



WHAT DEANS CAN DO

USING RESEARCH TO ADDRESS CAMPUS SEXUAL ASSAULT

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OUTLINE

- 1. Role of college administrators in current regulatory environment**
- 2. Assessing campus climate for sexual misconduct**
- 3. Identifying evidence-based reduction/prevention programs**
- 4. Shift from compliance and liability reduction to care and effective prevention**

ADMINISTRATORS AS TRANSLATORS

College and university administrators are faced with the opportunity and the challenge of integrating policy, science and practice as we seek to reduce sexual violence

- Understand and interpret federal, state and campus regulations
- Implement campus investigations, procedures, and conduct reviews
- Assess campus climate
- Plan programming — awareness, prevention, risk reduction

But there is not uniform understanding of sexual violence research by administrators

Current Campus Context

- Recent increased attention to sexual assault in response to federal and state regulation at higher education institutions, but now uncertainty at federal level
 - Title IX and “Dear Colleague” letter
 - Campus SaVE Act
 - Clery Act
 - State regulation — California, New York, Illinois, Connecticut, Louisiana, Indiana, Virginia
- Increased focus on sexual misconduct because of media coverage of famous individuals accused
- Increasingly litigious environment, including alleged perpetrators filing lawsuits

DESIRED CAMPUS OUTCOMES

- Focus on changing culture vs. compliance and liability reduction.
- Multi-pronged approach needed to stop complex social behaviors
 - Institutional attention and focus
 - Varied messages for distinct approaches to identified audiences (prevention, resistance, intervention)
 - Engagement of community in organizational change
- Breadth (audience exposure) AND depth (audience change)

WHY ASSESS CAMPUS CLIMATE?

Obtain baseline data

Identify local areas of concern (types of misconduct, demographic data for those affected by misconduct)

Identify interventions to address areas of concern

Serve across time as a barometer of the success of policies, procedures, services, and prevention programs

Recommended by White House Task Force to Protect Students from Sexual Assault

Meaningful prevention rests on identifying the reasons sexual misconduct is perpetrated and the environments that foster it.

WHAT SHOULD BE ASSESSED?

Assessment of victimization and perpetration

Assessment of multiple forms of misconduct (sexual assault, intimate partner violence, stalking, sexual harassment)

Assessment of student perception of campus environment, and responsiveness of campus to sexual misconduct incidents

Assessment of student knowledge of campus resources

Use of validated instruments developed by social scientists with experience in this field

Ease of administration and use — likelihood of representative participation

ADMINISTRATOR RESEARCHER CAMPUS CLIMATE COLLABORATIVE (ARC3) SURVEY

In February 2015, a group of researchers, administrators, and educators met to draft an open-source scientific survey that can help assess sexual violence on campus

23 experts from campuses around the country

Scientifically sound survey for campuses that seek to base their prevention and education efforts on reliable data.

Balances the need for scientific standardization with flexibility for individual institutions.

Designed to be responsive to the White House initiatives on Title IX but to do so in a way that provides useable information that will inform program planning



GUIDING PRINCIPLES

Ensuring independence and integrity in research

A commitment to use of the best scientific evidence as the foundation of the survey

Equal focus on surveying victimization and perpetration

The adoption of a civil rights approach grounded in Title IX

Framing our efforts with the principles of The Belmont Report

- *Respect for persons*
- *Beneficence*
- *Justice*

A sensitivity to the unique issues faced by various diverse populations and higher education institutional types

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Jacquelyn Campbell	Professor of Nursing	Johns Hopkins University
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ARC3 SURVEY

Overcomes a history of disconnect between administrators and researchers

Has the potential to contribute to advocacy, activism, social change, and capacity building, outcomes that may have long-lasting impacts

Including administrators in the research process from the beginning increases the likelihood that research data are used to inform policy changes

Including researchers in the program and policy process from the beginning increases the likelihood that policies and programs will be based on relevant evidence

EVIDENCE-BASED PREVENTION/REDUCTION

In some regulatory guidelines, there are requirements or expectations that campuses attempt to change the environment through the use of programming and training to reduce incidence or to reduce the severity

In response, an array of programs and services are being offered, often by for-profit organizations

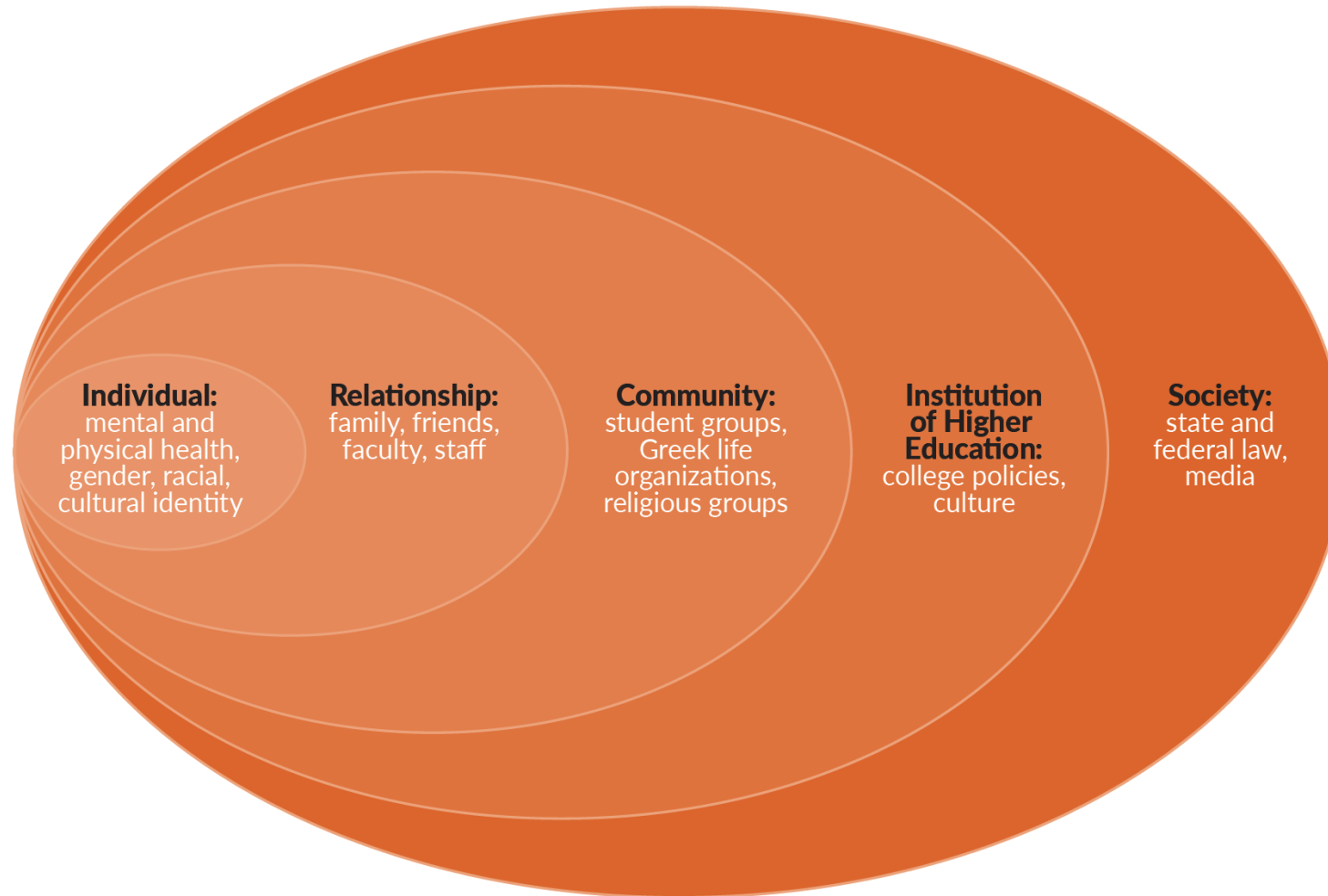
Title IX officers, student affairs professionals, campus committees are the decision makers

HOW ARE DECISIONS MADE? CURRENT CRITERIA

- ✓ Ease of administration / scalability
- ✓ Apparent popularity in the market
- ✓ Ability to track student participation to demonstrate compliance
- ✓ Price

However, theory or evidence in support of a program may not be a primary consideration when deciding on programming and response.

SOCIAL ECOLOGICAL MODEL



ADMINISTRATORS SHOULD ASK: WHAT TYPE OF PROGRAM IS NEEDED ON CAMPUS?

Designed to educate about resources, responsibilities, rights and policies

Designed to increase general awareness of sexual violence and reveal or address social norms

Designed to decrease perpetration

Designed to increase bystander intervention / victim resistance

Focus on skill attainment, behavior change, norm awareness and shift

Must be comprehensive

ADMINISTRATORS SHOULD ASK: WHAT ELEMENTS OF THE CAMPUS ENVIRONMENT SHOULD BE ADDRESSED?

Commuter or residential campus

Racial/ethnic/cultural/religious characteristics of students

Diverse populations within the student population (LGBTQ, ability, English language learners, international, study abroad)

Values of campus community and surrounding community

Students' availability for participation in programs

Students' access to programs

A Framework for Thinking About Evidence



Source: Puddy, R. W. & Wilkins, N. (2011). *Understanding Evidence Part 1: Best Available Research Evidence. A Guide to the Continuum of Evidence of Effectiveness*. Atlanta, GA: Centers for Disease Control and Prevention.

Continuum of Evidence of Effectiveness

	Well Supported		Promising Direction / Emerging / Undetermined More Research Needed			Unsupported	Harmful
Effect	Found to be effective		Some evidence of effectiveness	Expected preventive effect	Effect is undetermined	Ineffective	Practice constitutes risk of harm
Internal validity	True experimental design	Quasi experimental design	Non-experimental design	Sound theory only	No research No sound theory	True or quasi experimental design	Any design with results indicating negative effect
Type of evidence/ research design	Randomized control trials and meta-analysis / systematic review	Quasi experimental design	Single group design	Exploratory study	Anecdotal / Needs assessment	Randomized control trials or quasi experimental design	Any design with results indicating negative effect
Independent replication	Program replication with evaluation replication		Program replication without evaluation replication	Partial program replication without evaluation replication		Program replication with evaluation replication	Possible program replication with/ without evaluation replication
Implementation guidance	Comprehensive		Partial	None		Comprehensive	Comprehensive/ partial
External and ecological validity	Applied studies—different settings (2+)	Applied studies—similar settings (2+)	Real-world informed	Somewhat real-world informed	Not real-world informed	Applied studies—same/different settings	Possible applied studies—similar/different settings

ADMINISTRATORS SHOULD ASK: WHAT RESEARCH EVIDENCE SUPPORTS THE PROGRAM?

Is there research evidence indicating the program is effective?

Did the research study demonstrate that the program caused any effects found (used an experimental or quasi-experimental design)?

Was the program evaluated in comparison with other programs designed to have a similar effect?

Was the data collection process repeated more than once?

Does the program seem to address the behavior identified?

Has the program been successfully used in college settings?

Are there comprehensive instructions to implement the program?

NASPA PREVENTION PROGRAMMING MATRIX

Level of Evidence

1. **Supported By Evidence.** Program authors or researchers have established evidence of effectiveness of this program by demonstrating participants' improvements on *one or more learning objective*, using *an experimental or quasi-experimental* design (with a comparison group). This evaluation data must have been published in at least one *peer-reviewed publication*.
2. **Promising Direction.** Program authors or researchers have established evidence of effectiveness of this program by demonstrating participants' improvements on *one or more learning objective* using a *non-experimental design* (no comparison group). This type of evaluation data may be self-published by the authors, or published in a peer-reviewed publication.
3. **Emerging.** There is an expected effect of this program because it is based off *sound theory and previous research*. This might mean that there is evidence that participants and administrators are satisfied, but *no evidence that learning objectives were achieved*.

Programs that are not based in sound theory or whose evaluation studies did not demonstrate an effect are not included on our website. Programs may be reconsidered for inclusion if new research or evidence supports placing them into one of the three categories above.

Online Programs

PROGRAM NAME	LEVEL OF EVIDENCE	BYSTANDER	EMPATHY	DISPELLING RAPE MYTHS	ALCOHOL	OTHER
Agent of Change	Promising Direction	X	X	X	X	video game-style design
Every Choice	Emerging	X	X	X	X	survivor stories
Get Inclusive — Title IX and Campus SaVE Module for Employees and Students	Promising Direction	X	X		X	also offered: diversity and inclusion training
Haven — Understanding Sexual Assault	Promising Direction	X	X	X	X	also offered: training for faculty, staff and graduate students
Not Anymore	Promising Direction	X	X	X	X	survivor stories
RealConsent	Supported by Evidence	X	X	X	X	for male-identified students
Think About It	Emerging	X	X		X	hookup culture
ThinkLuv	Promising Direction	X	X	X	X	differentiated to student demographics
U Got This! — Your Guide to Speak Up, Step In, and Create a Better Campus for All	Emerging	X	X	X	X	uses humor & animation

Program Title: U Got This! — Your Guide to Speak Up, Step In, and Create a Better Campus for All

Overview: U Got This! Is an online prevention program developed by Catharsis Productions, the company that created *Sex Signals*. It uses humor, animation, music and Interactive Conversation software to help participants examine unchecked attitudes and language that contribute to a cultural tolerance of sexual violence, domestic violence, and stalking. The program is narrated with a male voice and makes use of text, images and cartoons to portray key themes and statistics.

PROGRAM NAME	LEVEL OF EVIDENCE	BYSTANDER	EMPATHY	DISPELLING RAPE MYTHS	ALCOHOL	OTHER
U Got This! — Your Guide to Speak Up, Step In, and Create a Better Campus for All	Emerging	X	X	X	X	uses humor & animation

Author: Catharsis Productions

Website: <http://www.catharsisproductions.com/programs/u-got-this>

Learning objectives: During the program, participants will:

- examine the attitudes and language that contribute to our cultural tolerance of sexual violence, intimate partner/dating violence, and stalking
- explore opportunities to intervene across a diverse range of circumstances, populations and identities
- identify their own best practices for intervention through active engagement across a range of relevant scenarios
- understand their institution's policies, resources, and commitment to ending interpersonal violence

Methods: A male narrator guide the participant through all three modules of content. The curriculum encourages students to examine unchecked attitudes that contribute to a cultural tolerance of sexual violence, domestic violence, and stalking and provides tools and simulated scenarios for them to engage in bystander intervention. Examples and content address a diverse set of circumstances, populations, and identities. The content is presented in 2D animation and makes use of humor, interactive quizzes, and music.

Dosage: Three 10 to 20-minute individual blocks of instruction; can be delivered independently of one another, or as a one-hour block.

Logistics:	Catharsis offers customizable elements within the training and helps administrators track completion.
Populations served:	Undergraduate students
Theoretical basis for approach:	<p>The content of <i>U Got This!</i> related to the nature of sexual violence and perpetrators is driven by the research of serial non-stranger rapists conducted by David Lisak and Paul Miller and McWhorter (2009) and research on the role of justification, victim blaming, and sexist attitudes on perpetration. Content related to role of coercion and consent is driven by the research of Conroy, et al., (2014), Young, et al., (2016); Degue and DeLillo (2004).</p> <p>The program's pedagogical approach is based on bystander intervention research and moral domain theory. The inclusion of strategic humor is based off a wide breadth of research demonstrating its efficacy in various prevention efforts.</p>
Program effectiveness:	<i>U Got This!</i> is a new program and evaluation data has not yet been collected.
Participating colleges and universities:	Mohawk Valley Community College, Radford University, Nebraska Wesleyan University, Maine-Maritime Academy
Considerations for administrators:	<i>U Got This!</i> does not offer the breadth of length of content that many other online programs do. Still, this is a highly creative, engaging and smart program. Because students can mute or skip through content in online programs, the value of having an entertaining platform that connects to students cannot be understated. The program also integrates students of color and LGBT students into examples and narrative.
How to access this program:	Information can be obtained by contacting Catharsis Productions at 312.243.0022 or info@catharsisproductions.com . Pricing for one-year or multi-year contracts vary, but are based on the size of the population an institution wishes to reach. Discounts are offered on this online training when packaged with one of Catharsis Productions' live programs.
Source(s):	<p>DeGue, S., & DiLillo, D. (2005). "You would if you loved me": Toward an improved conceptual and etiological understanding of nonphysical male sexual coercion. <i>Aggression and Violent Behavior</i>, 10(4), 513-532. doi: 10.1016/j.avb.2004.09.001</p> <p>Lisak, D., & Miller, P. M. (2002). Repeat rape and multiple offending among undetected rapists. <i>Violence and victims</i>, 17(1), 73-84. doi: 10.1891/vivi.17.1.73.33638</p> <p>McWhorter, S. K., Stander, V. A., Merrill, L. L., Thomsen, C. J., & Milner, J. S. (2009). Reports of rape perpetration by newly enlisted male Navy personnel. <i>Violence and victims</i>, 24(2), 204-218. doi: 10.1891/0886-6708.24.2.204</p>

SUPPORTED BY EVIDENCE:

- RealConsent — *Online Program* — Men only — Laura Salazar, Judy Kaufman & Alan Berkowitz — Georgia State University
- interACT — *Performance* — March Rich — CSU Long Beach
- SCREAM Theatre — *Performance* — Rutgers University
- Sex Signals — *Performance* — Catharsis Productions (private company)
- OneAct — *Workshop* — UNC Chapel Hill
- Bringing in the Bystander — *Workshop* — Prevention Innovations — UNH
- Know Your Power — *Workshop* — Prevention Innovations — UNH
- Green Dot — *Workshop and Community Mobilization* — Green Dot, etc. (NGO)
- The Women's Program — *Workshop* — John D. Foubert — One in Four (NGO)
- Men's Program — *Workshop* — John D. Foubert — One in Four (NGO)
- Men's Workshop — *Workshop* — Alan Berkowitz
- Enhanced Access Acknowledge, Act (EAAA) Sexual Assault Resistance — *Workshop* — SARE Centre — University of Windsor (Canada)

PRINCIPLES OF PREVENTION (NATION ET AL., 2003)

Table 3

Definitions of the Principles of Effective Programs

Principle	Definition
Comprehensive	Multicomponent interventions that address critical domains (e.g., family, peers, community) that influence the development and perpetuation of the behaviors to be prevented
Varied teaching methods	Programs involve diverse teaching methods that focus on increasing awareness and understanding of the problem behaviors and on acquiring or enhancing skills
Sufficient dosage	Programs provide enough intervention to produce the desired effects and provide follow-up as necessary to maintain effects
Theory driven	Programs have a theoretical justification, are based on accurate information, and are supported by empirical research
Positive relationships	Programs provide exposure to adults and peers in a way that promotes strong relationships and supports positive outcomes
Appropriately timed	Programs are initiated early enough to have an impact on the development of the problem behavior and are sensitive to the developmental needs of participants
Socioculturally relevant	Programs are tailored to the community and cultural norms of the participants and make efforts to include the target group in program planning and implementation
Outcome evaluation	Programs have clear goals and objectives and make an effort to systematically document their results relative to the goals
Well-trained staff	Program staff support the program and are provided with training regarding the implementation of the intervention

Nation, M., Crusto, C., Wandersman, A., Kumpfer, K. L., Seybolt, D., Morrissey-Kane, E., & Davino, K. (2003). What works in prevention: Principles of effective prevention programs. *American Psychologist*, 58(6-7), 449.

ADMINISTRATORS SHOULD ASK: WILL PLANNED IMPLEMENTATION OF THIS PROGRAM ACTUALLY PREVENT CAMPUS SEXUAL ASSAULT?

Does the program address all the elements that might affect this complex behavior?

Does the program utilize diverse approaches to teaching or changing behavior?

Does the program provide enough exposure to the content to change behavior?

Is the program based on an appropriate theory and is it supported by research?

Does the program create positive relationships among peers?

ADMINISTRATORS SHOULD ASK: WILL PLANNED IMPLEMENTATION OF THIS PROGRAM ACTUALLY PREVENT CAMPUS SEXUAL ASSAULT?

Will the program be provided in time to make a difference?

Is the program socio-culturally relevant for this campus?

What is the plan to evaluate whether the program works on this campus?

Have the staff members involved in the program been trained to implement it correctly and effectively?

CHALLENGES — EDUCATIONAL PROGRAMMING FOR STUDENTS

Requirements for training of disparate constituent groups without an array of approaches and with little evidence of group-level effectiveness

Implementation of preventive programs with an ever-changing student audience

Little data or research on effective programming for non-traditional student populations (e.g., commuters, online students, returning adult students and other demographic groups)

Need for campus-based assessment of results of programming

No silver bullets

WHAT DEANS CAN DO: SHIFT THE CULTURE

Shift from “out of the box” programs and offered solutions to complex solutions to this complicated problem, which respond to the environment

Shift from a focus on compliance and liability reduction to a focus on care for victims, and prevention of perpetration

WHAT DEANS CAN DO: USE THE RESEARCH

- Use research evidence about what works and what does not
 - Single sex presentation
 - Professional facilitation of programs rather than peer facilitation
 - Multiple sessions with long session lengths offered at many points during students' college career
 - Focus on gender-role socialization, human sexuality, rape myths, rape deterrence, rape awareness, and/or self-defense
 - Ideal presentation formats are workshop-based or classroom courses, supported with campus media and public service announcements

WHAT DEANS CAN DO: THINK INSTITUTIONALLY

Use a multi-pronged approach to stop complex social behaviors

- Address three foci (prevention, resistance, intervention)

Understand own audiences, and how programming might work for that audience

- What is needed here

- Alignment with this audience

- Varied messages for distinct approaches to identified audiences

Focus on institutional change — programming for faculty and staff

- Engagement of community in organizational change

Attend to both breadth (audience exposure) and depth (audience change)

WHAT DEANS CAN DO: CHANGE THE CULTURE

Simultaneous application of prevention, resistance and intervention programs, done well, could

- Enhance student awareness
- Change social relationships among students (and others?) on campus
- Reduce perpetration and increase intervention and resistance when assault attempts do occur

WHAT DEANS CAN DO: FOSTER THIS CULTURAL SHIFT

Seek ongoing feedback from the campus community about what works, what doesn't and what is needed

Facilitate student activism and engagement with other students in this work — pressure to fix what is not working

We must take advantage of the opportunity created by increased attention to this issue to require collaboration across campus and community silos in order to be effective, bringing the best of what each area has to offer in addressing this critical problem

KEY TAKEAWAYS

1. Administrators have an opportunity to positively influence campus environment related to sexual misconduct
2. Campus climate assessment provides campus-level data on sexual misconduct not previously available – baseline assessment
3. Sexual assault reduction/prevention programs utilized should be based on evidence that they reduce sexual misconduct behavior and that implementation will lead to prevention
4. Administrators can use available resources, adapted to their campus environment, to change the culture of their institutions
5. ARC3 Campus Climate Survey: <http://campusclimate.gsu.edu/> and Prevention Programming Matrix: <http://cultureofrespect.org/colleges-universities/programs/>

SOURCES

- Klein, L., Rizzo, A., & Stapleton, J. (2016). Choosing prevention products: Questions to ask when considering sexual and relationship violence and stalking prevention products. *Prevention Innovations Research Center*. Retrieved from www.unh.edu/prevention-innovations.
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THANK YOU

