needed-Chart1.png

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CLIMATE SURVEYS

- Analysis: Make sure the person or group performing the analysis has the experience necessary to do it well.
- That being said, more detailed statistics (e.g., correlative analysis, ANOVA, or advanced design) are often not needed. Simple summary percentages of the response rate can typically provide rich and meaningful data.
- The analysis should provide a story for the data. This story should be easily understood and shed light on areas of further exploration. Overly complicated analysis and data presentation should be avoided.

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CLIMATE SURVEYS

- The first step in the development of a climate survey is understanding who you are surveying.
- Demographic questions provide the ability to break down results into hundreds of additional categories and comparisons (if you choose).
- However, you can't ask demographic questions retrospectively. So make sure you ask the questions you want to know about those completing the survey before moving from development to implementation.

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CLIMATE SURVEYS

Sample Questions:

- Student classification (by credit hours): first-year, sophomore, junior, senior, graduate, post-graduate.
- Current enrollment: full-time, part-time.
- Age range: 18–20, 21–24, 25–34, 35–44.
- How do you identify: man, woman, transgender, intersex, other [optional: please list], prefer not to answer.
- International student? Athlete? Fraternity or sorority member?

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CLIMATE SURVEYS

- One area of innovation ATIXA has been pushing forward is targeted questions to see how students understand the existing sexual assault, harassment, stalking, and intimate partner violence policy.
- This involves a survey question with an embedded link asking first if the student is familiar with the policy and then asking them more specifics about the policy being fair to the accused, the victim, and its application on campus.

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CLIMATE SURVEYS

Sample Question:

- Please indicate your level of agreement with the following statements.
- Reminder: As used in this survey, the term, "gender-based violence" incorporates rape, sexual assault, dating violence, domestic violence, gender-based stalking, and other forms of gender-based violence.
- Using a 5-column Likert-type scale: Strongly Disagree, Disagree, Neutral, Agree, Strongly Agree.
- The University's "Equal Opportunity, Nondiscrimination, Harassment, Sexual Misconduct and Relationship Violence Policy Statement" is easy to understand.

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CLIMATE SURVEYS

- Experience and perception questions make up the bulk of the survey. They are designed to gain a better understanding of the participants' experience with sexual violence. Questions can focus on personal observation, personal experience, and general perception.
- This is an ideal area to ask more open-ended questions (always remembering these are harder to analyze) to better understand the participants' experience and perception of policy and implementation on campus.

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CLIMATE SURVEYS

- If I were a victim of gender-based violence, I would feel most comfortable reporting to the following campus resources (Check all that apply):
  - Counseling center
  - Academic advisor
  - Title IX coordinator/ Title IX advocates
  - Faculty member
  - University police
  - Resident advisor (RA)
  - Student health professional
  - Student affairs administrator(s)
  - Housing and residence life staff
  - Academic deans/vice presidents
  - University athletics coach
  - Campus ministry staff

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CLIMATE SURVEYS

- Have you ever attended any campus programs/trainings that addressed the prevention of gender-based violence (e.g., interactive theater, lectures, classroom talks, orientation programs, etc).
  - Yes
  - No
- How can the university improve its programming/training pertaining to gender-based violence? (open-ended.)

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CLIMATE SURVEYS

- As mentioned earlier, reports must be readable and practical above all else. There is a temptation to use fancy charts and statistical analysis that may overly complicate the story the report needs to tell.
- Data should shed light on areas to be further explored or addressed. Survey results should provide a roadmap to improve and better existing prevention education.
- Results should not be seen as overly critical; no school does this perfectly and there is always room for improvement.

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CLIMATE SURVEYS

- Of those responding, 25 percent are first-year and sophomores, 28 percent juniors, 18 percent seniors, and 4 percent graduate and post-graduate students.
- 98 percent are full-time enrolled students between the age ranges of 18–20 (64 percent), 21–24 (32 percent) and 25 and older (4 percent).
- 70 percent of the respondents are women.
- 20 percent of the respondents are student athletes.
- 45 percent of the respondents are involved in Greek life.
- 82 percent of the respondents are involved in a student organization.
- 16 percent of the respondents transferred from another university.

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CLIMATE SURVEYS

- 60 percent of responding students feel the college does enough to prevent gender-based violence.
- An additional 22 percent of participating students were neutral in responding to this question.
- It's likely that students who responded to this question neutrally would respond more favorably if they were more aware of the university's efforts to prevent this type of violence.

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CLIMATE SURVEYS

- Close to 40 percent of students are unsure of where to find information about campus resources for victims of gender-based violence, and 46 percent of students are unfamiliar with the college's bystander policy. Of note, only 37 percent of students reported that campus resources were covered in gender-based violence programs offered on campus. *Further education to the community would be helpful to reduce the percentage of students who are unaware of campus resources for victims.*

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CLIMATE SURVEYS

- If students in the survey become victims of gender-based violence, they are most likely to report this to the counseling center (70 percent) or the police (50 percent). Only 8 percent said they would report gender-based violence to the Title IX Coordinator. *This is likely another area of education for students, who need to better understand their reporting options. Also, this finding highlights the importance of cultivating a close working relationship among the police department, counseling staff, and the Title IX Coordinator.*

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CLIMATE SURVEYS APPLIED

- Let's look at the application of a climate survey from Rollins University in Florida.

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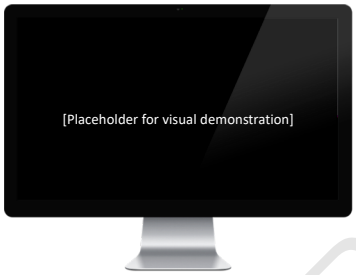
CLIMATE SURVEYS APPLIED



http://www.orlandosentinel.com/features/education/os-anticatcalling-campaign-started-by-rollins-students-20141106-premiumvideo.html

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CLIMATE SURVEYS APPLIED

https://www.youtube.com/watch?v=b1XGPv0WnDA

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CLIMATE SURVEYS APPLIED

- What is your reaction to the video? Is this a problem on our campus?
- How would you define catcalling?
- What are some ways this would be considered harassment?
- Discuss the difference between being polite and friendly and being offensive? How might microaggressions play into this?
- Discuss the issue of intent versus impact as it relates to catcalling.
- What are some ways to address this issue on campus?

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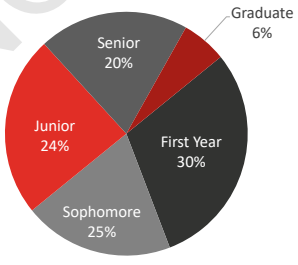
CAMPUS CLIMATE SURVEY

UR University Spring 2015

DEMOGRAPHIC INFORMATION



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DEMOGRAPHIC INFORMATION

- 68% of the respondents are women.
- 80% live in on-campus housing.
- 40% are student-athletes.
- 45% are involved in Greek life.
- 80% are involved in student organizations.
- 11% transferred from another university.

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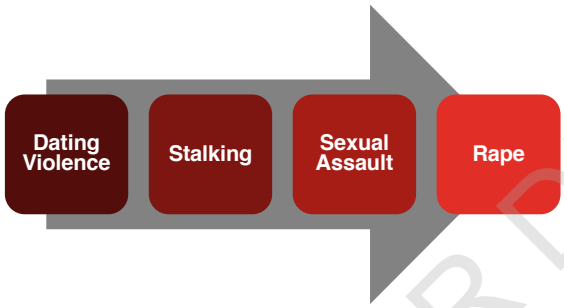
GENDER-BASED VIOLENCE INCLUDES:



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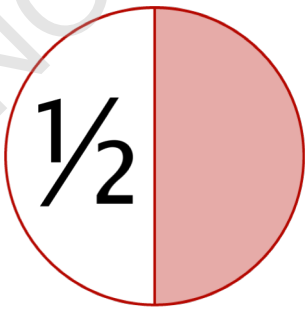
STUDENTS REPORTED GENDER-BASED VIOLENCE ABOUT HALF OF THE TIME.



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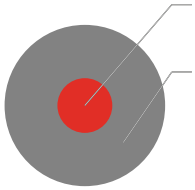
10.5% OF STUDENTS REPORTED SOME INCIDENT OF GENDER-BASED VIOLENCE.



Breakdown

- Rape: 33%
- Sexual Assault: 57%
- Relationship Violence:10%
- Stalking: 20%
- Retaliation: 22%

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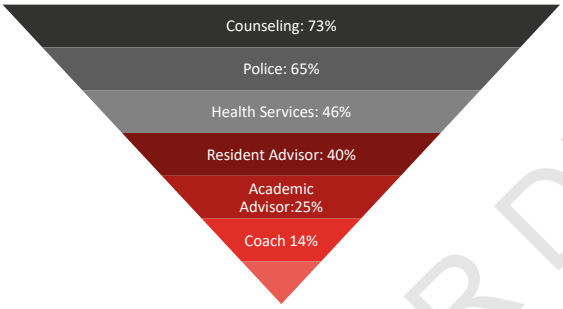
STUDENTS ARE MOST LIKELY TO REPORT TO:



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FACTORS THAT COULD SLOW OR PREVENT REPORTING:

- Shame or embarrassment (90%)
- Fear of being punished by conduct office (81%)
- Fear of being shut out by friends (75%)
- Fear of retaliation (70%)
- Lack of knowledge about resources (69%)
- Desire to remain confidential (58%)
- Fear no action would be taken (48%)
- Distrust of police (17%)
- Distrust of campus administration (15%)

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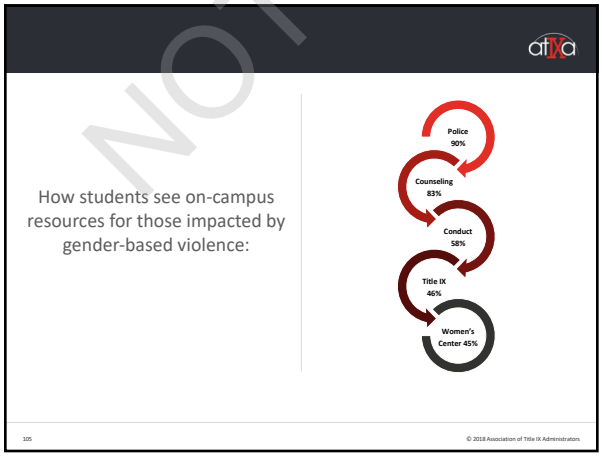

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- 80% of student reported attending a program on gender-based violence.
- Major takeaways:

90%	The link between alcohol and gender-based violence.
85%	Consent in sexual interactions.
78%	The use of force in consent.
79%	Incapacitation and consent.
59%	Strategies to prevent gender-based violence.

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70%

Of students felt UR did enough to prevent gender-based violence.
25% were neutral in their opinion.

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- 80% of student reported attending a program on gender-based violence.
- Major takeaways:

90%	The link between alcohol and gender-based violence.
85%	Consent in sexual interactions.
78%	The use of force in consent.
79%	Incapacitation and consent.
59%	Strategies to prevent gender-based violence.

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- When asked how to improve programming related to gender-based violence prevention, students offered a variety of responses:

Timing	• Hold year-long events, not just one and done programming. • Provide repetitive offerings.
Content	• Use the bystander intervention theme. • Bring interactive and engaging speakers. • Address high-risk drinking without victim blaming.
Delivery	• Active: Hold discussion-based talks. • Passive: use flyers, brochures, and emails. • Provide materials that are easy to read and understand.

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- When asked to share any additional information they wished, students offered a variety of comments:

Training	• Avoid victim blaming. • Explain existing policies clearly. • Provide more discussions of polices at campus events.
Variety	• Provide better campus lighting. • Offer self-defense classes. • Foster more discussion about safety on campus (e.g., firearms).
Policy	• Dole out harsher punishment with follow-through. • Ensure adherence to existing policies.

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FUTURE STEPS:

- Advertise health and conduct offices as reporting places.
- Offer additional programs and educations, both passively (e.g., brochures, flyers, and online information) and actively (e.g., educational presentations, lectures, and learning discussions).
- Focus programs to helping students better understand:
  - What to report
  - How to help a friend
  - What resources are available
- Reducing the stigma of reporting gender-based violence remains a central goal for this university and schools across the country.

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KEY FINDINGS:

- 10.5% reported gender-based violence.
- Students feel most comfortable reporting gender-based violence to counseling and police.
- Most acts of gender-based violence (e.g., sexual assault, dating violence, domestic violence, and stalking) are occurring on campus and mostly involve UR students.
- Students seem most hesitant to report gender-based violence due to:
  - The judgment and shame they assume they would experience from their peers.
  - Punishment they may receive from the conduct office.
  - A lack of awareness about campus resources.
  - A desire to keep information about the gender-based violence private.

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TRAINING OUTLINE DAY TWO

Assessment and Programming Evaluation
Hot Topics
Required Training Elements
The 7 C's, The Prevention Year

ASSESSMENT AND PROGRAMMING EVALUATION

- Assessing the efficacy and effectiveness of prevention and educational programming is an essential part of the VAWA requirements to ensure the message is reaching the intended population.
- In this section, we will discuss the key elements needed for VAWA compliance, as well as provide an overview of assessment core principles.

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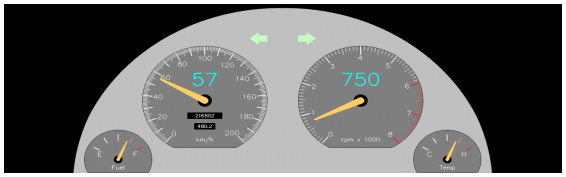
ASSESSMENT AND PROGRAMMING EVALUATION

- Why Evaluate?
  - Provide dashboard to make changes and assess.
  - Provide justification for increase or defense of existing services/budget.
  - Required by VAWA.



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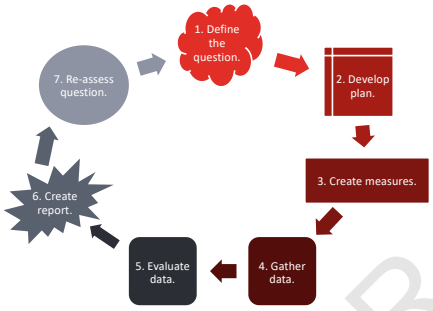

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ASSESSMENT AND PROGRAMMING EVALUATION

When defining the question, consider what information you need. Are you:

1. Define the question.

- Making a decision?
- Cut or keep a program
- Increase/decrease funds
- Change direction
- Re-target efforts

- Exploring what's there?
- Creating a baseline
- Developing a report
- Providing justification
- Complying with mandate
- Identifying places to improve

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ASSESSMENT AND PROGRAMMING EVALUATION

- Seek feedback and obtain buy-in from:
  - Those you are going to survey
  - Related departments
  - Professors/academic units
  - Diversity programming offices
  - Title IX office
  - Office of institutional research
  - Your staff and data entry

1. Define the question.

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ASSESSMENT AND PROGRAMMING EVALUATION

- It's important to understand…

1. Define the question.

Information you need. → What questions to ask. → Data and design choice.

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ASSESSMENT AND PROGRAMMING EVALUATION

Qualitative
- Deep and rich
- Leads to further ideas
- Flashlight in dark room
- More difficult to obtain
- Time-consuming
- Provides narrative quotes

Quantitative
- Easy to compare to past/future data
- Good for baseline
- Easy to obtain in bulk
- Time-saving
- More advanced statistics

1. Define the question.

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ASSESSMENT AND PROGRAMMING EVALUATION

Example

- The Title IX office was interested knowing how students experienced the hour-long training program it offered to resident advisors.
  - How students felt about the content
  - What information they retained
  - How they experienced the presenters
  - What other programs they would like to see us offer

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ASSESSMENT AND PROGRAMMING EVALUATION

- Based on the questions you need answered; the design will be qualitative, quantitative, or mixed.

2. Develop plan.

- Each will include demographic questions to help identify how those involved in answering your questions are different.

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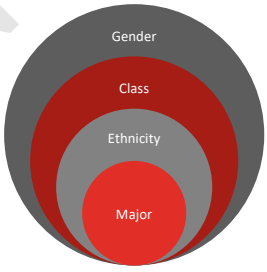
ASSESSMENT AND PROGRAMMING EVALUATION

- Demographic questions include:

2. Develop plan.



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ASSESSMENT AND PROGRAMMING EVALUATION

2. Develop plan.

Qualitative	Quantitative	Mixed
Structured interviews	Survey before and after	Mixed survey
Small sample (10-20)	Large sample (50+)	Large sample(50+)
Individual interviews	Two surveys	Likert scale questions
Explore and follow	One to assess start	Open-ended questions
Open-ended questions	One to assess learning	Rank order questions
Deep/rich information	A bit time-consuming	Deep/rich + numbers %
May lack hard data	Gives justification	Good overall approach

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ASSESSMENT AND PROGRAMMING EVALUATION

2. Develop plan.

Qualitative	Quantitative	Mixed
How do you feel about the school's Title IX policy?	Are students comfortable reporting gender-based violence online?	How did students like the interactive play on the topic of consent?
We are looking at ways to encourage students to report gender violence. How might we increase reporting?	Are you considered a required reporter for Title IX violations in your role as an RA?	How can we better program to incoming students and parents during orientation on this topic?

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ASSESSMENT AND PROGRAMMING EVALUATION

Choose between survey type…

3. Create measures.

- Pen and Paper
- Quick, easy, and cheap
- Labor intensive for large
- Long data-entry time
- Longer turn around
- Start from scratch each year that it is given

- Online/Email/Web
- Start-up time and cost
- Need some tech staff
- Easy to collect and sort
- Data already entered
- Time-consuming
- Easy to replicate

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ASSESSMENT AND PROGRAMMING EVALUATION

- Factors influencing paper/pen vs. online:
  - How often is the survey being given?
  - Is there one method that lends itself more to the types of questions you are asking?
  - How many people will be taking the survey (think data entry)?

3. Create measures.

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ASSESSMENT AND PROGRAMMING EVALUATION

- Likert questions: A way to take descriptive data and convert it to a numerical form.

3. Create measures.

"I found the comedian entertaining."
Strongly Disagree Somewhat Disagree Undecided
Somewhat Agree Strongly Agree

1 = strongly disagree. 2 = disagree.
3 = undecided. 4 = agree. 5 = strongly agree.

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ASSESSMENT AND PROGRAMMING EVALUATION

- Tabled/boxed questions: Group similar questions together when assessing a general concept like presenter style, content delivery, or environmental concerns.

3. Create measures.

	Strongly Agree	Somewhat Agree	Neutral	Somewhat Disagree	Strongly Disagree	N/A
I found the presenter professional and prepared.	5	4	3	2	1	
The presenter encouraged discussion from different points of view.	5	4	3	2	1	

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ASSESSMENT AND PROGRAMMING EVALUATION

- Rank order: Limits the choices to a set list to help prioritize choices; more focused questions.

3. Create measures.

"Rate the following in terms of preference for fall programming."

Please rank them 1–5 without repeating.
___ Comedians
___ Speaker on alcohol and drug
___ Reality stars
___ Panel discussion on politics
___ Music and live bands

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ASSESSMENT AND PROGRAMMING EVALUATION

- Open Ended Interview: Good way to encourage dialogue and collect quotes; allows student more freedom.

3. Create measures.

  - "What are some things you liked about the program?"
  - "What are some things you would like to see changed in the future?

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ASSESSMENT AND PROGRAMMING EVALUATION

- Distribute surveys or conduct interviews with efforts to balance results across your demographics.

4. Gather data.

- Be careful to avoid:
  - Collecting all data from intro classes or one major.
  - Collecting data from your social group or friends (bias).
  - Collecting data during odd hours or during finals.
  - Anything that would skew your sample and allow other outside issues to impact the data you are collecting.

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ASSESSMENT AND PROGRAMMING EVALUATION

- Before giving out any surveys or conducting any interviews, be sure to have a sense of how you will record and collect the data coming in.
- Consider setting up a spreadsheet, creating a number code for those surveys that you are handing out (to avoid repeat entries).
- Always have your contact information on the surveys to respond to any questions that might come up.

4. Gather data.

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ASSESSMENT AND PROGRAMMING EVALUATION

- Choose a method to evaluate data that is directly connected to how you will use the data in the future for your report.
- Also consider if you will be collecting more of this data over the semester (is this one of 12 programs?).
- How best to organize your results given the context of future data and reports.

5. Evaluate data.

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ASSESSMENT AND PROGRAMMING EVALUATION

5. Evaluate data.

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ASSESSMENT AND PROGRAMMING EVALUATION

- Create a report that:
  - Answers the questions of your stakeholders
  - Captures the data in most clear way (pie charts vs. bar graphs vs. a sentence with percentage)
  - Is readable for the audience (don't use a sledge hammer to drive a nail in)
  - Doesn't limit your choices based only on the survey type you are comfortable with (kid with hammer)

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ASSESSMENT AND PROGRAMMING EVALUATION

The data will tell a story.

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ASSESSMENT AND PROGRAMMING EVALUATION

- Let's say your report finds…
  - 47% of the students really liked RA
  - 20% of the students thought the RA was good
  - 20% of the students did not like the RA
  - 13% thought they were really bad as an RA

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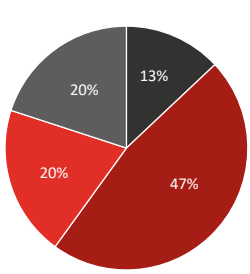
ASSESSMENT AND PROGRAMMING EVALUATION



6. Create report.

- Bad
- Really Liked
- Good
- Did not like

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ASSESSMENT AND PROGRAMMING EVALUATION

- Most students gave favorable ratings of their RA (67%).

6. Create report.

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ASSESSMENT AND PROGRAMMING EVALUATION

- After completing your research, look at the data you collected.
- Consider new questions or clarifications for existing questions that would improve your accuracy.
- Add these questions to your existing survey — or re-survey as the need exists.

7. Re-assess question.

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ASSESSMENT AND PROGRAMMING EVALUATION

- Listen for feedback from your audience to improve any/all aspects of your design.
- Make sure to seek feedback from all stakeholders to ensure buy-in (this includes the staff assisting with the survey).

7. Re-assess question.

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ASSESSMENT AND PROGRAMMING EVALUATION

- Worthen, B. R., Sanders, J. R. & Fitzpatrick, J. L (2003). *Program evaluation: Alternative approaches and practical guidelines (3rd ed).* New York: Longman Publishers.
- Joint Committee on Standards for Educational Evaluation (1994). *The program evaluation standards(2nd ed).* Thousand Oaks, CA: Sage Publications.
- Stringer, E. T. (1999). *Action research (2nd ed).* Thousand Oaks, CA: Sage Publications.
- Fink, A. (2003). *The Survey Kit Two.* Thousands Oaks, CA: Sage Publications.
- www.surveymonkey.com.
- www.studentvoice.com.

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MINORS & TITLE IX

- Minors on Campus
- Operative Questions
- Sample Policy
- Abuse Prevention
- More Concerns

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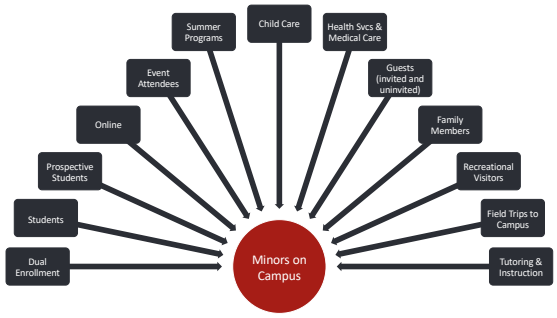
MINORS & TITLE IX



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MINORS & TITLE IX

- Minors as students.
  - Students under the age of 18 may enroll full- or part-time in college. When they do, FERPA rights shift from their parents to them, and privacy protections attach to their education records.
- So, when are they "students?"
  - Dual enrollment
  - High school on campus
  - Continuing education
  - Recruits

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MINORS AND TITLE IX: SOME OPERATIVE QUESTIONS

- How many minors are on your campus each day?
- Who knows they are there?
- Who is responsible for them?
- Do those parties know the different responsibilities in terms of:
  - Reporting/referring
  - BIT/Title IX/Clery
  - Parental notification
- Are those parties trained/checked?
  - By whom?

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MINORS & TITLE IX: CAMPS EXAMPLE

- When is a camp "ours?"
- What are our responsibilities at each point on the continuum?

Not ours:
- Run by a different entity.
- They hire the staff.
- We rent them space only.

Kind of ours:
- The money comes through a shell or through the school first.
- The employees are our students or temp hires.
- May have our name on it – kind of.

Completely ours:
- The money comes into the school.
- The staff are our employees.
- It has our name on it.

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MINORS & TITLE IX

- Additional policy issues:
  - Classifying minors – see state law.
  - Jurisdiction.
    - Acts against or by non-affiliated persons (e.g., third parties, guests, invitees, and minors)
  - Who has access to minors?
    - Employees
    - Students
    - Quasi-employees

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MINORS & TITLE IX

- Additional policy issues:
  - Facility usage policies
    - e.g.: Recreation center, overnight visitation, conference facilities, athletic facilities, event facilities, etc.
  - Communication and interaction with parents/guardians
  - Communication and interaction with minors – who will have it?

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MINORS & TITLE IX: SAMPLE POLICY

- Abuse involving minors – model policy language:
  - In addition to having students who are minors enrolled, [College] hosts minors as guests and as campers. [State] law narrowly imposes duties on mental health professionals, counselors, clergy, and law enforcement to report certain crimes involving minors, and abuse, to appropriate officials. [College]'s protocol is that all employees will report all suspected child abuse, sexual abuse of minors, and criminal acts by minors to [the Security Office] without delay. Clery Act reporting of offenses for statistical purposes occurs whether victims are minors or adults.

Source: NCG Model Code Project.

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MINORS & TITLE IX: ABUSE PREVENTION

- Preventing and detection – sexual abuse of minors:
  - Policies
  - Screening and selection
  - Training
  - Monitoring and supervision
  - Consumer participation – educate parents and guardians
  - Reporting systems and mechanisms
  - Response – prompt, effective, and compliant with laws
  - Administrative practices

Source: "Managing the Risks of Minors on Campus," Arthur J. Gallagher & Co.

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MINORS & TITLE IX: MORE CONCERNS

- Additional issues to consider:
  - Infants and nursing mothers
  - Student's children in the classroom.
  - Inadequate supervision.
  - Alcohol and controlled substances.
  - Unplanned time.
  - Restrooms, locker rooms, and residential facilities.
  - Issues of statutory rape (state law dependent).
    - Close-in-age exceptions to reporting/statutory.

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PRIVACY VS. CONFIDENTIALITY VS. PRIVILEGE

Privacy

- Privacy means that information related to a report of misconduct will only be shared with a limited circle of individuals. The use of this information is limited to employees who "need to know" in order to assist in the active review, investigation, or resolution of a report.

Confidentiality

- Confidentiality means that the information shared with a certain university employee or outside professional cannot be disclosed to others without the express permission of the individual who shared the information.

Privilege

- Privileged communication is defined as statements made by people within protected relationships that the law shelters from forced disclosure on the witness stand.
  - **Absolute:** protects any communication or record of communication between a victim and a qualifying service provider made in furtherance of psychological and emotional healing from examination by defendant or the court.
- (OJP SART Toolkit).

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DETERMINING STATE STATUTES REGARDING ADVOCATE CONFIDENTIALITY

https://apps.rainn.org/policy-state-laws-db/landing-page-confidentiality/export.cfm

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PEER EDUCATORS/ADVOCATES

- Many campuses utilize students as peer educators and/or advocates
  - Often volunteers
  - Buy-in and accessibility
  - Require investment in training and supervision
  - Can help keep content fresh
  - Liability concerns

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FACULTY AND STAFF

- Berklee College Faculty Members Fired For Sexual Assault And Harassment: http://boston.cbslocal.com/video/3761957-berklee-college-faculty-members-fired-for-sexual-assault-and-harassment/
- UC announces new procedures after alleged sexual misconduct by faculty: http://abc7news.com/education/uc-changes-procedures-after-alleged-sexual-misconduct/2165187/
- Clemson University shares video on reporting sexual harassment in campuswide email: https://www.independentmail.com/story/news/education/2018/02/02/clemson-university-reporting-sexual-harassment/1087216001/

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PRESENTATION SKILLS

- Don't:
  - Use language that's familiar to you, but unknown to the average person
  - Rely on scare tactics
  - Antagonize your target audience or put them on the defensive
  - Take offense or get thrown by tough questions
- Do:
  - Use humor to poke fun at outdated norms related to dating and sex
  - Appeal to attendees' humanity and allegiance to your community

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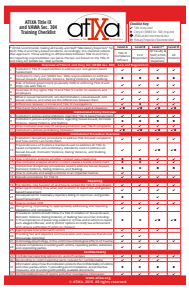
On the following slides:

Green text is required training for both faculty and staff (mandatory reporters), as well as all students.

Blue text is for faculty and staff (mandatory reporters, but not all students).

Black text is only required Title IX staff and/or first responders.



www.atixa.org/resources/training-checklist/

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TRAINING ELEMENTS OVERVIEW

Overview of Title IX and Clery Act (VAWA Sec. 304): Law and Regulations

1. Institution's Title IX responsibilities to address sex- and gender-based harassment
2. Institution's Clery Act (VAWA Sec. 304) responsibilities to address sexual assault, domestic violence, dating violence, and stalking.
3. Role of federal government (especially OCR) in enforcing Title IX and DOJ's role with Title IX
4. Overview of the rights Title IX and Title IV confer on students and employees.
5. What is sexual harassment, sex discrimination, sexual assault, and sexual violence, and what are the differences between them?
6. Differences between criminal and Title IX investigations
7. Title IX and Clery Act prohibitions on and protections against retaliation

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TRAINING ELEMENTS OVERVIEW

Institutional Policy Overview

8. Institution's policies and prohibitions regarding Title IX-based harassment
9. Institution's policies and prohibitions regarding sexual assault, domestic violence, dating violence, and stalking
10. When institution exercises off-campus jurisdiction over Title IX complaints
11. Institution's policies prohibiting retaliation

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TRAINING ELEMENTS OVERVIEW

Institutional Procedure Overview

12. Institution's disciplinary procedures to address Title IX-based complaints and how victims can invoke them
13. Preponderance of evidence standard used to address all Title IX-based complaints and evidentiary standards used to address all sexual assault, domestic violence, dating violence, and stalking complaints
14. How institution analyzes whether conduct was unwelcome
15. How institution analyzes whether conduct creates a hostile environment
16. Institutional disciplinary procedures used to address sexual assault, domestic violence, dating violence, and stalking
17. How to evaluate and weigh evidence in an impartial manner
18. Appeals procedures for Title IX

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TRAINING ELEMENTS OVERVIEW

Reporting

19. The identity, role, and function of, and how to contact the Title IX Coordinator
20. When (upon notice), how, what, and to whom to report sex- and gender-based harassment
21. Consequences for mandatory reporters failing to report sex- and gender-based harassment
22. How to contact OCR
23. Recognizing, responding to, appropriately addressing, and reporting allegations and complaints

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TRAINING ELEMENTS OVERVIEW

Reporting (cont.)

24. Procedures victims should follow if a Title IX violation or sexual assault, domestic violence, dating violence, or stalking has occurred, including: 1) the importance of preserving evidence; 2) how and to whom to report such alleged offenses; and 3) victims' options to notify law enforcement and campus authorities (if victim so chooses)
25. Appropriate interaction with victims
26. Providing fair and objective communication and resources that do not discourage reporting
27. Victimology/psychology of the victim/neurobiological effects of trauma
28. Cultural competence in working with victims, reporting parties, witnesses, and responding parties

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TRAINING ELEMENTS OVERVIEW

Confidentiality

29. Confidential reporting options on- and off-campus.
30. Responding to victim/reporting party request for confidentiality.
31. Information about how the institution protects the confidentiality of victims and other parties when: 1) providing accommodations and protective measures; and 2) working with publicly available documents.
32. Confidentiality/privacy of reports and other investigative information.
33. Resources available to victims of sex- or gender-based discrimination.

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TRAINING ELEMENTS OVERVIEW

Confidentiality (cont.)

34. Rights of victims and institution's responsibilities for orders of protection, "no-contact" orders, restraining orders, or similar institutional/legal orders
35. Information about on- and off-campus counseling, mental health services, victim advocacy, legal assistance, student financial aid, etc.
36. Victims' options to request/get changes to academic, living, transportation, and working situations (if reasonably available); such changes are available whether or not a crime is reported to police and whether or not victim pursues formal campus action

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TRAINING ELEMENTS OVERVIEW

Investigative Complaints

37. Conducting/documenting adequate, reliable, and impartial investigations
38. How to conduct an investigation and hearing process that protects the safety of victims/reporting parties and promotes accountability
39. Coordinating and cooperating with law enforcement (campus and local) during parallel criminal and Title IX proceedings
40. How to encourage victims, reporting parties, and witnesses to cooperate with investigations when they are concerned about conduct/disciplinary implications of alcohol or drug use (e.g., amnesty/immunity policies)
41. Determine credibility and impartial evaluation/weighing of evidence
42. Address link between alcohol/drugs in sex-based harassment allegations

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TRAINING ELEMENTS OVERVIEW

Consent in Sexual Interactions

43. Force and consent (including examples)
44. Capacity/incapacity, including the role and correlation of alcohol and other drugs (including examples)
45. Effective consent – "Yes" through clear word or action (including examples)

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TRAINING ELEMENTS OVERVIEW

Rights of Parties in a Complaint, Investigation, Hearing, and Appeal

46. Both parties have same rights to have others present, to present evidence during proceeding, and participate in hearings and/or appeals
47. Both parties are entitled to have an advisor of their choice present for all investigative and disciplinary proceedings (note that participation level of advisor may be constrained by the institution)
48. Both parties will be simultaneously informed in writing of the outcome of any disciplinary proceeding that arises from an allegation of sexual assault, domestic violence, dating violence, or stalking
49. Both parties are entitled to same options/opportunities for appeal
50. Both parties will be notified of changes in results that occur prior to when results become final, and will be notified when final

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TRAINING ELEMENTS OVERVIEW

Sanctions/Repercussions

51. Importance of accountability for those found responsible of sexual violence
52. Criminal, academic, housing, athletic, and student record-related consequences of a Title IX violation
53. Possible sanctions and protective measures an institution may impose following an institution's disciplinary procedure involving sexual assault, domestic violence, dating violence, or stalking
54. Consequences of lying during an investigation

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TRAINING ELEMENTS OVERVIEW

Prevention, Awareness and Community Education

55. Definitions of "consent," "sexual assault," "domestic violence," "dating violence," and "stalking" in the applicable jurisdiction
56. Risk reduction measures – to increase victim empowerment, promote safety, and help community address conditions facilitating violence
57. Strategies and skills for bystanders to intervene to prevent sexual violence; attitudes of bystanders that may allow behavior to continue
58. Safe and positive options for bystander intervention pertaining to sexual assault, domestic violence, dating violence, and stalking
59. How to prevent and identify sexual violence

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TRAINING ELEMENTS OVERVIEW

Prevention, Awareness and Community Education (cont.)

60. Prevention mechanisms and strategies targeted to stop harassment or discrimination, remedy its effects, and prevent its recurrence
61. Awareness programming to prevent violence, promote safety, and reduce sexual assault, domestic violence, dating violence, and stalking
62. Potential for re-victimization by responders and its effects on students

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TRAINING ELEMENTS OVERVIEW

Assessment of Training

63. Annual climate survey
64. Assessments that demonstrate the efficacy of training

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SEX OFFENSES (ASSAULT)

- "Forcible" is defined as any sexual act directed against another person, forcibly and/or against that person's will; or not forcibly or against the person's will where the victim is incapable of giving consent.
- "Non-forcible" is defined as unlawful, non-forcible sexual intercourse.

http://clerycenter.org/summary-jeanne-clery-act

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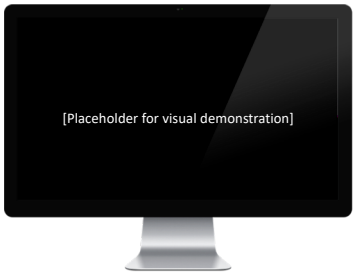
SEXUAL ASSAULT



Cal Poly Pomona https://www.youtube.com/watch?v=e-bLAnfP30c

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STALKING

- Engaging in a course of conduct directed at a specific person that would cause a reasonable person to:
  - Fear for his or her safety or the safety of others
  - Suffer substantial emotional distress

http://clerycenter.org/summary-jeanne-clery-act

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STALKING

- Stalking 1:
  - A course of conduct,
  - Directed at a specific person,
  - On the basis of actual or perceived membership in a protected class,
  - That is unwelcome, AND
  - Would cause a reasonable person to feel fear.
- Stalking 2:
  - Repetitive and menacing,
  - Pursuit, following, harassing and/or interfering with the peace and/or safety of another.

THE NCHERM GROUP/ATIXA MODEL POLICY AND PROCEDURE FOR CIVIL RIGHTS EQUITY RESOLUTION FOR ALL FACULTY, STUDENTS, AND EMPLOYEES.

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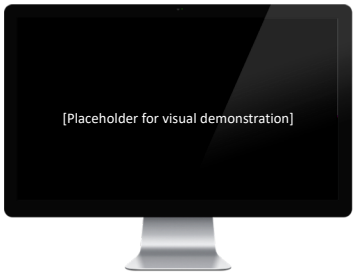
STALKING



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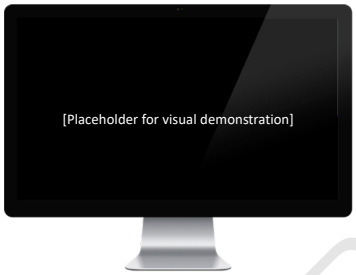
STALKING



https://www.youtube.com/watch?v=I91ybJtW-h8

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DOMESTIC VIOLENCE

- Felony/misdemeanor crimes of violence committed by:
  - A current or former spouse of the victim
  - A person with whom the victim shares a child in common
  - A person who is cohabitating with or has cohabitated with the victim as a spouse
  - A person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies
  - Any other person against an adult or youth victim who is protected from that person's acts under the domestic or family violence laws of the jurisdiction

http://clerycenter.org/summary-jeanne-clery-act

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DATING VIOLENCE

- The term "dating violence" means violence committed by a person:
  - Who is or has been in a social relationship of a romantic or intimate nature with the victim; and
  - Where the existence of such a relationship shall be determined based on a consideration of the following factors:
    - Length of the relationship
    - Type of relationship
    - Frequency of interaction between the persons involved in the relationship

http://clerycenter.org/summary-jeanne-clery-act

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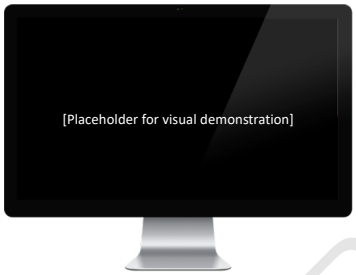
DOMESTIC/DATING VIOLENCE



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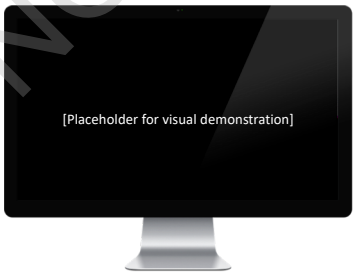
DOMESTIC/DATING VIOLENCE



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7 C'S AND PREVENTION YEAR

- Embracing prevention strategies & encompassing the seven C's:
  1. Cogent
  2. Community-wide
  3. Collaborative
  4. Consistent
  5. Compliant
  6. Comprehensive
  7. Centrally-planned

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1. COGENT

- Make the content and the curriculum persuasive, convincing, clear, coherent, and sound.
- Relies on researched models, strong data, and proven methodologies.
- Relies on best practices, harnesses and employs assessment efforts, and has primary prevention as its foundation, rather than an afterthought.
- Well thought-out, targeted, and tailored to the specific campus community and often to specific constituencies.

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1. COGENT

- Requires that everyone in the boat row in the same direction.
- Development of learning outcomes/objectives can assist efforts to achieve intentionality.

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2. COMMUNITY-WIDE

- Aims to reach all students and acknowledges the spectrum of types of community members on a campus.
- Intended to impact the climate, processes, and even policies in a given system.
- Targeted to assure that every student has the opportunity to participate.
- Prevention mentality must be infused throughout the community, at all levels and with all populations.
- Develop programs and educational events for students in each year.
- Be willing to mandate programming.

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2. COMMUNITY-WIDE

Mandated Programming

- Hands-off, disengaged ethos is pervasive on many campuses when it comes to campus programming.
- We actually do mandate quite a bit from our students, including payment, registration, living on campus, buying the meal plan, community service, completing core requirements, class attendance, completion of sanctions, etc.
- A mandate with negative consequences is often easier to create, administer, and enforce.

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2. COMMUNITY-WIDE

Mandated Programming

- But, a positive mandate is more developmental and students may have better learning outcomes.
- Develop some sort of bureaucracy to oversee compliance.

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2. COMMUNITY-WIDE

Program Content

- Developmental, progressive, consistent, and message-reinforcing.
- Learning goals, objectives, and/or outcomes that are targeted, measurable, and obtainable.
- Unique considerations surrounding prevention programming in an online presence.
  - Prevention education tools and resources should be made regularly available to online students
  - Social media presence
  - Evidence trail
  - Fairly easier to monitor and see if behaviors stop

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3. COLLABORATIVE

- Bring together a multitude of students and professionals with varied expertise.
- Value to having multiple perspectives at a table.
- Add to the chances of success and will yield a collaborative mind-set that continues beyond the life of a project.
- Students are key to your success.

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3. COLLABORATIVE

- Work with those offices/departments/organizations that have shared values and similar visions, and align your curriculum to meet your goals as an organization.
- Review your strategic plan and curriculum often.
- Joint efforts in assuring and maintaining compliance with federal training regulations are most effective.
- Structured process for exchanging insights and content, no matter how formal or informal.

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3. COLLABORATIVE

Work with student activities.

- They have the money
- They have programming needs
- They have an advertising "machine"
- Make an educational argument (5 percent)
- Collaborate with them on other projects; 'quid pro quo'

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3. COLLABORATIVE

Work with academic departments.

- They have the students
- Try to get into the syllabus
- Pitch to core classes (e.g., university experience, professors who are overworked, and 101 courses)
- Extra credit as incentives
- Develop learning goals
- Examples: Psychology, Sociology, Women's Studies, General Education, Film & Media, Honors College, and Public Speaking/English

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3. COLLABORATIVE

Additional departments:

- Career services
- Orientation
- Office of diversity services
- Housing and residential life
- Police/campus safety
- Greek life
- Athletics
- Health and/or counseling services

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3. COLLABORATIVE

Jean Kilbourne: Killing us Softly

http://www.jeankilbourne.com

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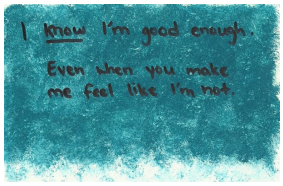
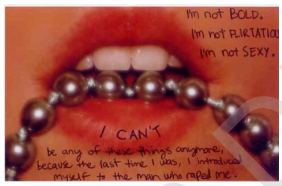
3. COLLABORATIVE

Post Secret





http://postsecret.com

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4. CONSISTENT

- Cohesive, having a standard of form, and the ability to replicate our efforts.
- Dedication to the work, its messages, and our students.
- Commitment to the production, evaluation, and re-evaluation of your programmatic efforts.
- Consistency allows for measurement.
- Programs need to be continuous and visible throughout the year; consistency maintains your message.
- Set specific goals.

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5. COMPLIANT

- In today's hyper-regulatory environment, our prevention efforts must be compliant with applicable laws, regulations, and guidance.
- Efforts must fulfill the requisite duty of care.
- Utilize a range of campaigns, strategies, and initiatives to provide awareness, educational, risk reduction, and prevention programming.
- 2001 "Guidance on Sexual Harassment," 2011 "Dear Colleague Letter," 2014 FAQs, and Campus SaVE Act.

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6. COMPREHENSIVE

- Employ both the entire spectrum of prevention as well as three levels of prevention: primary, secondary, and tertiary as presented in Gordon's model.
- How is our duty of care to our community and its members best fulfilled?
- A successful four-year educational strategy has a number of complex elements.

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7. CENTRALLY-PLANNED

- Centralized planning of prevention is an idea whose time has come.
- Consider now all the different places on your campus from which prevention originates, just on one topic.
- Prevention is coming on many campuses from 20 different, uncoordinated sources whose purposes may align or cross.
- Need a centralized programming office or committee.
- Recognize that student activities personnel and athletics may not be topic specialists in many of the program areas they are called on to address.

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7. CENTRALLY-PLANNED

- Faculty and student representatives and other key stakeholders should be involved in the planning process.
- Requires that a master calendar be functioning on your campus for you to make event, space, and timing decisions.
- Temporal decisions about when to deliver each dose must be strategic.

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7. CENTRALLY-PLANNED

- May help to require that all programming efforts that are not centralized be pre-approved by the committee, so that the committee has a mechanism for keeping the master calendar accurate and staying on message with the prevention philosophy and strategy.
- May also be helpful to centralize programmatic funding within this committee, or at least centralize approval for programmatic expenditures related to its purview, to build a prevention war-chest and to help avoid non-strategic programs that may detract from or diminish the efficacy of the strategy.

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7. CENTRALLY-PLANNED

- Coordinating message, timing, dosage, audience, the developmental progression of the concepts, assuring mutually reinforcing concepts, and cross-pollinating effective prevention paradigms can create a tipping point of transformation.
- Priority order or a naturally progressive educational ordering for the topics.
- Once you launch your curriculum and strategy, you will need to begin very quickly to assess the programs.

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NINE PRINCIPLES OF EFFECTIVE PREVENTION PROGRAMS

1. Comprehensive:

- Strategies should include multiple components and affect multiple settings to address a wide range of risk and protective factors of the target problem.

2. Varied Teaching Methods:

- Strategies should include multiple teaching methods, including some type of active, skills-based component.

3. Sufficient Dosage:

- Participants need to be exposed to enough of the activity for it to have an effect.

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NINE PRINCIPLES OF EFFECTIVE PREVENTION PROGRAMS

4. Theory Driven:

- Preventive strategies should have a scientific justification or logical rationale.

5. Positive Relationships:

- Programs should foster strong, stable, positive relationships between children and adults.

6. Appropriately Timed:

- Program activities should happen at a time (developmentally) that can have maximal impact in a participant's life.

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NINE PRINCIPLES OF EFFECTIVE PREVENTION PROGRAMS

7. Socio-Culturally Relevant:

- Programs should be tailored to fit within cultural beliefs and practices of specific groups as well as local community norms.

8. Outcome Evaluation:

- A systematic outcome evaluation is necessary to determine whether a program or strategy worked.

9. Well-Trained Staff:

- Programs need to be implemented by staff members who are sensitive, competent, and have received sufficient training, support, and supervision.

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THE PREVENTION YEAR

Campus SaVE

- The VAWA Reauthorization of 2013 (Campus SaVE) amended the Clery Act and affords additional rights to campus victims of sexual violence, dating violence, domestic violence, and stalking.
- Specifically, the reauthorization requires that all institutions include, within their Annual Security Reports, a statement of policy regarding their programs to prevent domestic violence, dating violence, sexual assault, and stalking.

http://clerycenter.org/article/vawa-reauthorization

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THE PREVENTION YEAR

Campus SaVE

- In addition, this same report must include a list of educational programs being produced to promote the awareness of rape, acquaintance rape, domestic violence, dating violence, sexual assault, and stalking, which shall include both primary and ongoing prevention and awareness programs for incoming students.

http://clerycenter.org/article/vawa-reauthorization

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THE PREVENTION YEAR

History of Prevention Programming

- A generation ago, campus activists fought to include prevention programming in orientation, so that we would catch students at their college entry point before harm could occur.
- Many senior administrators resisted the message that this kind of programming could send, that colleges were somehow unsafe, or that rape should be among the first messages that new students should hear.
- Finally, prevention programming became well-integrated into most summer orientations, welcome weeks, and early-semester campus events.

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THE PREVENTION YEAR

The Orientation-Based Model

- Then, the assessment era demanded that we demonstrate the effectiveness of our programmatic efforts, and we learned that our efforts at prevention for incoming students were demonstrably ineffective.
- The primary reason is the glut of information delivered in a relatively short span is simply overwhelming, and as a result, students retain little of our message.

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THE PREVENTION YEAR

The Orientation-Based Model

- Now, we have a mandate from the government to provide primary prevention programming to all incoming students. The challenge posed by the prevention provisions of the SaVE Act is how to connect effectively with incoming students.
- If your campus is now wedded to the orientation-based prevention model, you'll need to simplify and limit the prevention message you deliver so that it is not lost in all the other information you provide to first-year students.

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THE PREVENTION YEAR

The Orientation-Based Model

- Then, through booster programs, and later-semester message reinforcement, you'll likely see some reasonable efficacy when you assess the learning outcome attainment of your incoming class.

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THE PREVENTION YEAR

A New Approach

- At orientation, deliver only a pared-down message about policy and resources, and introduce your Title IX Coordinator and deputies.
- Provide a brochure to summarize the content.
- Then, implement the programmatic prevention piece two or three weeks into the semester, once students are able to focus on the message.

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THE PREVENTION YEAR

A New Approach

- Bystander intervention, primary prevention, risk reduction, and risk factors are all on the menu, but you can't lump them together if effectiveness is your goal.
- Similarly, combining discussions of sexual violence, stalking, dating violence, and domestic violence can dilute the message about each topic, and won't let you focus sufficiently on the dynamics of each.

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THE PREVENTION YEAR

A New Approach

- In reading the Campus SaVE Act, it can't all be accomplished in a one-hour presentation; especially when you tie in Title IX programming requirements.
- Need a suite of topics that fit into an overall campus prevention strategy that also ties into the later campaigns and messaging that we are mandated to provide to current students and employees (the law says faculty).

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THE PREVENTION YEAR

A New Approach

- Strategically, we need to decide what we want to teach about each topic.
- Keep in mind that transfer students are incoming students, too; re-dose them with programming at their points of entry. For community colleges with rolling admissions, target two to four opportunities for doing so throughout the year.

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THE PREVENTION YEAR

A New Approach

- Policies should reflect that you offer programming to prevent domestic violence, dating violence, sexual assault, and stalking each year.
- Educational programs should be offered to raise awareness for all incoming students, and should be conducted during new student orientation and throughout an incoming student's first semester.

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THE PREVENTION YEAR

A New Approach

- Include strong messages regarding not just awareness, but also primary prevention.
- Bystander engagement should be encouraged through safe and positive intervention techniques and by empowering third-party intervention and prevention.

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THE PREVENTION YEAR

A New Approach

- Discuss institutional policies on sexual misconduct as well as your state's definitions of domestic violence, dating violence, sexual assault, stalking, and consent in reference to sexual activity.
- Offer information on risk reduction that strives to empower victims, and explains how to recognize warning signals and avoid potential attacks, and do so without victim-blaming approaches.

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THE PREVENTION YEAR

A New Approach

- Throughout the year, ongoing awareness and prevention campaigns should be offered.

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THE PREVENTION YEAR

The Importance of Assessment

- A needs assessment will give us a laundry list of themes and topics that we need to address over the four years of the curriculum.
- Not only do students need to be engaged by the topic; assessment need to also show that your learning objectives are being attained.
- Viewing the strategic plan as a flexible framework, rather than as a fixed requirement, will help you to adjust as you progress.

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THE PREVENTION YEAR

Elements of a Successful Strategy

- An attendance mandate or positive incentive mechanism for the audience
- Training for trainers
- Targeted audiences and multi-modal, passive, and active messages
- Attention to primary, secondary, and tertiary prevention initiatives
- Universal, selective, and indicated prevention modalities

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THE PREVENTION YEAR

Elements of a Successful Strategy

- Message boosters
- Cross-program reinforcement of messages
- A pre-planned, developmental curriculum
- Academic curricular-infusion
- Faculty support
- Centralized organization and coordination

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THE PREVENTION YEAR

Elements of a Successful Strategy

- Outcomes assessment, assessment of attitudinal change, and assessment of behavioral change, in the short- and long-term.
- Make-up program options for those who miss curricular sessions.
- Enforcement/consequences for those who decline to participate fully.

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QUESTIONS?

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