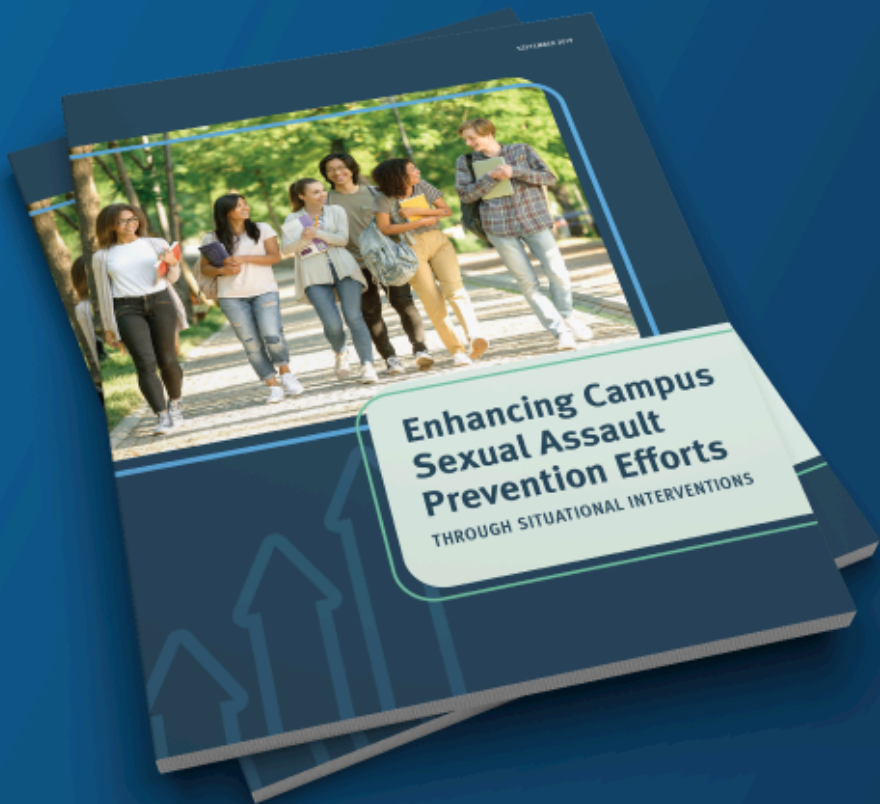


Welcome, this web conference will begin soon



# Enhancing Campus Sexual Assault Prevention Efforts

## THROUGH SITUATIONAL INTERVENTIONS

February 19, 2020

11:00 AM PST | 2:00 PM EST



# Meet the PreventConnect Team



**Ashleigh Klein-Jimenez**  
Project Manager  
she/her/hers



**David Lee**  
Director of Prevention  
he/him/his



**Tori Vandelinde**  
Project Coordinator  
she/her/hers



prevent  
connect

## **PreventConnect.org**

[info@PreventConnect.org](mailto:info@PreventConnect.org)

[PreventConnect.org/email](https://PreventConnect.org/email) – **email group**

[Learn.PreventConnect.org](https://Learn.PreventConnect.org) – **eLearning**

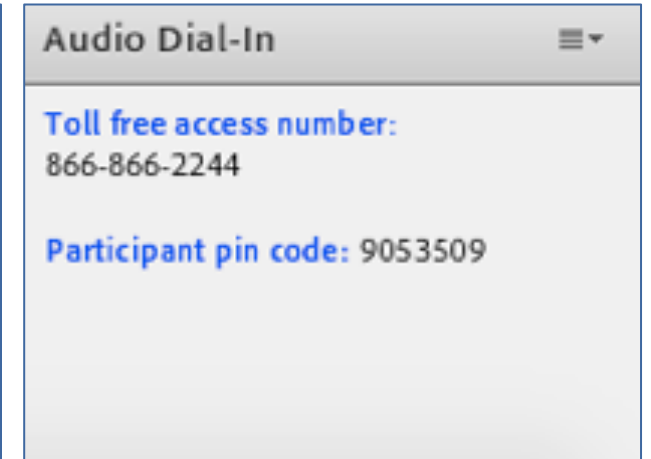
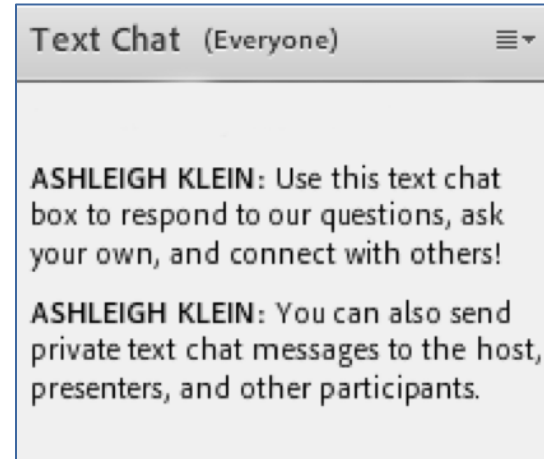
## **Follow Us**

[twitter.com/PreventConnect](https://twitter.com/PreventConnect)

[facebook.com/PreventConnect](https://facebook.com/PreventConnect)

# How to use Adobe Connect

- ▶ Text chat and private chat
  - ▶ Please send a private chat message for help.
- ▶ PowerPoint Slides
- ▶ Polling Questions
- ▶ Phone
- ▶ Closed Captioning
- ▶ Web Conference Guidelines



Contact Adobe Connect support at:

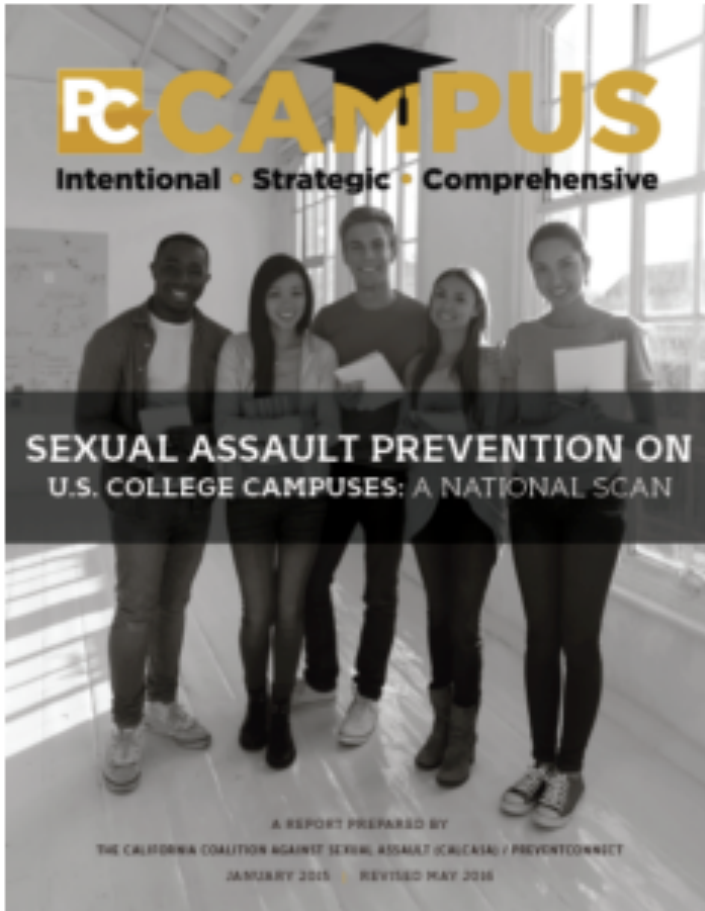
<https://helpx.adobe.com/adobe-connect/connect-support.html>



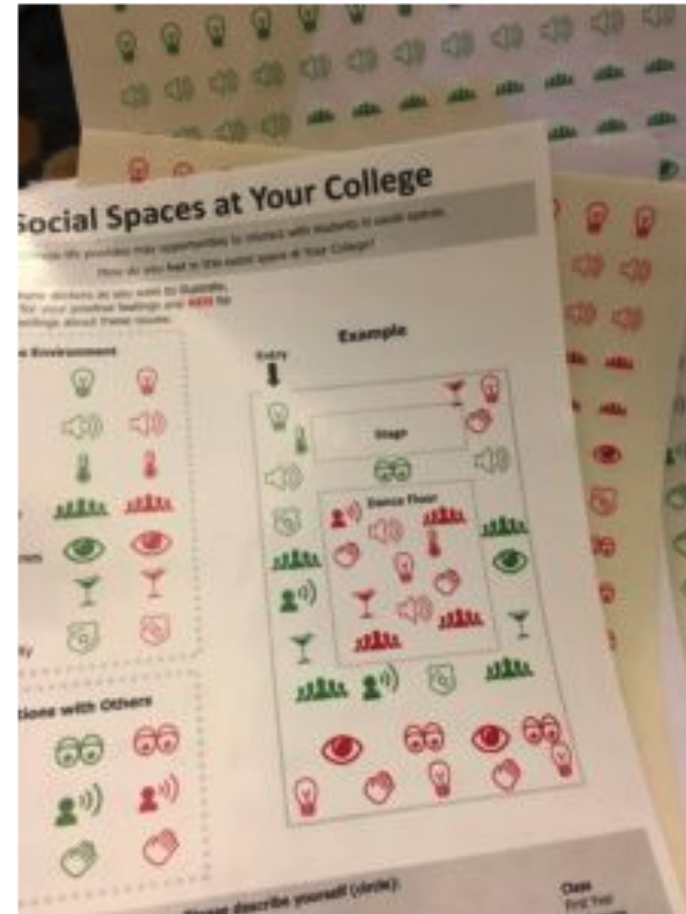
# PreventConnect

- ▶ Domestic violence/intimate partner violence
- ▶ Sexual violence
- ▶ Violence across the lifespan, including child sexual abuse
- ▶ Prevent before violence starts
- ▶ Connect to other forms of violence and oppression
- ▶ Connect to other prevention practitioners

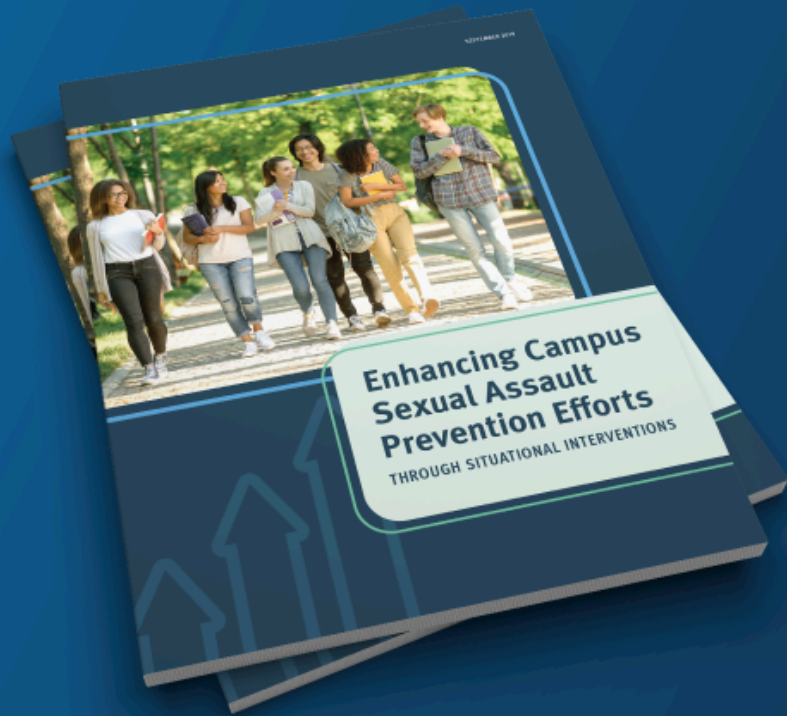
# Past conferences/resources



<http://www.preventconnect.org/2016/05/sexual-assault-prevention-on-u-s-college-campuses-a-national-scan/>



<http://www.preventconnect.org/2018/02/situational-prevention-to-end-sexual-violence-on-campuses/>



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PreventConnect is a national project of the California Coalition Against Sexual Assault sponsored by the U.S. Centers for Disease Control and Prevention. The views and information provided in this web conference do not necessarily represent the official views of the U.S. government, CDC or CALCASA.



# Objectives

- ▶ Describe the theoretical approaches used to inform this situational prevention methodology
- ▶ Identify the essential elements of a Situational Prevention methodology
- ▶ Identify potential environmental opportunities to prevent sexual violence in college campus settings
- ▶ Engage in a discussion with report authors and campus situational prevention practitioners

# Meet Our Guests



**Holly Rider-Milkovich**  
Vice President of Impact &  
Education, EVERFI  
she/her/hers



**JP Przewoznik**  
Founder, Switchback Consulting  
any pronouns respectfully



**Tammy Meredith, PhD**  
Principal & Co-Founder,  
Applied Research  
Services, Inc.  
she/her/hers



**Meg Bossong**  
Director, Sexual Assault Prevention  
and Response, Williams College  
she/her/hers

# What we know



## **STOP SV:** A Technical Package to Prevent Sexual Violence





# What we know



STOP SV		
	Strategy	Approach
<b>S</b>	<b>Promote Social Norms that Protect Against Violence</b>	<ul style="list-style-type: none"> <li>• Bystander approaches</li> <li>• Mobilizing men and boys as allies</li> </ul>
<b>T</b>	<b>Teach Skills to Prevent Sexual Violence</b>	<ul style="list-style-type: none"> <li>• Social-emotional learning</li> <li>• Teaching healthy, safe dating and intimate relationship skills to adolescents</li> <li>• Promoting healthy sexuality</li> <li>• Empowerment-based training</li> </ul>
<b>O</b>	<b>Provide Opportunities to Empower and Support Girls and Women</b>	<ul style="list-style-type: none"> <li>• Strengthening economic supports for women and families</li> <li>• Strengthening leadership and opportunities for girls</li> </ul>
<b>P</b>	<b>Create Protective Environments</b>	<ul style="list-style-type: none"> <li>• Improving safety and monitoring in schools</li> <li>• Establishing and consistently applying workplace policies</li> <li>• Addressing community-level risks through environmental approaches</li> </ul>
<b>SV</b>	<b>Support Victims/Survivors to Lessen Harms</b>	<ul style="list-style-type: none"> <li>• Victim-centered services</li> <li>• Treatment for victims of SV</li> <li>• Treatment for at-risk children and families to prevent problem behavior including sex offending</li> </ul>





Have you had this experience?



# What is the problem?



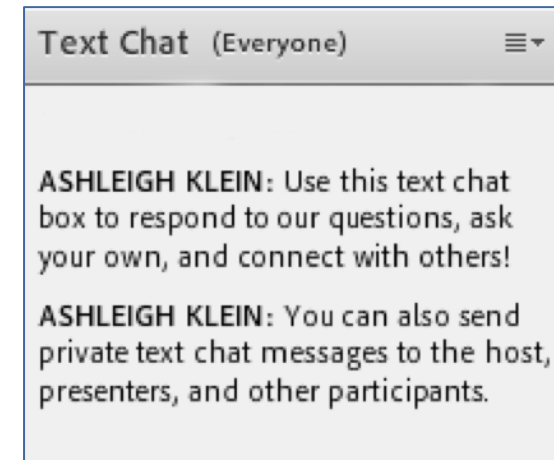
What are some strategies to address the problem?



What strategies can  
you think of to  
address the  
problem?

Environment, Policy & Procedure,  
Education & Training

Use the Text Chat feature to  
answer the question.



# Background

- ▶ 21% of women and 11% of men experienced sexual assault while in college
- ▶ Develop a methodology that can be used across a range of college & university settings to:
  - ▶ Identify specific campus spaces perceived to be unsafe
  - ▶ Identify multiple dimensions within those spaces that contribute to safety concerns and create perpetration opportunities
  - ▶ Generate place-based strategies that can address those environmental conditions
- ▶ Share resources that are adaptable for use across diverse campuses





Criminology

Public  
Health

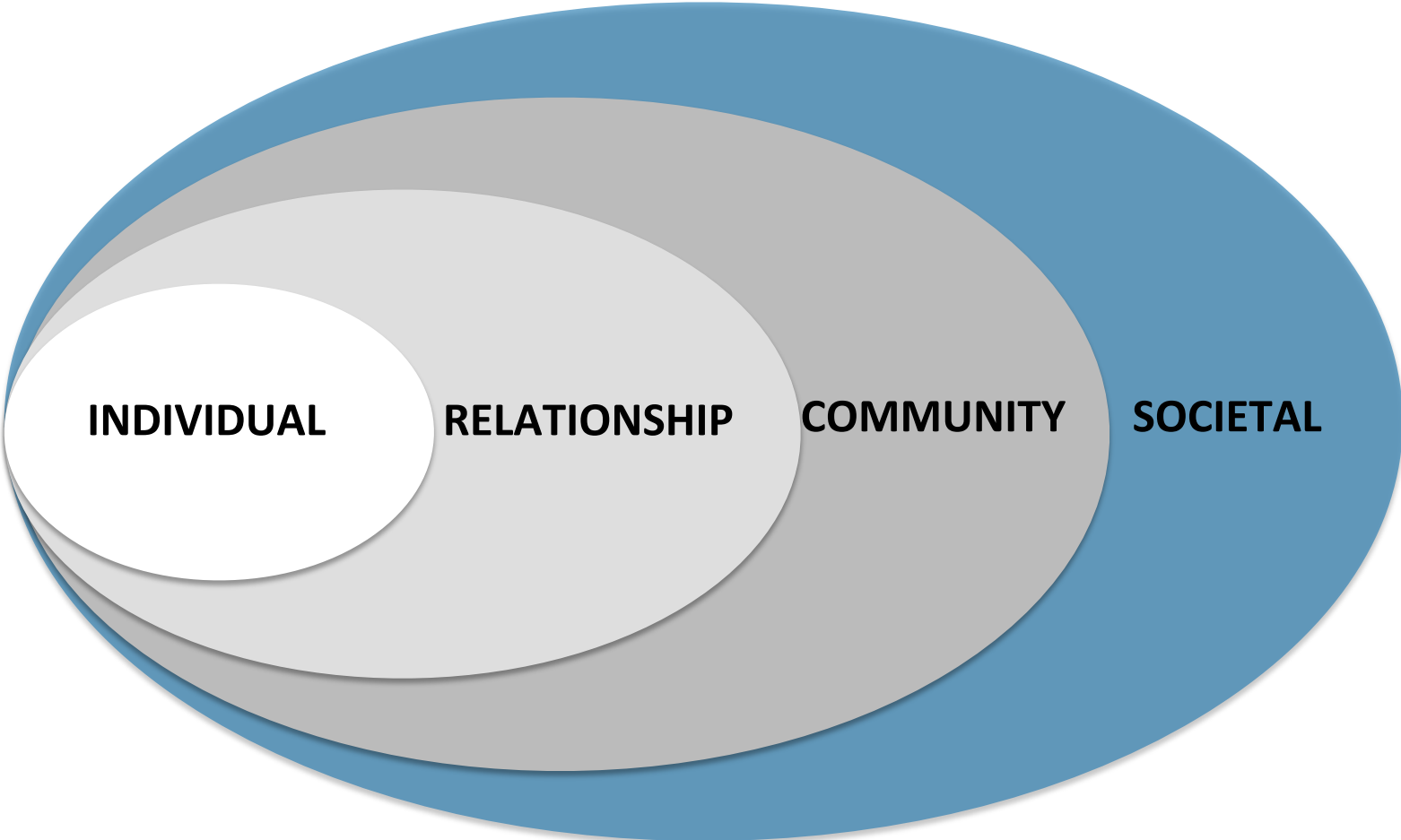
Social  
Justice



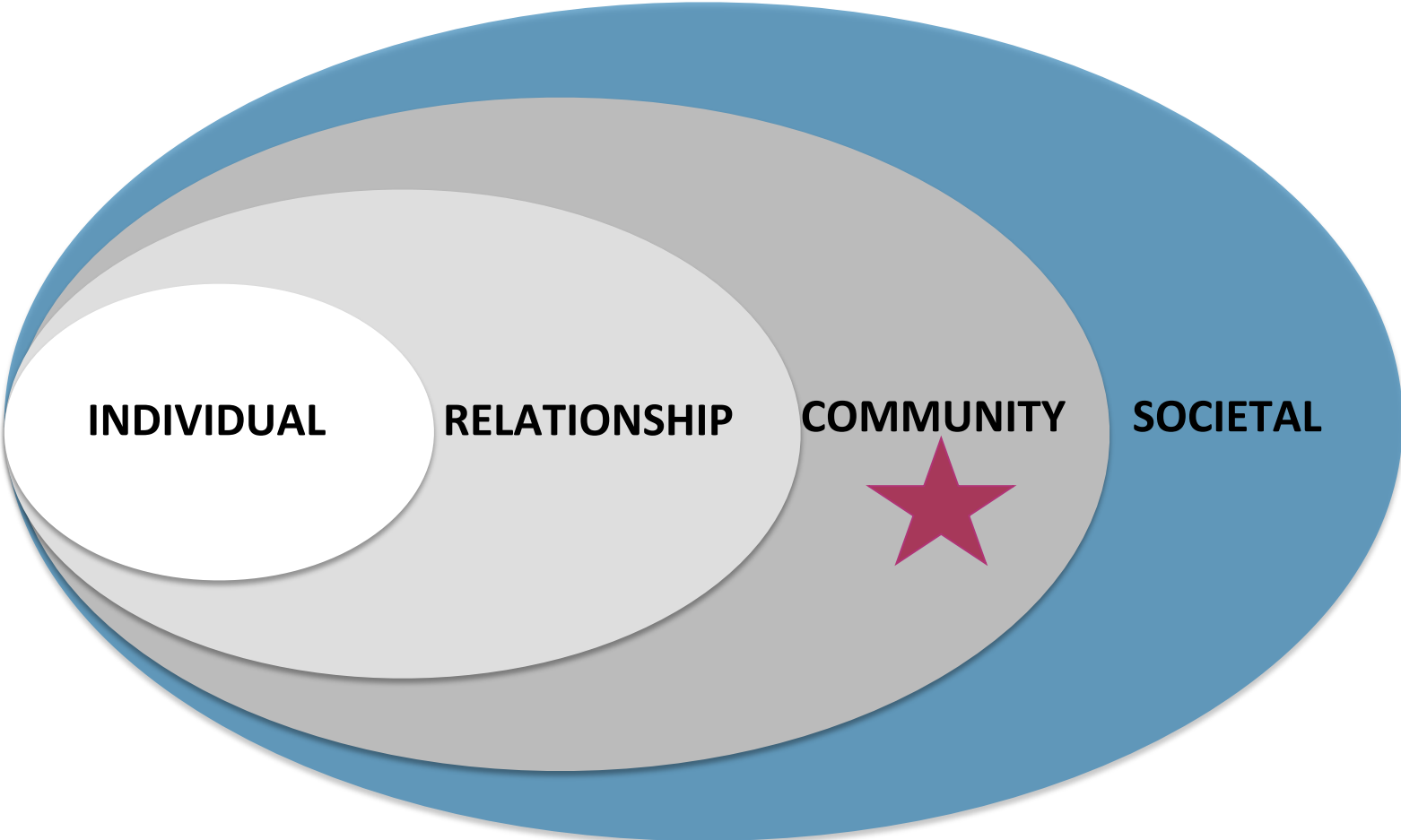
# Criminology: Crime prevention through environmental design

- ▶ Create environments that reduce opportunities to perpetrate crime and increase pro-social norms & activities
- ▶ Emphasize the importance of “place”
- ▶ Strategies focus on the characteristics of the built environment
- ▶ Situational prevention = influence of environment on “in the moment” decisions

# Public Health: Situational Prevention in the Social Ecological Model



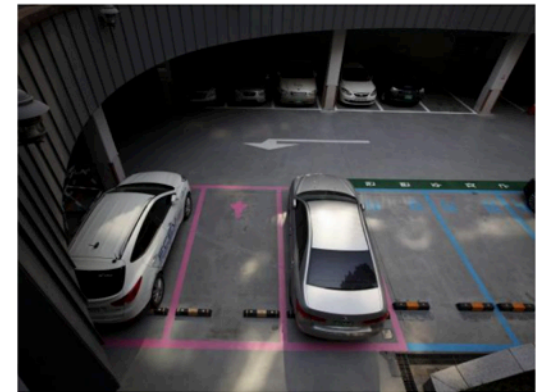
# Public Health: Situational Prevention in the Social Ecological Model



# Gendered Use of Public Space

- ▶ Recent attention has been given to the prevalence of gender-based violence restricting the freedom of women and girls in public spaces, particularly in large cities
- ▶ Women's Safety Audit (WSA) as a tool to collect detailed and specific information on the safety/inclusion of women in urban public spaces
- ▶ Rigorous experimental evaluation of Shifting Boundaries\* found school-wide/building-level intervention to be effective in reducing sexual harassment and dating violence perpetration & victimization

Women Friendly City Project: Seoul, South Korea

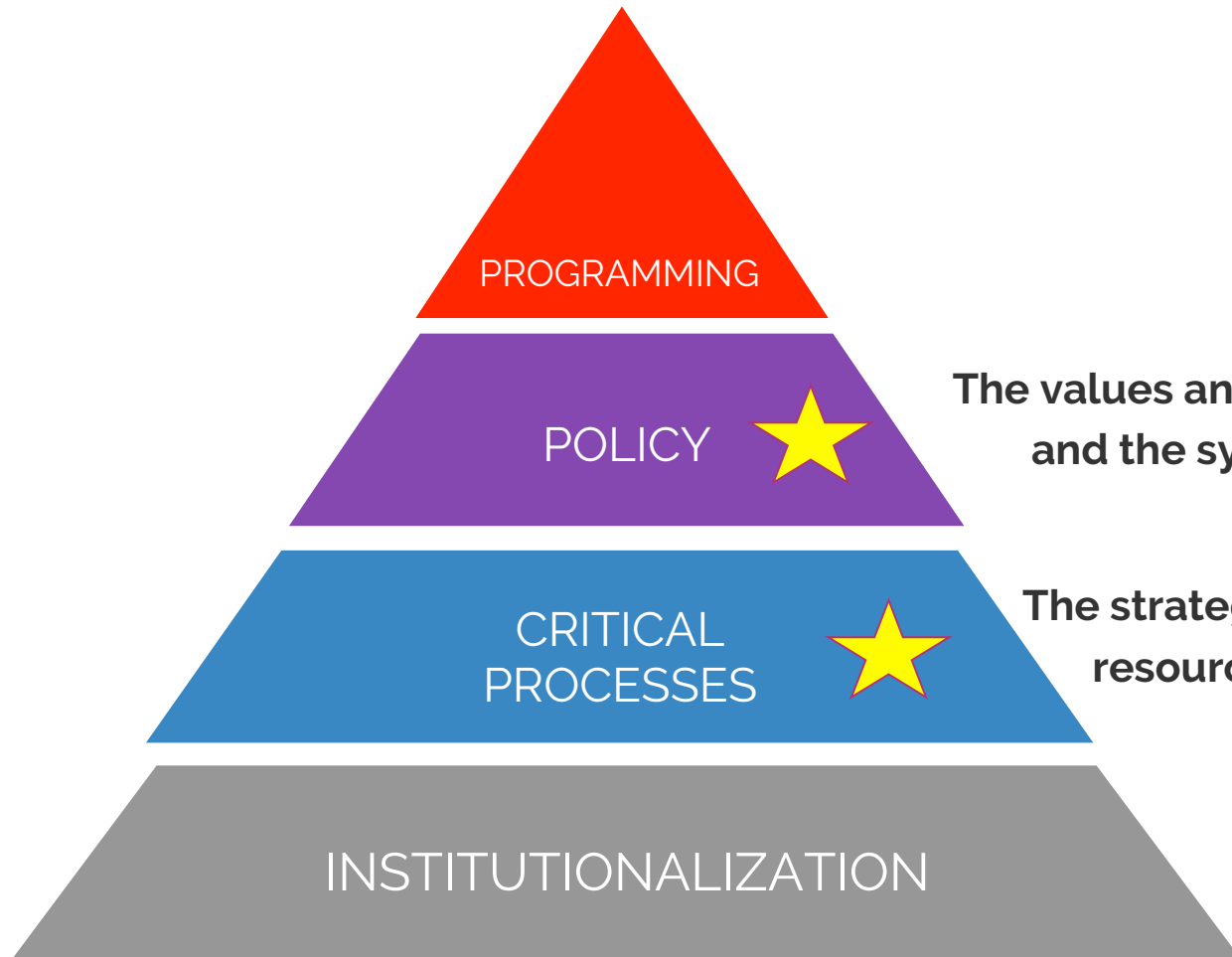


Prevention  
Institute



\* Taylor, B. G., Stein, N. D., Mumford, E. A., & Woods, D. (2013). Shifting Boundaries: an experimental evaluation of a dating violence prevention program in middle schools. *Prevention Science*, 14, 64-76.

# Framework for Comprehensive Prevention



**The values and expectations of the institution and its community, and the system of accountability to uphold and enforce them**

**The strategic, collaborative, and research informed translation of resources (staff/budget) into effective policies and programs**

# Strategies for Prevention from the CDC

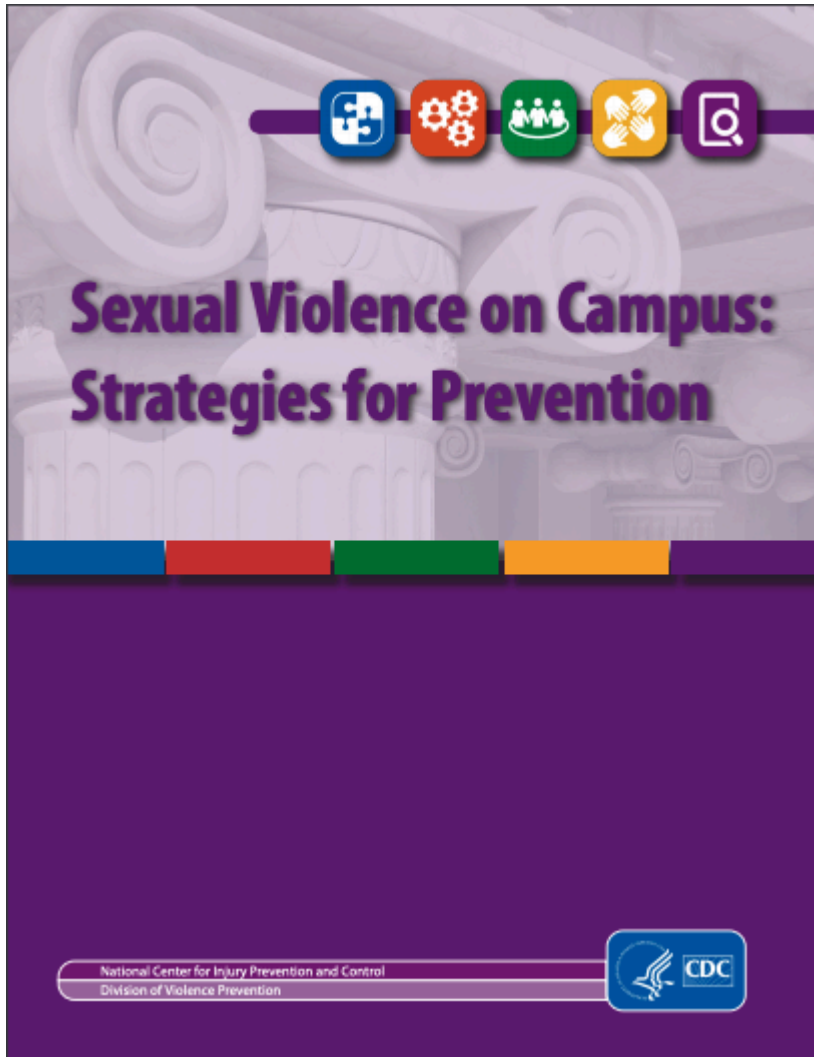


Figure 1. Five Component Framework



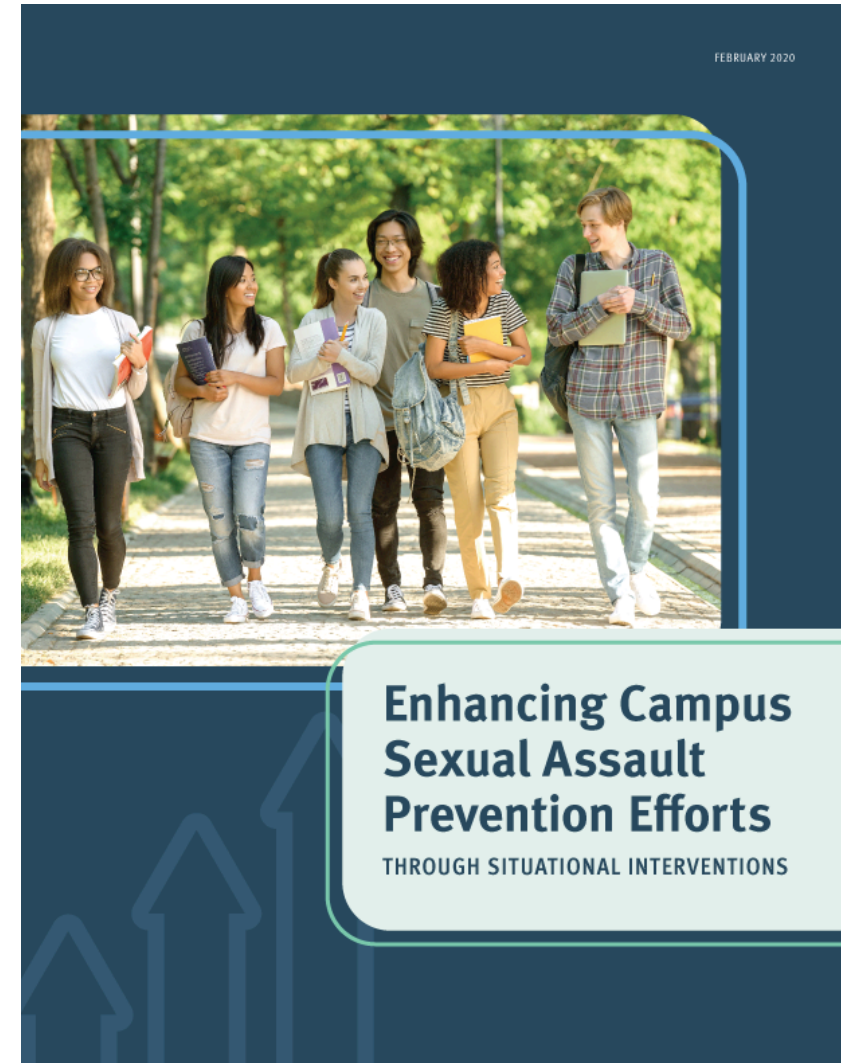
<https://www.cdc.gov/violenceprevention/pdf/campusvprevention.pdf>



# AOD Environmental Strategies?

## Our Strategy

- ▶ Collaboration & shared mission
- ▶ Situational interventions *complement* current prevention programs
- ▶ Engaging students
- ▶ Exploring with stakeholders
- ▶ Planning for implementation



<http://www.calcasa.org/enhancing-campus-prevention/>

# 10-STEP METHODOLOGY

-  1 System Scan and Gap Analysis
-  2 Identify Focus of Environmental/Situational Interventions
-  3 Develop Mapping Tools to Identify Potential Environmental/Situational Interventions
-  4 Gather Mapping Data
-  5 Analyze Mapping Data
-  6 Report Back on Mapping Data & Generate Intervention Ideas
-  7 Develop Considerations
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-  9 Determine Actions — Campus-Driven Activity
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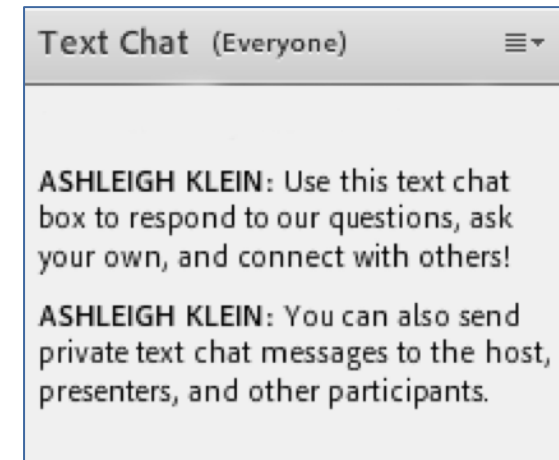


10 Plan for Ongoing Evaluation








What data sources are you using to inform your prevention efforts?

Text Chat Question





Use the Text Chat feature to answer the question.



# 10-STEP METHODOLOGY

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# Williams College

Unwanted sexual touching at campus social spaces



# Enhancing Sexual Assault Prevention Efforts at Williams College

## THROUGH SITUATIONAL INTERVENTIONS

### **What we knew**

- ▶ 2014-15 climate survey revealed high rates of unwanted touching in campus event spaces
- ▶ Campus context: students live and socialize predominantly on-campus; many events in college-controlled spaces

# Enhancing Sexual Assault Prevention Efforts at Williams College

## THROUGH SITUATIONAL INTERVENTIONS

### **Quantify student experiences**















- ▶ From climate survey to focus groups: events have a lot of multi-dimensional characteristics
- ▶ Identify spaces: from focus groups, from event registration data, from campus safety incident logs

# Social Spaces at Williams College







College life provides many opportunities to interact with students in social spaces.

How do you feel in this social space at Williams College?

Please use as many stickers as you wish to illustrate, using **GREEN** for your positive feelings and **RED** for your negative feelings about these issues:

The Environment		
Lighting		
Noise		
Temperature		
Crowd Density		
Vision/Sight Lines		
Drunkenness		
Campus Security		

Interactions with Others		
Look		
Talk		
Touch		

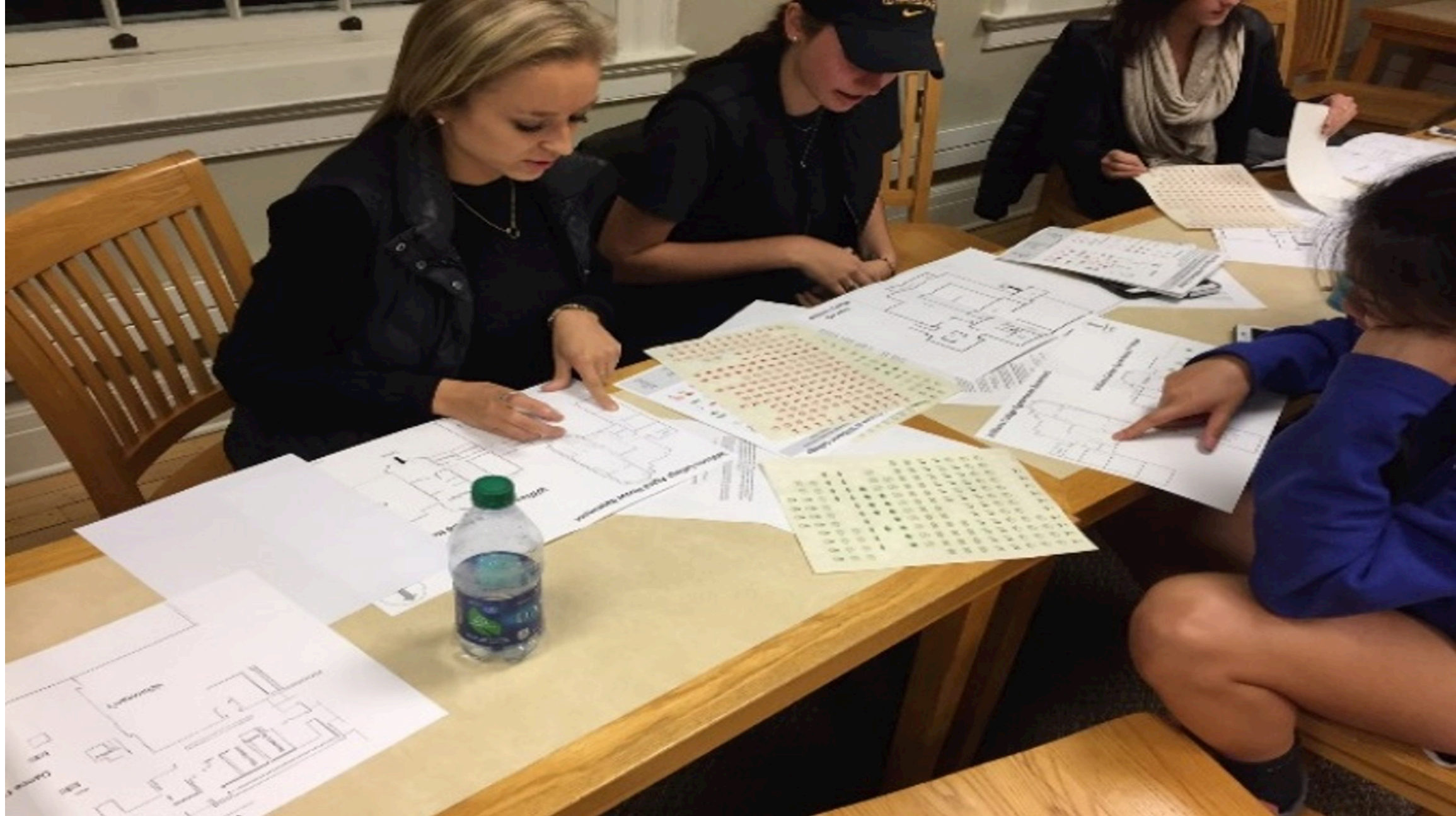
Entry ↓

Example



The diagram shows a social space layout. At the top, an arrow labeled 'Entry' points down. Below it, a 'Stage' area is outlined, containing a green lightbulb, a green thermometer, and a red martini glass. To the right of the stage is a 'Dance Floor' area, outlined, containing a red person with a speech bubble, a red crowd, a red thermometer, a red hand, a red lightbulb, a red martini glass, a red speaker, and a red crowd. The rest of the space is filled with various green and red stickers: green lightbulbs, green speakers, green eyes, green shields, green crowds, green martini glasses, green people with speech bubbles, and green hands. Red stickers include red lightbulbs, red speakers, red thermometers, red crowds, red eyes, red martini glasses, red shields, red people with speech bubbles, and red hands.





# Enhancing Sexual Assault Prevention Efforts at Williams College

## THROUGH SITUATIONAL INTERVENTIONS

### Communicate Findings Step 1



### Communicate Findings Step 2

Create recommendations in each bucket area combining most popular ideas with research base on environmental/situational prevention



# Implementation Examples



## SIMPLE STEPS TO SAFER PARTIES

Safer gatherings for you and your guests



### 1 CONTROL CROWD SIZE

Keep the number of people in any one space reasonable. Safety improves when people can "see and be seen." When people know they can be seen, they will be less likely to take the risk of engaging in boundary-crossing behavior like unwanted touching.



### 2 SERVE OTHER STUFF

Offer non-alcoholic drinks (bottled water, cans of soda or seltzer, etc.) and snacks (popcorn, chips, etc.) Research shows that people are both more likely to drink responsibly and less likely to engage in predatory behavior when the vibe centers around connection, not alcohol consumption.



### 3 GET LIT

Research shows that Williams students feel more comfortable, and are less prone to unwanted touching, in spaces with mid-level lighting (like from string lights or indirect lighting) than in dark spaces.



### 4 TURN DOWN FOR WHAT?

When music is at a level where you can hear what someone else is saying, it is easier to ask for consent for things like dancing or touching. People also regularly express a desire for more social spaces where conversation is possible.



### 5 IDENTIFY THE HOSTS

Clearly identify (via signage, matching shirts, etc.) who lives in the house and is hosting in case someone needs help, is looking for a drink of water or the bathroom, etc., especially if you regularly host gatherings with people you don't know well, or friends of friends.



### 6 KEEP AN EYE OUT

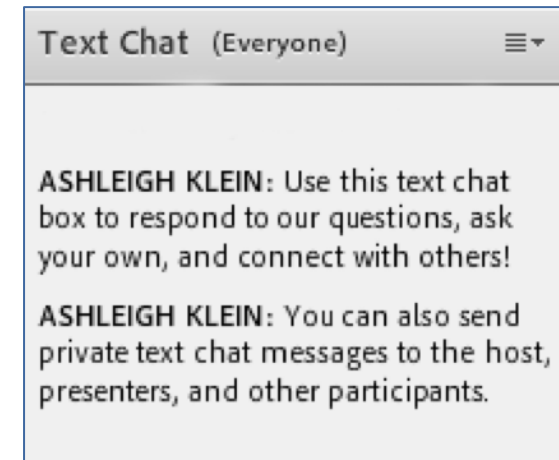
Decide in advance how you will monitor what's going on at your event. Who will manage crowd density? Who will check in with guests to make sure the space is comfortable and safe? How will you communicate with each other about adjustments to be made mid-party?

GOT QUESTIONS? MEG CAN HELP! @HEBB

What opportunities for prevention do you see in the places people live, play, and work/study?

Text Chat Question

Use the Text Chat feature to answer the question.



# Massachusetts Institute of Technology (MIT)

Social and environmental conditions that put LGBTQ+ students at increased risk for sexual violence

# Enhancing Sexual Assault Prevention Efforts at MIT

## THROUGH SITUATIONAL INTERVENTIONS

### **What we knew**

Climate survey revealed LGBTQ+ students report highest rates of unwanted sexual behaviors:

- ▶ 24% of hetero women undergrads report, vs. 53% of bisexual IDed women
- ▶ 7% of hetero men undergrads report, vs. 18% gay-IDed men

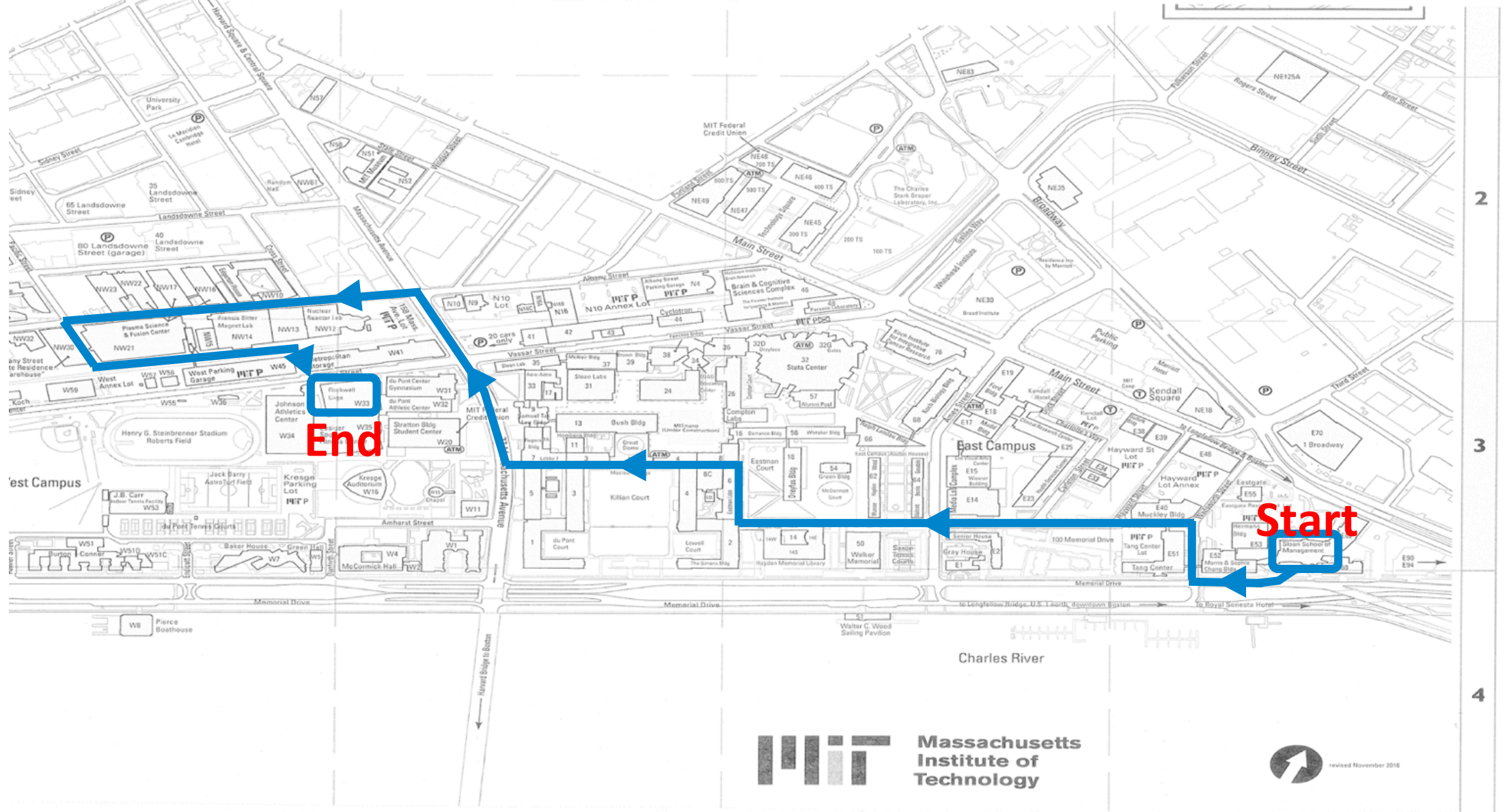
# Enhancing Sexual Assault Prevention Efforts at MIT

## THROUGH SITUATIONAL INTERVENTIONS

### **Quantify student experience**

- ▶ Specific modifiable factors place LGBT people on college campuses at increased risk.
- ▶ MIT already focused on strategies to increase safety for LBGTQ+ students – chose to focus on “routes of movement” across campus (walking focus groups).

# MIT Walking Focus Group – May 2019 Route





# MIT Walking Focus Group Data Collection Tool

Walk Date:

---

Walk Time:

---

Route:

---

Walkers: (first names only)

---

Weather & temperature:

---

## RELEVANT TOPICS TO DISCUSS ALONG THE ROUTE

### **Lighting**

(working? evenly distributed? illuminate walk/bike paths?)

### **Public Areas of Vulnerability**

(entrapment, exits, escape routes)

### **Social Use of Space**

(lots of people around? can you relax/reduce stress? bias images/slogans/language? signs/messages that impact your feeling of safety & support?)



# Enhancing Sexual Assault Prevention Efforts at MIT

THROUGH SITUATIONAL INTERVENTIONS

## Communicate Findings Step 1



## Communicate Findings Step 2

Create recommendations in each bucket area combining most popular ideas with research base on environmental/situational prevention

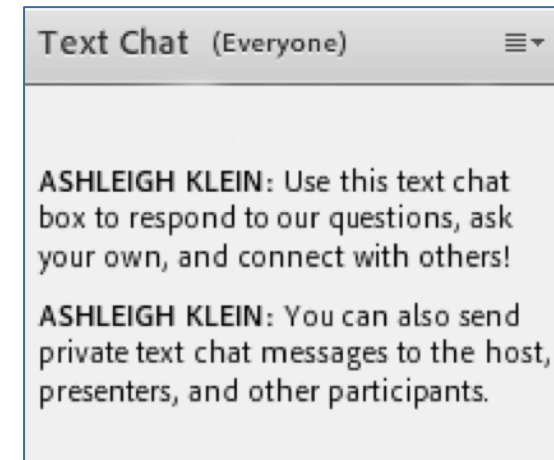
# Implementation Considerations

- ▶ Working with long time horizons for outcomes, evaluation
- ▶ Managing “competing” claims
- ▶ Working with non-traditional partners
- ▶ Consider what “protective” or “safer” environments might look like for marginalized communities (i.e. environments as physical, emotional, psychological ,etc).

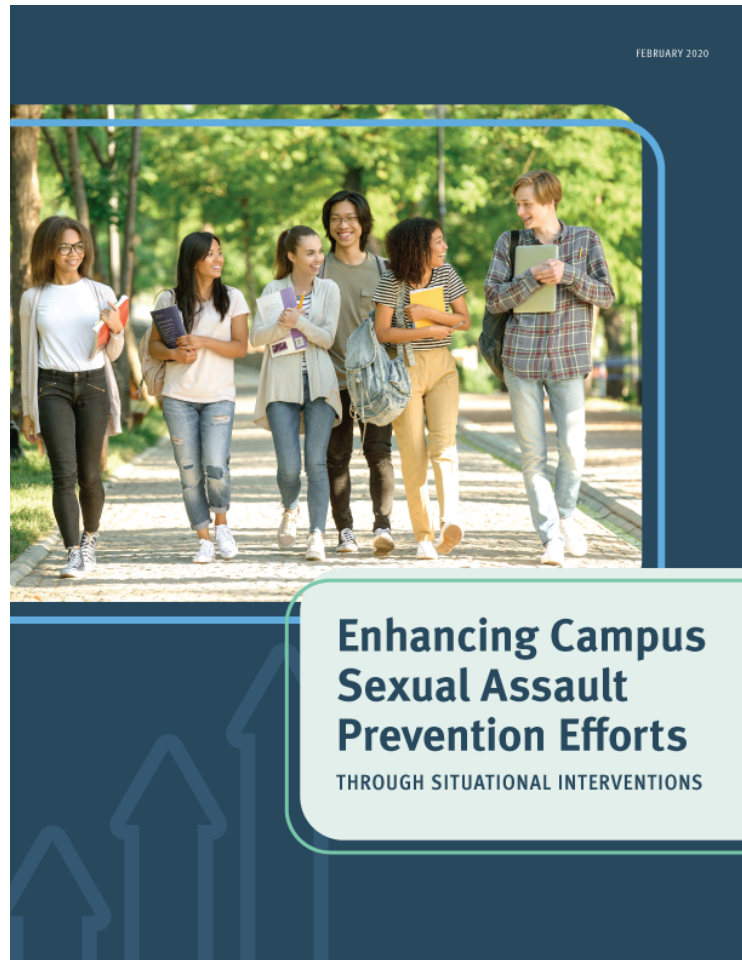
What situational  
prevention  
interventions will you  
apply on your campus  
or in your  
communities?

Text Chat Question

Use the Text Chat feature to  
answer the question.



# Download “Enhancing Campus Sexual Assault Prevention Efforts Through Situational Interventions” today



<http://www.calcasa.org/enhancing-campus-prevention/>



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