



PC CAMPUS

Intentional • Strategic • Comprehensive

SEXUAL ASSAULT PREVENTION ON U.S. COLLEGE CAMPUSES: A NATIONAL SCAN

A REPORT PREPARED BY

THE CALIFORNIA COALITION AGAINST SEXUAL ASSAULT (CALCASA) / PREVENTCONNECT

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ENVISIONING A WORLD FREE FROM SEXUAL VIOLENCE.

The mission of the California Coalition Against Sexual Assault (CALCASA) is to provide leadership, vision, and resources to rape crisis centers, individuals, and other entities committed to ending sexual violence.

CALCASA supports prevention both within California and nationally. The agency's national project PreventConnect is the leading online community dedicated to advancing prevention.



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DISCLAIMER

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A NOTE ON THE USE OF TERMS

Because sexual violence is a complex problem that exists across systems, efforts to prevent sexual violence on campus must include stakeholders across systems. Public health agencies, law enforcement, governmental agencies, institutions of higher learning, community-based organizations, and student, parent and activist groups all have a role to play in preventing sexual violence. At the same time, federal agencies including the Department of Justice's Office of Violence Against Women, the Department of Education and the Centers for Disease Control address campus sexual violence. While many rape prevention programs are often framed in public health terms, other sectors also have a vested interest in preventing sexual violence. Each of these sectors often employs specialized language and uses different terminology that may not translate to other systems. The meaning of some terms used in this document may describe different concepts based on context. It is important to recognize that similar terms have different implications depending on perspective.

Please find a deeper examination of terms that can be interpreted differently, according to orientation or discipline, in boxes throughout this document.



INTRODUCTION

The California Coalition Against Sexual Assault's (CALCASA) national project PreventConnect conducts a scan each year of trends in prevention to inform its activities to support sexual and domestic violence prevention efforts. With the establishment of the White House Task Force to Protect Students from Sexual Assault in January 2014 and subsequent release of its first report in April 2014¹, the Centers for Disease Control and Prevention (CDC) requested that CALCASA/PreventConnect conduct an environmental scan of sexual violence prevention (SVP) on U.S. college campuses. While this report focuses on sexual violence, many of the issues are also relevant to domestic violence, dating violence and stalking.

Initially completed in January 2015, this report identifies trends in current sexual violence prevention efforts implemented by colleges and universities; mandates and regulations and challenges and opportunities in designing, and implementing and evaluating SVP strategies on college campuses.

The CDC's Evidence Project^{2,3,4} offers "[a] comprehensive framework for understanding evidence and evidence-based decision making that includes three types of evidence (best available research evidence, contextual evidence and experiential evidence)." Given the dearth of research in peer-reviewed journals that demonstrate proven effective approaches to prevent sexual violence⁵, this document primarily draws upon contextual and experiential evidence based on the work of stakeholders throughout the nation.

This report represents an analysis based on CALCASA's experience working with hundreds of college campuses as a training and technical assistance provider to the national Department of Justice's Office on Violence Against Women's (OVW) Campus Program since 1999; participating in the Department of Education's Violence Against Women Act (VAWA) Negotiated Rulemaking Committee in 2014; developing the *2004 California Campus Blueprint to Address Sexual Assault*⁶; working with student leaders to convene the *2014 Student Summit on Sexual Assault*⁷; and nine years of experience in sexual violence prevention practice through CALCASA's national project PreventConnect, a CDC-funded national online community of prevention practitioners and from key informant interviews with national training and technical assistance providers and college campuses.⁸

In its work over the last decade and a half with universities and colleges, advocates and survivors, CALCASA has identified a three-pronged approach to **addressing and preventing sexual assault on college campuses: trauma-informed practices, community collaboration and engagement and comprehensive prevention**. This approach can lead to more effective policies, responses and procedures when a sexual assault occurs and can create a shift in cultural norms on campus that can prevent sexual assault before it begins.



INTRODUCTION

survivor

noun | sur·vi·vor
/sər'vīvər/

A person who has experienced sexual violence. This term has been widely adopted as the term of choice in the advocacy community. Though sexual violence as an experience of victimization, this term honors the strength and resiliency involved in continuing on after that experience. Alternative terms that may be used in various contexts are:

ACCUSER - Some colleges and universities refer to the person who experienced sexual violence as the “accuser”. This term aligns with language used in the context of institutional adjudication processes.

VICTIM - A person who has experienced sexual violence are referred to as the “victim” by law enforcement agencies because that language fits into a criminal system context and emphasizes the fact that a crime has been committed.

VICTIM/SURVIVOR - Is used interchangeably with the term survivor. This term is more explicit about sexual violence as an experience of victimization that includes the denial of agency.

1. TRAUMA-INFORMED

While many constituencies have a role to play in college efforts to prevent the problem of sexual violence, that work must start with recognizing the needs of the person that has experienced sexual violence, the survivor, at the center. Creating norms that concentrate on social, community and institutional support for survivors is crucial for promoting a culture of intolerance for sexual violence. While the intended audience of many prevention efforts is not necessarily survivors of sexual violence, survivors are in all audiences and the overall efforts to address and prevent sexual violence must be trauma-informed⁹ and attentive to ensuring support for survivors.

This context is especially relevant to designing SVP programs or educational activities, as some well-intentioned efforts to change individual behavior can have the unintended effect of reinforcing community norms that support sexual violence. For instance, activities that primarily focus on how women should restrict their alcohol consumption to limit the possibility of being sexual abused, actually reinforces attitudes that hold women responsible for protecting themselves and the subsequent blaming of victims for being assaulted.

A trauma-informed approach requires colleges, policy makers, prevention practitioners, advocates and others to **pay attention to the varying needs of survivors and avoid a “one size fits all” approach**. Sexual violence survivors do not have homogenous needs, as each survivor comes to their experience with varying community influences.¹⁰ By creating policies and prevention programming without a focus on the diverse needs of students, including those that have experienced sexual violence, there is a risk of isolating or silencing those who come from traditionally marginalized communities.^{11,12}

Prevention programming often leads participants to disclose their personal experiences of sexual violence, sometimes for the first time. This can happen publicly during a program activity like a workshop or meeting, or it can be in a private conversation initiated at some other time. Prevention practitioners should be trained to handle disclosures from survivors in a confidential way and be able to connect survivors with critical resources. Ensuring that the stories and experiences of survivors remain protected during any program or event creates an environment where survivors are more likely to come forward to seek support and more willing to work with university officials to hold offenders accountable. In addition, many survivors are doing prevention work, thus creating a space for survivors to be engaged in prevention and to be empowered and recognized as contributors to sexual violence prevention.

Having strong policies related to sexual assault and its prevention sends a clear message that the institution will support survivors and hold perpetrators accountable—a critical aspect of comprehensive prevention. Using this approach allows survivors to provide input into prevention programming and policy development and includes them in discussions related to the needs of the entire campus community. Strong policies support creating an environment and building a community culture to work toward ending sexual violence. While policy changes are not sufficient to create changes in community norms, they are an essential element of building prevention efforts.

sexual violence

/sek-shoo-uhl vahy-uh-luhns/

Different systems describe sexual violence in a myriad of ways, including rape, sexual assault, sexual misconduct, sexual battery, sexual harassment and sexual coercion. In this document, we use the term sexual violence to describe any activity of a sexual nature that is not mutual and collaborative and takes place in the absence of explicit consent and without willing participation.

2. COMMUNITY COLLABORATION & ENGAGEMENT

Universities and colleges can be very insular; as a result, survivors of sexual violence often fear coming forward because they are worried about who might find out. Staff, faculty and other students and community members may fear speaking up or addressing systemic problems.^{13,14} Approaches that engage the entire community in addressing and preventing sexual assault on college campuses are essential. **Partnerships between various campus programs and departments and community-based resources** help ensure access for members of the college community, including those who have experienced sexual violence, to much needed resources, strengthen the accountability of institutions to the community, increase knowledge about the impact of sexual assault on campus, and link community-based prevention resources with campuses.



INTRODUCTION

comprehensive

adj. | com·pre·hen·sive
/kom-pri-hen-siv/

COMPREHENSIVE can be used by a general audience to describe prevention efforts that are generally inclusive and robust. Comprehensive is used by public health-focused programs to describe prevention strategies that address all levels of the social-ecological model.

In the Department of Education's Violence Against Women Act Final Regulations, "Programs to prevent dating violence, domestic violence, sexual assault, and stalking" are defined as "Comprehensive, intentional, and integrated programming, initiatives, strategies, and campaigns intended to end dating violence, domestic violence, sexual assault, and stalking".¹⁵

Comprehensive prevention as described by advocacy organizations is seen as addressing efforts that include preventive measures before, during and after sexual assaults take place (primary, secondary and tertiary prevention in public health terminology).

Comprehensive prevention is defined in this report as an ongoing, integrated strategy that incorporates efforts to address diverse risk and protective factors as they occur in relation to sexual violence. It involves consistent messaging and action across levels of the social-ecological model before, during and after sexual violence takes place.

3. COMPREHENSIVE PREVENTION

It is tempting for colleges and universities to focus on "programs in a box," use a single "off-the-shelf" program, or only utilize one prevention strategy. However, because sexual violence is a multifaceted and complex problem, any program that seeks to prevent sexual violence must address multiple factors. A comprehensive program to prevent sexual violence will incorporate diverse approaches that are culturally relevant, sustainable, responsive to community needs, and considerate of risk and protective factors as they occur on the individual, relationship, community and societal levels. Only comprehensive prevention efforts that go beyond a simple solution can change norms that support a culture where sexual violence occurs widely and with impunity. **No one prevention program can have as great an impact as a comprehensive approach.**

Comprehensive prevention requires a range of strategies from various disciplines that seek to alter the underlying conditions that facilitate sexual violence before it happens (primary prevention), reduce risk, recognize and interrupt instances of potential harm, and minimize adverse effects of sexual violence after it takes place. Examples of components of comprehensive prevention activities include policies that support survivors and hold perpetrators accountable, efforts to change social norms that support sexual violence, and bystander engagement activities and programs that promote gender equity and social justice. Comprehensive prevention also requires more than just providing information at orientation for incoming students. Prevention efforts **must engage various audiences**, addressing all types of students (including transfer students, non-residential students and graduate students), faculty and staff and developing and enforcing policies that are designed to intervene in and prevent sexual assault.¹⁶ It is also critical that comprehensive prevention **efforts saturate the campus community** with consistent messages from stakeholders and influencers including peers, faculty, administrators and others. These messages should be reinforced in various ways, from curriculum development to student orientation to university policies and everywhere in between.

There is no one program that can solve the problem of sexual assault; rather, this report recommends supporting intentional processes that:

- Are informed by evidence (including contextual evidence and experiential evidence);
- Are tailored to meet the specific needs of each campus (including non-traditional schools, community colleges, trade schools and others);
- Are trauma-informed;
- Emphasize collaboration between college systems and community-based partners, such as rape crisis centers, social services, businesses and other community-based organizations; and,
- Involve students and other stakeholders in a collaborative process to develop culturally informed, comprehensive efforts that are informed by evidence to promote safety, foster empowerment and build community norms to prevent sexual violence on college campuses.

promoting gender equity

Strategies that promote gender equity, as used in the context of SVP, seek to deconstruct collectively learned biases and/or norms that support gender-based oppression and contribute to conditions that tolerate, facilitate, and excuse sexual violence. Strategies that promote gender equity take a social change perspective to dismantle gender-based oppression by advancing behaviors, norms, policies, practices and structures that ensure equitable access to status, resources, opportunities and rights for all.

Because individuals across the gender spectrum transmit culture, strategies that promote gender equity can engage single gender or mixed gender audiences.

ENGAGING MEN PROGRAMS seek to involve men in the process of preventing sexual violence, often by modifying individual and community-level risk factors for perpetration related to gender socialization and masculinity.

WOMEN'S EMPOWERMENT PROGRAMS seek to empower women, individually and collectively, to act on their own behalf. These programs center women and women's lived experience and engage individual women as community influencers, rather than passive, potential victims. This approach also provides a place for women to challenge gender socialization and be the active agents in sexual violence prevention efforts.

The term "gender equity" is also used by the Department of Education's Office of Civil Rights to describe parity in educational and athletic opportunities.

COMPREHENSIVE PREVENTION AT ALL LEVELS OF THE SOCIAL ECOLOGY

The CDC defines comprehensive prevention as prevention efforts that address all levels of the social ecology. The social-ecological model (SEM) is a framework that guides program activities and exists in several versions. The CDC's four-level version of the SEM includes individual, relationship, community and societal levels (Figure 1, page 8)¹⁷. This report will use a version of the SEM based primarily on the CDC version. However, because of the direct impacts that college and university policies, practices, space and culture have on students' lives, it is important to also include the school institution as a level of the social ecology (Figure 2, page 8)¹⁸. The addition of an institutional level is not uncommon for the college context. For example, the American College Health Association uses a five-level model that includes an institutional level and the Department of Education's Violence Against Women Act Final Regulations definition of prevention and awareness programs states that campuses shall "consider environmental risk and protective factors as they occur on the individual, relationship, institutional, community and societal levels."¹⁹

INTRODUCTION



At the individual level, programs can work to change attitudes and increase knowledge related to gender norms and sexual violence. Programs can address the relationship level by building students' healthy relationship skills. At the community level, programs could target norm change in athletic teams, fraternities and sororities or dormitory communities. Institutional level change can include hosting forums open to all students, faculty and staff about sexual assault on campus, adopting more specific and comprehensive school policy regarding sexual harassment and assault, or improving coordinated community response collaborations between the school and surrounding community.²⁰ Societal change can include public policy related to sexual violence and broad social norms change.

Figure 1: CDC's Social-Ecological Model

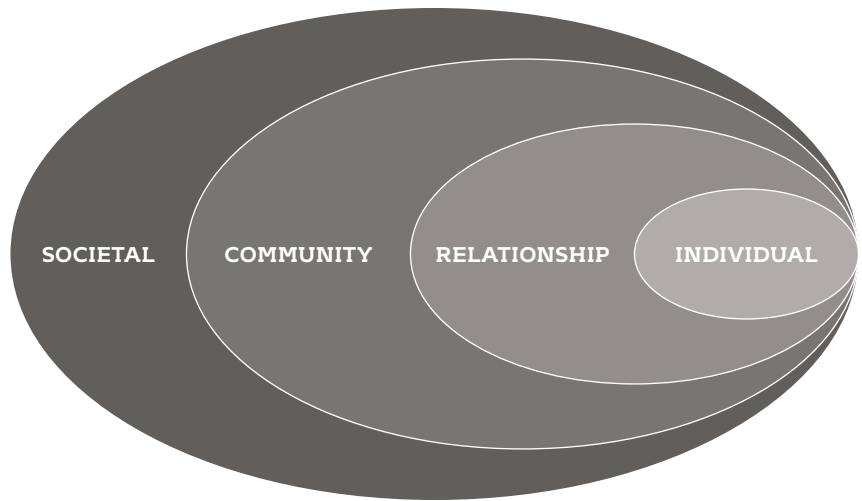
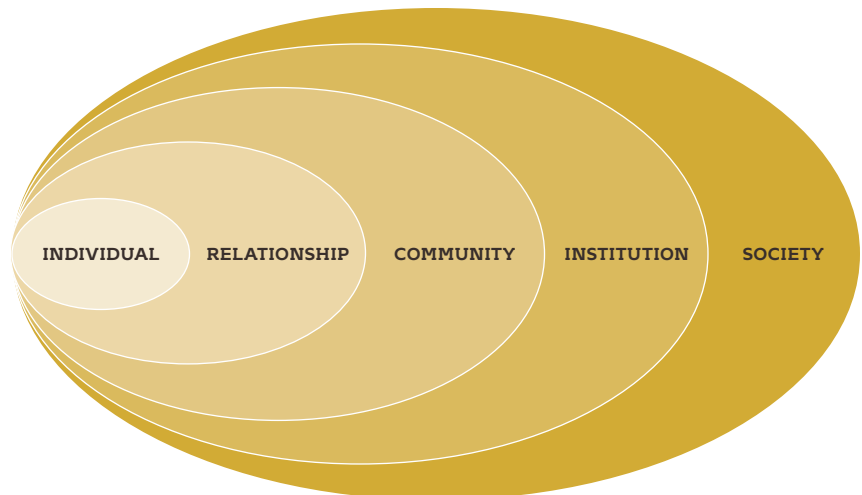


Figure 2: Adapted Socio-Ecological Model





CHARACTERISTICS OF SEXUAL VIOLENCE PREVENTION IN THE CONTEXT OF U.S. COLLEGES AND UNIVERSITIES

Prevention includes a range of activities, programs and strategies to create a campus culture and environment that promote health and safety and prevent sexual violence. Prevention efforts require acknowledging the complex relationships individuals have with interpersonal violence based on culture, race, gender, religion and other factors. Useful prevention programs seek to alter the conditions that facilitate sexual assault, including domestic violence, dating violence, stalking, social inequality, oppression; cultural norms and practices that normalize, excuse or tolerate sexual violence; weak and/or inconsistent community and social sanctions for perpetrators of violence; and social mores that hold victims accountable for their own victimization.²¹

Relevant and responsive prevention programs seek to develop healthy, robust and just communities that support and give voice to survivors; encourage respectful relationships and interactions; value empathy and compassion; and take measures to ensure that persons of any gender, race, ethnicity, religion, class, age, disability, sexual orientation or gender identity or any other group that has been marginalized have equal access to opportunities, power, resources, status and rights.

Prevention is not one program, activity or strategy, but includes various approaches that ensure individuals can identify the systemic dynamics of sexual violence and the tools they need to mitigate, intervene and/or abolish those systemic dynamics. Prevention programs should focus on altering the individual, relationship, community and institutional risk factors that facilitate sexual violence. Further, efforts should promote individual, relationship, community and institutional practices that support positive social norms.²²

Prevention activities may be implemented at various times. The term “primary prevention” refers to a classification system used by public health practitioners to describe sexual violence prevention activities according to when they occur in relation to the violence:²³

- **PRIMARY PREVENTION:** Approaches that take place before sexual violence has occurred to prevent initial perpetration or victimization.
- **SECONDARY PREVENTION:** Immediate responses after sexual violence has occurred to deal with the short-term consequences of violence.
- **TERTIARY PREVENTION:** Long-term responses after sexual violence has occurred to deal with the lasting consequences of violence.

Primary prevention involves developing comprehensive strategies that prevent violence before initial perpetration or victimization, especially those that make community and society level change.²⁴ Efforts to change social norms and promote healthy relationships, respectful sexuality, community and social support for survivors and gender equity are examples of primary prevention.

Appropriate, comprehensive prevention includes a mix of primary, secondary and tertiary prevention activities along with awareness, systematic response and norms change.²⁵

AN EVOLVING LANDSCAPE: SEXUAL VIOLENCE PREVENTION ON U.S. COLLEGE CAMPUSES

President Obama's January 2014 *Renewed Call To Action to End Rape and Sexual Assault*²⁶ was a catalyst for significant action related to the issue of campus sexual assault. However, it followed many other events that began to call attention to the issue of rape on U.S. college campuses. Over the past years, there have been an increased number of survivors coming forward to hold schools accountable for their mishandling of disciplinary proceedings related to sexual assault. Title IX complaints filed against schools nationwide have drawn significant media attention, but these are certainly only a small sample of all of the incidents where students have been concerned about a school's handling of a rape allegation. Unfortunately, many student cases will never be heard because students did not know they had the right to complain, did not know they had experienced sexual assault, did not want to tell anyone about it or did not believe that appropriate action be taken from their disclosure.

The media's increased attention on this issue has brought sexual assault into the living rooms of future students, parents, grandparents and community members who previously would have never considered that, in addition to worrying about a new school, social system and place to live, students would also be vulnerable to sexual violence on campus.

As a result of this increased focus and call for action, there is a whole new landscape forming on college campuses—one where students speak out against sexual assault, perpetrators and schools are held accountable for their responses, and advocates are on the front lines calling for better responses and prevention. Student survivors and activists are using institutions, such as the courts and media, to bring more attention to sexual assault. The issue has made the cover of *Time Magazine* and the front page of the *New York Times*, drawing a greater level of mainstream attention to sexual assault on college campuses than ever before.

Advocates are working with governmental institutions and universities to collaborate and navigate changing federal regulations and state laws that focus on this issue.²⁷ Title IX and U.S. Department of Education's Guidance on Sexual Harassment (issued in 2001 and later supplemented with the *Dear Colleague Letter* of April 2011)²⁸ made it clear that sexual assault is a form of gender-based discrimination and that schools are required to promptly end the sexual violence, prevent its recurrence and address its effects. Additionally, The Jeanne Clery Act²⁹ established a method of data collection to ensure that schools disclose when these crimes occur on college campuses and a set of rights for campus sexual assault survivors that includes access to off-campus counseling services, off-campus health services and the same rights in disciplinary hearings as afforded to the accused. Additions to this Act published in October 2014 will ensure that survivors can include a support person at all stages of the disciplinary process, require that schools articulate their sanctions for students who have violated sexual misconduct policies and that schools must develop and implement prevention programs to address the issue of sexual violence at its core.

Some states have laws requiring schools to provide specialized training to coaches and athletics department staff. Additionally, some states have established laws that require new students and professional staff receive information about sexual assault, including acquaintance rape, and/or that campuses implement prevention and awareness programming to help inform the campus community about the issue and prevent its occurrence.³⁰

In April 2014, *Not Alone: The First Report of the White House Task Force to Protect Students From Sexual Assault* highlighted what is happening nationwide related to campus sexual assault, offered action steps and recommendations, and highlighted promising programs.³¹ In a report submitted to inform the task force, the CDC identified prevention as a priority and recognized the need to develop new prevention strategies and to conduct research to develop and evaluate evidence-based programming to prevent sexual violence.³²

Many federal agencies are taking action, including the Department of Education, via Negotiated Rulemaking on the Violence Against Women Act and Clery Amendments, the Department of Justice, and the Centers

for Disease Control and Prevention. Upcoming efforts include the CDC Think Tank and Action Planning Meetings and OVW's multi-year initiative on campus sexual assault, which, among other things, will test and evaluate prevention programs used by its campus grantees. Additionally, in September 2014, The White House released the "It's on Us" campaign to draw attention to preventing sexual violence.³³

A national movement of activists, including advocates, students and prevention practitioners, has brought attention to sexual violence on campus. As a result of this work from activists, and with government guidance, others have begun to publicly address sexual violence prevention, such as college presidents convening to address sexual violence and the National Collegiate Athletic Association (NCAA) providing guidance to college sports institutions on sexual violence.^{34,35}

External factors, such as increased student and advocate protest activities, legislative oversight and regulation and media attention, continue to encourage change. Institutions must manage these factors along with internal concerns about public relations and community perception. Colleges and universities are sensitive to how sexual violence prevalence rates and prevention efforts can affect student enrollment, alumni support, parent confidence and donor relations. These factors can shape college SVP efforts.

While the landscape is changing rapidly, there are gaps—as well as opportunities—in this national conversation, to improve prevention efforts on college campuses. These are later explored in Section VI: Analyzing Widely Used Prevention Approaches.

sexual violence statistics

1 in 5 women will be sexually assaulted while in college.³⁶

A 2010 study calculated tangible and intangible losses and concluded that each rape costs \$240,000 (based on US context).³⁷

In a recent study by the National Institute of Justice,³⁸ survivors of rape knew their attackers as:

- Classmate/fellow student (25.9%)
 - Friends (34.1%)
- Boyfriends or ex-boyfriends (27.4%)
 - Acquaintances (39.2%)

A large study with students at historically black colleges and universities found that while 69.3% of those who experienced a forced sexual assault and 55.7% of those who experienced an incapacitated assault told someone, very few disclosed their sexual assault experience to formal supports. In 13.9% of forced assaults and 7.6% of incapacitated assaults, the survivor sought help from victim services or healthcare, and only 9.9% of forced assaults and 3.4% of incapacitated assaults were reported to the police.³⁹



MANDATES AND REGULATIONS

ELEMENTS REQUIRED in PREVENTION PROGRAMS in DEPARTMENT OF EDUCATION VIOLENCE AGAINST WOMEN ACT RULES

Both primary prevention/awareness programs and ongoing prevention/awareness campaigns must include:

- A. A statement that the institution prohibits dating violence, domestic violence, sexual assault, and stalking;
- B. The definitions of dating violence, domestic violence, sexual assault, and stalking in the applicable jurisdiction;
- C. The definition of consent, in reference to sexual activity, in the applicable jurisdiction;
- D. A description of safe and positive options for bystander intervention;
- E. Information on risk reduction; and
- F. Information describing “A statement of policy regarding the institution’s programs to prevent dating violence, domestic violence, sexual assault, and stalking... and of procedures that the institution will follow when one of these crimes is reported,” a “description of the institution’s ongoing prevention and awareness campaigns for students and employees,” and “A description of the institution’s ongoing prevention and awareness campaigns for students and employees.”⁴⁰

Legislative mandates and regulatory guidance serve a preventive function in that they articulate a societal commitment to address and prevent sexual violence on campus. While these mandates are an important start, they focus on baseline prevention activities for compliance and do not constitute a comprehensive prevention strategy.

Summary of current mandates related to sexual violence prevention

TITLE IX – Title IX of the Education Amendments of 1972, 20 U.S.C. § 1681 et seq. applies to all schools that receive federal financial assistance.^{41,42} Title IX requires schools that know or reasonably should know about possible sexual violence to take prompt and effective steps to end the sexual violence, prevent its recurrence and address its effects. It states that schools should take “proactive” measures to prevent sexual harassment and sexual violence. In addition, it recommends that all schools implement preventive education programs and comprehensive victim services. It further states that schools “may want to” include these programs in their orientation programs for new students, faculty and staff, training for students who serve as resident assistants or advisors and for student athletes and coaches. It goes on to say that programs should include the following:

- What constitutes sexual harassment and sexual violence
- School policies and disciplinary procedures
- Consequences of violating these policies
- Information aimed at encouraging students to report incidents of sexual violence
- Materials with school rules, policies and resources

CLERY ACT – The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, otherwise known as the Clery Act, is a federal law that requires institutions of higher education to provide current and prospective students and employees, the public, and the Department of Education with crime statistics and information about campus crime prevention programs and policies. Among other crimes, the Clery Act requires that colleges and universities report forcible sex offenses including sexual assault and rape that take place on or near their campuses. With the reauthorization of the Violence Against Women Act (VAWA) in 2013, the Clery Act has been expanded to include dating violence, domestic violence and stalking. The Clery Act requires academic institutions to develop and implement: crime prevention policy statements, described in their annual security reports; programs designed to inform students and employees about crime prevention; educational programs regarding sexual assault; security procedures and practices, including type and frequency; and the implementation of Security Awareness Training and informing students and employees about crime prevention.

The Clery Act was most recently amended by the Violence Against Women Reauthorization Act of 2013.⁴³ This set of amendments that took effect on July 1,

2015, includes the Campus SaVE Act, a set of new regulations that require prevention education programs. These new amendments provide definitions of the following prevention terms (see Appendix B for full definitions):

- Awareness Programs
- Bystander Intervention
- Primary Prevention
- Risk Reduction

Schools are required to provide sexual assault prevention and awareness programs and describe their ongoing prevention and awareness campaigns for students and employees. Institutions must also include, in their annual security reports, a statement of policy that addresses the institution's programs to prevent dating violence, sexual assault and stalking. This is the first time that federal mandates for college campuses have outlined programs to prevent dating violence, sexual assault and stalking. The mandates describe both primary prevention and awareness programs for new students and employees and ongoing campaigns for all students and employees.

While these mandates are an important start, there are existing gaps concerning sexual violence prevention on college campuses:

- The mandates do not include the financial resources required for effective implementation and monitoring.
- The mandates do not sufficiently articulate the need to go beyond a one-time training or orientation to shift campus norms and culture through a comprehensive prevention strategy.
- The mandates require that institutions offer training, but not that students and other stakeholders actually participate in the training.



CHALLENGES AND OPPORTUNITIES IN SEXUAL VIOLENCE PREVENTION

1. LIMITED EVIDENCE OF EFFECTIVENESS OF SVP

CHALLENGE: There has been increased national attention and work by the CDC and others to address sexual violence prevention. While there are prevention practices that hold promise based on experiential and contextual evidence, there are still more questions than answers about how to effectively prevent sexual assault on U.S. college campuses.⁴⁴ Importantly:

- To date, no programs have strong research evidence of effectiveness for preventing SV perpetration in a college population. In addition, few effective strategies have been identified for any population.⁴⁵
- Strategies or interventions based on best available research evidence may not be effective in settings or communities other than those in which they were tested.^{46,47}
- An examination of literature reviews shows lack of agreement about the most promising SVP strategies. The seven reviews that made specific recommendations were inconsistent in their suggestions. For example, one review recommended combining SVP with drug and alcohol programs; another said one-time (orientation) programs aren't enough and SVP should be spread throughout the college experience; and a third said to consider gender.⁴⁸

OPPORTUNITIES: The CDC recommends using the Principles of Effective Prevention Programs⁴⁹ to inform prevention program development, implementation and evaluation. This article describes the qualities associated with prevention programs that have demonstrated effectiveness (see shaded box on page 18). Campuses also have an opportunity to implement and evaluate prevention programming and create an evidence base that is specific to a college audience.

2. FRAGMENTATION ON CAMPUSES AND IN THE LARGER COMMUNITY

CHALLENGE: Often, campuses are not cohesive unified institutions, but consist of a variety of departments and systems with their own leadership, hierarchy, procedures and staffing. Consequently, SVP approaches are often piecemeal, inconsistently implemented, and only address stand-alone components—for example, only during student orientation or Sexual Assault Awareness Month—without a comprehensive, ongoing campus-wide strategy. Finally, campuses are part of a larger community context that influences social norms and student behaviors. These community contexts are often out of campus' purview, and may or may not support SVP efforts.

OPPORTUNITIES: Campus prevention efforts can be made more consistent and coordinated by:

- Incorporating students' voices and leadership;
- Establishing and maintaining strong, meaningful school-wide leadership;
- Ensuring that efforts are consistently trauma-informed;
- Establishing constructive linkages with community-based resources in addition to leveraging resources and support within the campus itself;
- Collaborating closely with community-based rape crisis centers, businesses, social services organizations and others to ensure that the campus strategy is part of an overall community SVP approach; and,
- Using opportunities stemming from college students being at a point in their lives and in an educational environment where they are questioning ideas, examining critical social issues and open to learning.

3. NO EFFECTIVE “SOLUTION IN A BOX”

CHALLENGE: Campus administrators often look at preventing sexual violence as an issue of reducing liabilities, fulfilling requirements or complying with regulations. In fact, compliance with the federal guidelines on sexual violence prevention provides the starting point for implementing comprehensive prevention efforts and should serve as a baseline, not as a comprehensive approach. Of course, the primary mission of a college or university is not to prevent sexual violence, but to educate its students and ensure all students’ right to full participation in its academic offerings and other activities. As organizations and for-profit entities are marketing “solutions” to prevent sexual violence, campus administrators are drawn toward packaged “solutions” that are easy to identify and implement. SVP cannot be prevented by only providing information to students; rather, it must change the entire campus culture.

OPPORTUNITIES: Campuses can implement more appropriate SVP by:

- Developing a comprehensive prevention approach with activities on all levels of the social ecology (individual, relationship, community, institutional, societal) and infusing SVP throughout university life, not relying primarily or exclusively on one element of prevention (i.e. only using a one-hour online program or only using bystander training);^{50,51}
- Tailoring SVP efforts to meet the unique needs and assets of the specific community, building on the experience of campus stakeholders and on community assessments, including climate surveys and asset mapping—one size does not fit all;
- Building the capacity of campus stakeholders to facilitate deeper conversations about the root causes of sexual assault and ways to shift personal behaviors and institutional accountability;
- Recognizing that even if a SVP program is identified as “promising” or “evidence-based,” such a program may not be appropriate for all settings or easily replicated;
- Ensuring programs and strategies are culturally informed and meet the needs of a variety of campus communities; and,
- Building expertise in data collection, program evaluation and capacity for conducting research related to SVP.



CHALLENGES AND OPPORTUNITIES IN SEXUAL VIOLENCE PREVENTION

4. UNIQUE NEEDS OF EACH CAMPUS, INCLUDING THE HISTORICALLY MARGINALIZED COMMUNITIES THEY SERVE

CHALLENGE: The national dialogue about sexual violence on college campuses has focused largely on 4-year universities with an emphasis on first year students, paying scant attention to community colleges, trade schools, tribal colleges, religious schools, commuter schools and other types of campuses where the student body may be extremely diverse in age, access to resources, and background. While some campuses are well-resourced institutions, a great number of them do not have the resources to pay for basic security, let alone expensive SVP efforts. Most interventions that are evidence-based are developed to respond to the needs of traditional, 4-year colleges and are evaluated in those settings. Such programs often exclude the experiences of communities that are historically marginalized and denied access to traditional institutions. These communities often face additional barriers to accessing opportunities to participate in SVP prevention activities and support and may not be served by SVP programs that are based on a set of assumptions that are relevant to traditional, mainstream students. Many campuses have created "home-grown" SVP efforts to respond to this tension. Colleges often modify or adapt existing interventions in an effort to balance cultural competence and community context with evidence to develop a program that fits their specific community and that is responsive to diverse needs and experiences.

OPPORTUNITIES: Campuses can address their communities' needs by:

- Making an intentional investment to include historically marginalized communities—including people of color, immigrant, LGBTQ (lesbian, gay, bisexual, transgender and questioning), disabled, and other marginalized students—in SVP planning and implementation;
- Seeking guidance and maintaining flexibility to ensure they have programming that can be tailored to meet their needs and build upon their assets;
- Ensuring that funders, government agencies, college administrators and other stakeholders recognize the conflict between needing comprehensive prevention and having limited resources; and,
- Procuring technical assistance to support campus-based advocates to develop capacities required to adapt key elements of a curriculum to be successful to their community (rather than focusing merely on "fidelity" to prepackaged prevention programs); facilitate participatory planning processes (including implementing and using data from climate surveys) that involve students and other stakeholders in the design, implementation and evaluation of SVP efforts; and measure the impact of their interventions in meaningful and creative ways.

5. SV IS A COMPLEX ISSUE THAT REQUIRES A SHIFT IN CAMPUS CULTURE

CHALLENGE: Many campuses are seeking simplistic solutions to a complex problem. For example, campuses often conflate alcohol education and policy with SVP, without addressing the root causes of sexual assault. This can create a culture where victims are blamed and assaultive behavior is excused.^{52,53} Sexual violence cannot be prevented without providing appropriate support to survivors, educating the campus community, and instituting policies that hold perpetrators and all stakeholders accountable. Changing the climate and culture of a campus is a multifaceted and long-term process.

OPPORTUNITIES: Campuses can address the complexity of SVP by:

- Building upon a foundation of services for survivors, systems and policies to address sexual violence, and providing prevention information;

- Working with the SVP field to recognize the limitations and challenges of the connection between alcohol consumption and SV in the college context and implementing amnesty policies that offer immunity from campus discipline for victims or bystanders, which are critical for disclosure, accountability and ultimately, prevention;
- Using primary prevention efforts to shift the culture and climate of the campus; and,
- Ensuring that all stakeholders recognize that change takes time.

6. GENDER EQUITY PERSPECTIVE AND SVP

CHALLENGE: Sexual violence exists in the context of a community and societal norms. According to feminist theories, sexual violence is driven by and serves to enforce social and cultural norms of men's aggression, dominance and power.⁵⁴ However, perhaps in an effort to appeal to wider audiences, some SVP efforts fail to integrate a gender equity perspective, or examine how the social constructs of gender affect culture and create conditions for sexual violence and abuse. In some researchers' experience, programs and policies that do not address gender inequity as an enabling factor and aim of sexual violence perpetration are not effective.⁵⁵ Conversely, content that includes a discussion of gender roles is a component of various effective and promising programs.⁵⁶

OPPORTUNITIES: Campuses can work to address the gender-based root causes of SVP by:

- Providing prevention efforts that are informed by a gender equity perspective;
- Creating opportunities to redefine gender roles to build respectful and caring relationships;
- Engaging in prevention efforts that consider a gender equity perspective that is encompassing of intersectionality, or the convergence of multiple systems of oppression,⁵⁷ including victims who identify at various places along the gender spectrum; and,
- Providing prevention programs that address gender dynamics that perpetuate a culture that is tolerant of sexual violence.

7. MEASURING SUCCESS

CHALLENGE: Many evaluations of SVP programs measure individual-level change in knowledge, attitudes and behaviors that are associated with sexual violence perpetration. There are fewer examples of systematic assessments of change in the community or society, which is essential for comprehensive prevention.^{58,59} Also, some indicators of desired change may be counter-intuitive. For instance, it is reasonable to expect that a successful SVP effort may contribute to increased Clery reports of sexual violence in the short term; this increase of reports may increase concern about the campus's failure to address sexual violence. However, an increase of sexual violence reports often means that the campus is unveiling the extent of the problem and changing the climate so more people are willing to come forward.

OPPORTUNITIES: Campuses can improve their metrics for success by:

- Working with stakeholders to develop and implement campus climate surveys and other tools to assess knowledge, attitudes and behaviors related to sexual violence,⁶⁰ in order to gather important information on how to tailor prevention efforts to fit the specific needs of each campus;
- Developing logic models or theories of change for SVP with short-term indicators and pathways to long-term change, in order to establish and test a shared understanding of how desired changes contribute to reductions in sexual violence perpetration; and,
- Developing measures that indicate successful programming (i.e. increased behavioral intent of bystander action, decreased community tolerance of sexual violence).

In addition, funders and government agencies can support improved measurement by investing in long-term outcome studies and research on the cumulative impact of comprehensive prevention, incorporating experiential evidence from practitioners and prioritizing community-specific evaluation.

ANALYZING WIDELY USED PREVENTION APPROACHES

Due to the complexity of sexual violence and a lack of research evidence of effectiveness, the field does not have consensus on what works. Therefore, this report will describe approaches to prevention that are widely used on college campuses that are not necessarily “best practices.” Many of the approaches described here may align with the nine principles of effective prevention programs (in the diagram below), however it has not been determined how programs that adhere to these principles actually contribute to the prevention of sexual violence.

PRINCIPLES OF EFFECTIVE PREVENTION PROGRAMS

In the article “What Works in Prevention: Principles of Effective Prevention Programs”, the authors used a review-of-reviews approach across four areas (substance abuse, risky sexual behavior, school failure, and juvenile delinquency and violence) to identify characteristics consistently associated with effective prevention programs.

- **COMPREHENSIVE:** Strategies should include multiple components and affect multiple settings to address a wide range of risk and protective factors of the target problem.
- **VARIED TEACHING METHODS:** Strategies should include multiple teaching methods, including some type of active, skills-based component.
- **SUFFICIENT DOSAGE/EXPOSURE:** Participants need to be exposed to enough of the activity for it to have an effect.
- **THEORY DRIVEN:** Preventive strategies should have a scientific justification or logical rationale.
- **POSITIVE RELATIONSHIPS:** Programs should foster strong, stable, positive relationships between children and adults.
- **APPROPRIATELY TIMED:** Program activities should happen at a time (developmentally) that can have maximum impact in a participant’s life.
- **SOCIO-CULTURALLY RELEVANT:** Programs should be tailored to fit within cultural beliefs and practices of specific groups, as well as local community norms.
- **OUTCOME EVALUATION:** A systematic outcome evaluation is necessary to determine whether a program or strategy worked.
- **WELL-TRAINED STAFF:** Programs need to be implemented by staff members who are sensitive, competent, and have received sufficient training, support, and supervision.

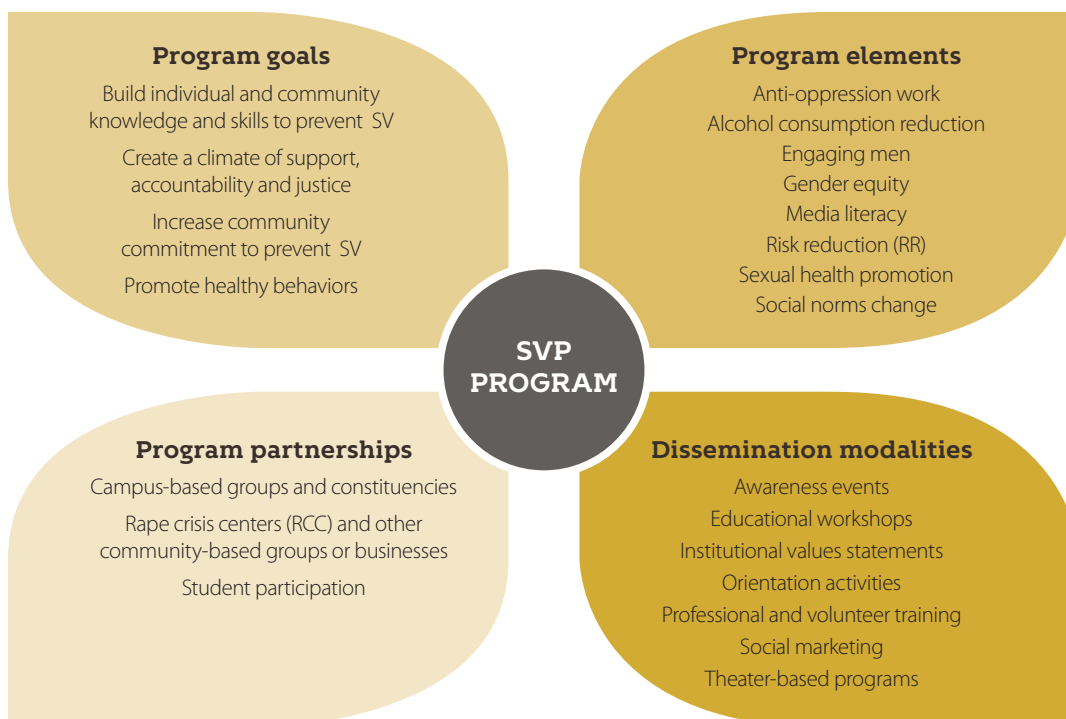
Effective prevention programs are also integrated throughout the framework of an organization.⁶¹

COMMONLY ADOPTED/WIDELY USED SEXUAL VIOLENCE PREVENTION APPROACHES

A summary of widely used, though not necessarily evidence-based or evidence-informed, prevention approaches—including a brief description of core elements of the approach, the theory or assumptions behind it, examples and resources, challenges or gaps and opportunities—is included on PreventConnect’s Wiki page: <http://wiki.preventconnect.org/Campus+Sexual+Violence+Prevention+Program+Elements%2C+Partnerships+and+Modalities>. This chart highlights commonly held definitions and practices, and attempts to organize the information in a useful way, while recognizing that the approaches are not mutually exclusive and often overlap with other approaches. For example, all of the approaches contain an element of social norms change. The chart is a high-level view of a nuanced context—as such, it is a non-exhaustive work in progress and will continue to evolve as the field deepens its discussions and research.

COMPONENTS OF SVP PROGRAMS

There are many factors that affect the planning and development of a SVP program. The program development process examines and considers various theories of change, risk and protective factors, research evidence, contextual evidence, experiential evidence, community readiness, existing norms, organizational capacity and other community, historical and cultural circumstances. Each educational institution or community must make decisions about 1) what change they wish to make (program goals), 2) the most appropriate ways to achieve that change (program elements), 3) how the message will be communicated to the community (dissemination modalities) and 4) who will be involved in efforts to effect desired change (program partners). Communities often tailor prevention efforts using a combination of the described components.



COMPONENTS OF SVP PROGRAMS



PROGRAM ELEMENTS

Anti-oppression work

DEFINITION

Examines sexual violence in the context of an anti-oppression framework, described as "actively working to acknowledge and shift power towards inclusiveness, accessibility, equity and social justice; being conscious and active in the process of learning and recognizing that the process as well as the product is important; and creating a space where people are safe, but can also be challenged."⁶²

THEORY AND ASSUMPTIONS

Since sexual violence exists and persists in the context of a wide variety of oppressions, SVP efforts that are infused with anti-oppression work will address the root causes of sexual violence and provide linkages by and between different social justice movements.

"Sexual violence prevention is intrinsically linked with ending all forms of oppression including sexism, racism, classism, heterosexism, transphobia, ableism, adultism and ageism, among others. It is important that prevention initiatives acknowledge and address these inequalities."⁶³

CHALLENGES AND GAPS

An anti-oppression framework is inherently political in nature, and some stakeholders may not agree with the analysis. Besides addressing sexism and heterosexism (examples, according to the CDC and other sources, include: reducing hostility toward women, challenging hegemonic gender ideals, links between homophobic bullying and sexual harassment), there is no empirical evidence that addressing other forms of oppression will prevent sexual violence.

OPPORTUNITIES

By linking sexual violence prevention with other social justice movements, there is an opportunity for broader alliances and collaboration in which sexual violence prevention is included. This analysis often is used by community-based rape crisis centers and aligns well with people in non-dominant (marginalized) groups and with feminist understandings of sexual violence.

communities often tailor prevention efforts using a combination of the described components.



Bystander intervention

DEFINITION

Teaches safe and positive options that may be carried out by an individual to prevent harm or intervene in situations where there is a risk of sexual violence against another person, and sometimes to intervene against attitudes and norms that are risk factors for sexual violence perpetration, such as hostility toward women. Effective bystander intervention training prepares participants to recognize situations of potential harm, overcome barriers to intervening, identify safe and effective intervention options, and take action.

THEORY AND ASSUMPTIONS

If people are trained to be active bystanders, they may prevent instances of sexual violence from occurring. Moreover, if people are trained to recognize and intervene against cultural norms and attitudes that support or tolerate sexual violence, they can change norms over time and create a culture in which sexual violence, and attitudes that support it, are not tolerated.

CHALLENGES AND GAPS

Many campuses attempt to encourage bystander intervention through one presentation, often as short as an hour, which is not sufficient dosage to change behaviors. The implementation of bystander intervention programs varies widely and is not always done systematically.

Bystander intervention programming can lead to changes in attitudes, skills, intentions, and some behaviors, which, in theory, may help contribute to a community that is intolerant of sexual violence. However, there is no strong evidence that this type of programming reduces sexual violence perpetration behaviors.

OPPORTUNITIES

Bystander intervention is appealing to a wide variety of audiences because it offers people a way to get involved in SVP without implicating them as either a potential perpetrator or a potential victim. It can also help make the issue of sexual violence relevant to everyone, even if they do not feel like sexual violence directly affects them. The positive messaging resonates well with many campuses, and it can be easier to build campus buy-in with this strategy than with others.

Some bystander intervention programs have shown increases in participants' self-reported bystander behaviors and many have demonstrated changes in attitudes about violence. If enough people act as bystanders, both in situations of potential violence, and against sexist, homophobic, and other oppressive language and behaviors, the bystander intervention approach can lead to cultural change. A culture of bystander intervention is a culture with community norms that do not tolerate sexual violence or the attitudes that support it. The bystander program can also address the roots of violence and help participants understand how that feeds sexual violence.

COMPONENTS OF SVP PROGRAMS



Connecting alcohol education and policy with SVP

DEFINITION

Alcohol education programs, policies (including amnesty policies) and frameworks may include a component around sexual violence prevention. Alternatively, a survivor may be given information about alcohol treatment.

THEORY AND ASSUMPTIONS

Alcohol is a risk factor for perpetrating and/or experiencing sexual violence and may contribute to an environment that is conducive for perpetration. Some believe that if there is less alcohol, there is an overall safer school climate.

CHALLENGES AND GAPS

Alcohol use does not cause sexual violence; it is a tool that perpetrators can use to facilitate it.

If SVP is inappropriately addressed only as part of alcohol programming, rather than integrated into a comprehensive campus strategy, sexual violence may be seen primarily as an alcohol issue. Online modules may reinforce incomplete or harmful messages (e.g. when messaging encourages women to limit alcohol consumption as means to reduce risk, the burden of prevention is placed on potential victims, rather than potential perpetrators). Conflating the role of alcohol use in sexual violence may excuse violent behavior, contribute to a culture of victim blaming, and prevent survivors from seeking services or reporting sexual violence. Although these issues are not all directly related to primary prevention of perpetration, they contribute to a social environment that is tolerant of sexual violence and that fails to hold perpetrators accountable, which increases risk of sexual violence perpetration.

Although institutions may have informal amnesty practices that prioritize the response to sexual violence over underage alcohol violations, survivors and students in general are often unaware of these practices.

There is also no evidence that social norms campaigns related to alcohol and sexual abuse reduce likelihood of perpetrating sexual violence.

OPPORTUNITIES

There is evidence that restricting access to alcohol on campuses or in specific residence halls is associated with decreased sexual violence victimization, but the effect depends on how accessible alcohol is in the community surrounding the campus.⁶⁴

More broadly, alcohol amnesty policies and practices that do not excuse sexual violence perpetrated using alcohol can contribute to a community that appropriately sanctions sexual violence perpetrators.



Consent education

DEFINITION

Consent education typically focuses on increasing knowledge about the elements of consent (making sure one is not pressuring another or being pressured into sexual activity), the importance of consent, supporting consistent community sanctions and making consent a community norm. Affirmative consent, a standard that states and colleges have begun to adopt as policy, shifts the definition of consent from the lack of protest, to an affirmative, conscious, and voluntary agreement to engage in sexual activity. In other words, “yes means yes.”

THEORY AND ASSUMPTIONS

People do not fully understand the concept of consent and how it applies to different situations—that all parties must agree to all sexual activity, that consent can be withdrawn at any time, that consent must be freely and capably given and that sex without consent is always rape. If consent is fully understood, then there will be less sexual violence. Often, consent education programs assume that students have not been engaging in sexual activity before coming to college.

CHALLENGES AND GAPS

- Students state there is a strong disconnect between people who are professionals developing “consent campaigns” and what students think is relevant and important.
- Consent campaigns typically focus on making consent a community norm; however, some do it from a liability or punitive perspective.
- Campuses should be wary of reinforcing the myth that sexual violence happens through miscommunication or misunderstanding, rather than an intentional decision to disregard victims’ boundaries.
- Education on consent does not necessarily comprehensively address the opportunity to promote healthy sexuality and talk about sex as a collaborative process, rather than an exchange.
- There is no evidence of the effectiveness in reducing sexual violence with consent campaigns.

OPPORTUNITIES

Consent education can serve as health promotion, which is aspirational and communicates what a community is for, not just what it is against. There is potential for consent campaigns to evolve into direct discussions with students about respectful, collaborative sexuality and mutual sex, including skills to encourage active and respectful participation in sexual behavior. This can contribute to relationships and communities that are tolerant of only this kind of collaborative, mutual sex, and thus intolerant of sexual violence.

When campus communities and policies uphold a standard of affirmative consent in determining responsibility for sexual violence, more perpetrators can be held accountable in internal proceedings. Again, this can create a community that is intolerant of sexual violence, which may lead to reduced perpetration.

COMPONENTS OF SVP PROGRAMS



Engaging men

DEFINITION

Engages men who identify as being interested in preventing sexual violence. May include exploring masculinity and gender socialization and how these link to risk factors for perpetrating sexual violence. May also include support groups for men.

THEORY AND ASSUMPTIONS

Since a majority of sexual violence perpetrators are men, but most men do not perpetrate sexual violence, men are an important part of the solution to preventing sexual violence. Including men in SVP efforts can help make the issue of sexual violence relevant to everyone, instead of just a women's issue.

CHALLENGES AND GAPS

- Many efforts to engage men are focused on limited audiences like fraternities or athletic teams, when norms change and gender equity are important for all men (and others) on campus.
- Although men have an important role in prevention, engaging men should not be considered the primary task of prevention. Changing gender-related risk factors for sexual violence perpetration requires involvement from people of all genders.
- There is a tension between underlying motivations of targeting men because they are most often the perpetrators (though most men are not sexual violence perpetrators) and wanting to engage men in a positive, constructive way.
- There is a wide variety of strategies and objectives for engaging men; some are more effective than others. For example, *Jewkes, Flood & Lang*⁶⁵ recommend that programs engaging men should explicitly address attitudes, norms, and behaviors related to ideals of masculinity.

OPPORTUNITIES

- Including men in prevention work is necessary to prevent sexual violence perpetration.
- Engaging people of all genders with the objective of changing gender norms and ideals has the potential to lead to effective and sustained gender transformation.
- Because gender impacts risk factors across the socio-ecological model, gender transformation can reduce various risk factors on multiple levels.
- Engaging men as part of this work can help change SVP from a women's issue to a campus-wide issue.
- Some engaging men programs have given participants course credit for SVP curricula, which enables higher dosage programming, increased participation, and the ability to make and measure longer-term change.

Gender equity

DEFINITION

Strategies that promote gender equity, as used in the context of SVP, seek to deconstruct collectively learned biases and/or norms that support gender-based oppression. Strategies that promote gender equity take a social change perspective to dismantle gender-based oppression by advancing behaviors, norms, policies, practices and structures that ensure equitable access to status, resources, opportunities and rights for all.

Because individuals across the gender spectrum create and transmit culture, strategies that promote gender equity can engage single gender or mixed gender audiences.

THEORY AND ASSUMPTIONS

Gender-based oppression contributes to conditions that tolerate, facilitate and excuse sexual violence. Moreover, because sexual violence is motivated by power and control, making access to power more equitable will decrease community acceptance of sexual violence. Thus, increased gender equity will reduce sexual violence victimization.

CHALLENGES AND GAPS

Gender equity is often a component of other programs, such as engaging men, consent education or bystander intervention programs, but it is not typically the sole or primary focus of prevention programs on campus. Those programs that do focus primarily on gender equity are often women's empowerment programs, which by nature exclude people who do not identify as women. Gender equity is a broader goal beyond SVP, so priorities of gender equity programs can shift away from sexual violence. Also, gender equity programming may or may not be inclusive of people with non-binary gender identities.

OPPORTUNITIES

- People of all gender identities are agents of change in the community and changes in gender norms need to come from people of all genders.
- Gender equity approaches may maintain close ties with the feminist roots of the anti-rape movement.
- Gender inequity is a root cause of sexual violence and other violence against women.
- People with non-gender-conforming identities may be at higher risk for sexual violence; increasing gender equity may help address this increased risk.
- Articulating a gender analysis is an important component of a comprehensive SVP strategy.



COMPONENTS OF SVP PROGRAMS



Media literacy

DEFINITION

Teaches people to identify and critique negatively sexualized mass media and understand its impact.

THEORY AND ASSUMPTIONS

People exposed to uncensored, sexualized and sexually objectifying media without sufficient ability to analyze and critique the messaging may develop high-risk attitudes regarding sexual violence. Equipping the public with skills to analyze and deconstruct media messages that promote norms supporting sexual violence can contribute to SVP. Many college students are at an ideal time in their lives to critically analyze such messages, both cognitively and because they are prime media targets and consumers.

CHALLENGES AND GAPS

While media literacy is a well-known and well-developed approach in many fields, it is less utilized for SVP. Additionally, because media are changing day-by-day, and even minute-by-minute, media literacy requires continual updates to curricula, heavy staff time and a significant amount of resources.

Conducting media literacy activities, with a focus on SVP, also requires expertise around issues like racism, classism and other manifestations of oppression, as the issues are intersectional and cannot be approached in isolation.

There is no evidence that media literacy activities prevent sexual violence perpetration.

OPPORTUNITIES

Media literacy is a popular and effective way to engage young people, as it allows for use of pop culture and helps those using the strategy to "stay current." It also offers an opportunity to take an intersectional approach to SVP, as many media messages combine sexual violence and issues like racism. It is often a great place to start in prevention programming, in terms of identifying the problem, and facilitates moving to a positive approach, exploring how to replace negative media messages with positive messages. It also helps reveal how societal and environmental factors shape individual attitudes and behaviors and how culture can be supportive of sexual violence perpetration. It is possible that people with strong media literacy related to sexual objectification and violence can shape and change media messaging in the future, contributing to societal level change.

media literacy requires
continual updates.

Risk reduction (RR)

DEFINITION

Mitigates variables that may increase the likelihood of perpetration or victimization, helping individuals and communities manage the structures or conditions that facilitate sexual violence with a goal to increase safety. May include a campus escort program, education on how to create individual and community safety plans and how to recognize and interrupt situations of harm and/or communications systems that notify the entire campus of immediate threats to security. While the goal of risk reduction is not always primary prevention of sexual violence perpetration, it is an important component of comprehensive prevention efforts.

THEORY AND ASSUMPTIONS

Targeted RR education can help students identify sexual violence as a potential danger, increase awareness of the problem, strengthen resiliency, understand the impact of the harm on them, as individuals and on the community, and build skills to combat sexual violence.

CHALLENGES AND GAPS

There is a wide range of self-defense and risk reduction programs, and some of them may be used to justify victim blaming and detract from primary prevention of perpetration. It is important that any self-defense classes or other risk reduction strategies are informed by feminist and anti-oppression theories in order to avoid this possibility.

SVP activities can also become focused on only one type of risk within the umbrella of risk (such as alcohol misuse), or on risk reduction instead of primary prevention of perpetration, rather than in addition to it. Such narrow focus may undermine the comprehensiveness of prevention efforts.

OPPORTUNITIES

RR can be used for the empowerment of individuals and can increase safety as part of a holistic prevention strategy. RR can also be used to create institutional and organizational environments that are more prohibitive of sexual violence.



COMPONENTS OF SVP PROGRAMS



Sexual health promotion

DEFINITION

Approaches that promote healthy sexual behaviors, norms and relationships. This is a positive approach that answers the question of what to promote, rather than what to criticize.

Healthy sexuality should always include consent; in this way, sexual health promotion can be similar to consent education.

THEORY AND ASSUMPTIONS

Healthy sexuality is an essential component of overall health. It includes freedom from sexual and relationship violence. Promoting positive behaviors and norms around sexuality and relationships will reduce risk factors, increase protective factors and create community environments in which sexual violence cannot occur.

CHALLENGES AND GAPS

Sexual health and SVP have traditionally been siloed, but both fields are working to bridge the two issues.

Sexual health work has traditionally focused on issues like teen pregnancy, sexually transmitted infections and HIV/AIDs. The focus on these traditional issues has been a barrier to getting SVP on sexual health agendas.

Many colleges promote abstinence only, which fails to provide a framework that distinguishes between consensual and coercive sex.

There is no evidence that promoting sexual health reduces sexual violence perpetration.

OPPORTUNITIES

Many students find sexual health particularly salient, and students are leading the way in pressuring their campuses to teach about healthy sexuality and relationships, include it in policies, etc. There is currently a clear opportunity to leverage student interest in healthy sexuality to ensure that messaging about the centrality of consent reaches a wide audience of students.

One particular field, sex positivity, combines messaging of healthy sexuality with the assertion that any form of sexual desire and sexual diversity are acceptable, provided that sexual expression involves only consenting adults and does not lead to serious harm. Sex positivity is catching on as a trend amongst college-aged youth, especially in new and social media. Sexual health promotion can build on the popularity of sex positivity to emphasize the centrality of consent.

Social norms change

DEFINITION

According to the formal behavioral theory, social norms change aims to correct harmful misperceptions of group norms, resulting in decreased problem behavior or increased prevalence of healthy behaviors. In addition to this technical definition, a broader definition that is commonly used is that social norms change aims to identify and modify commonly accepted attitudes and beliefs that support sexual violence.

THEORY AND ASSUMPTIONS

The formal theory assumes that peer pressure is the primary influence on shaping people's behavior and that many behaviors are influenced by incorrect perceptions of how peers think and act. The broader definition also assumes that peer norms and other social norms have a strong influence on individuals' behaviors. However, the broader definition focuses on identifying and changing harmful norms, rather than correcting misperceptions of norms.

CHALLENGES AND GAPS

While the Social Norms Approach is based on strong evidence in other health areas, the problem of sexual violence may not necessarily result from misperceptions of actual beliefs as defined in the theory. There may be overly broad applications of the approach.

Many social norms that are risk factors for sexual violence perpetration, such as male sexual entitlement and the inferiority of women, are deeply ingrained and difficult to change by the time people get to college.

It is difficult to change broad social norms using prevention programs that are used mainly to effect individual change.

OPPORTUNITIES

Many campuses are small, tight-knit communities with their own social norms. Because many communications and policies can reach entire campus communities, there is real potential to have enough reach to change social norms that support sexual violence risk factors.



COMPONENTS OF SVP PROGRAMS



PARTNERSHIPS

Campus-based groups and constituencies

DEFINITION

Typically focus on outreach, education and mobilization of either "high risk" or potential people of influence, often through the Greek or athletics systems. There is a great amount of leadership in SVP and activism through women's, health, LGBTQ and multicultural resource centers. In addition, many academic programs (education, women's studies, etc.) are interested in sexual violence research.

With recent attention on sexual violence, there have been some efforts to organize faculty and alumni groups.

THEORY AND ASSUMPTIONS

By reaching constituencies that have potential influence, SVP programs can help those groups create change within the group and, thus, affect the broader campus community. Also, by reaching audiences that are at higher risk, there is an opportunity to reduce violence in those settings.

CHALLENGES AND GAPS

Many students are not part of the targeted groups or are not influenced by those constituencies. While Greek organizations and/or athletics may have some influence among the broader campus community, many other students who are impacted or potentially impacted by sexual violence may not be reached.

Many of these efforts are focused on students, not faculty and staff, who are also very important audiences with potential power and influence.

OPPORTUNITIES

Collaborating with campus-based groups is an opportunity to leverage the commitment, support and influence that each group has on its own members and on the campus as a whole. By targeting messages to specific audiences, prevention efforts can potentially be more effective. By including a diverse set of campus groups (athletics and Greek communities, women's centers, LGBTQ, disabled student centers, cultural resource centers, etc.), much of the campus community can be accessed.

Rape crisis centers (RCCs) and other community-based groups/businesses

DEFINITION

Collaborate with community-based entities to ensure prevention messages and activities extend to the entire environment where rape happens and where students live and work.

THEORY AND ASSUMPTIONS

Using different skills sets and backgrounds in a multi-disciplinary approach helps to maximize resources and reach students effectively in the overall community context in which they are living. Moreover, a wide variety of sectors should have an interest in SVP and should participate in SVP efforts because the risk and protective factors for sexual violence perpetration are also risk and protective factors for other negative behaviors and outcomes that impact other sectors.



CHALLENGES AND GAPS

Working within different systems can cause delays. Having a multitude of opinions can sometimes stall the process during collaboration and necessitate compromises that may serve goals other than or in addition to SVP. Different entities have unique functions, values, focus and level of resources, making collaboration challenging at times.

OPPORTUNITIES

This approach allows and supports community-driven and community-informed programming through a participatory process of collaboration with multiple stakeholders. Ultimately, it can lead to long-term systemic changes in how sexual violence is addressed and prevented throughout the community.

The experiences of marginalized communities can be brought to the forefront, allowing for more diverse representation.

Collaborating with RCCs and other community-based groups can increase the effectiveness and impact of SVP programs across the social-ecology model.

Student participation

DEFINITION

Includes campaigns, events and movements that are led by students and may or may not include partnerships with campus administrators.

THEORY AND ASSUMPTIONS

When students come together based on a perception of inequalities or injustices in society, there is the potential for student leadership to change power relations and create positive changes (Social Movement Theory).

CHALLENGES AND GAPS

Some students are unable to see beyond their own experiences, making it difficult to develop systems, practices and programs that can be applied to diverse communities and experiences. Students often do not have the skills or support needed to navigate complicated campus systems and power dynamics. High student turnover means administrations may choose to wait for student activists to graduate rather than engage to create long-term changes.

OPPORTUNITIES

Student activism is an important aspect of involving students in policy and actions that affect their lives. Student-led efforts are more likely to be timely and relevant to the student body, as well as attentive to the risk and protective factors that are most salient to their community. Students are more likely to listen to their peers and want to be engaged in peer-led efforts. When appropriate, long-term support is available from faculty, staff or community-based mentors, students can both gain leadership skills and make tangible contributions to SVP in their college community.

COMPONENTS OF SVP PROGRAMS



DISSEMINATION MODALITIES

Awareness events

DEFINITION

Educational or awareness campaigns that are sustained over a period of time focus on increasing understanding of SVP-related topics, such as what constitutes sexual violence, changing social norms, promoting recognition of perpetrator tactics, enhancing understanding of consent and advancing pro-social behaviors of individuals and communities.

THEORY AND ASSUMPTIONS

Awareness building activities contribute to a campus climate where students know that the community talks about sexual violence, supports survivors, encourages students to be activist-leaders and creates an environment on campus in which people do not feel ashamed.

CHALLENGES AND GAPS

Awareness building activities as isolated events likely do not prevent individual perpetration and need to be combined with other prevention approaches in a comprehensive prevention strategy.

Some awareness campaigns may have unintended consequences, such as campaigns that discuss and attempt to discredit rape myths by actually reinforcing rape myths.

OPPORTUNITIES

Awareness activities can contribute to a climate that is intolerant of sexual violence as demonstrated through events and campaigns that support prevention messages, help to increase visibility of sexual violence, frame the issue as important to the community, create a climate that honors survivor voices and experiences, and help students to feel part of a social movement.

Educational workshops

DEFINITION

In-person workshops that can consist of one or multiple sessions. They can include lectures, facilitated dialogue, interactive activities and other didactic methods.

THEORY AND ASSUMPTIONS

If workshop participants can increase their knowledge, improve their attitudes and build their skills related to SVP, there will be less sexual violence perpetration and improved community norms.



CHALLENGES AND GAPS

Educational workshops are resource intensive and tend to create change only for participants. Thus, workshops would have to be repeated many times to reach entire campus communities.

Many educational workshops are delivered in one session, but one-session workshops have been shown to be ineffective. The effective prevention requires at least 7-9 sessions for any educational workshop.

In isolation, educational workshops create only individual- and sometimes relationship-level change, but not community, institutional, or societal change.

OPPORTUNITIES

Educational workshops give program implementers an opportunity to tailor each workshop by responding to the specific needs, abilities and questions of the participants. Working directly with participants may also give program implementers an opportunity to monitor community norms through observing participants. Workshops also allow participants to practice the skills they are building, shape the conversation and receive feedback on their participation.

Online orientations

DEFINITION

Provide a computer-based, introductory session for incoming students that address sexual violence, domestic violence, dating violence and stalking.

THEORY AND ASSUMPTIONS

Online modules offer a way to provide information on required topics to all incoming students without being in the same room. Providing students with information will prevent sexual and other kinds of violence.

CHALLENGES AND GAPS

Online modules are typically a "program in a box" and are not tailored or relevant to the student body or particular campus culture. Students report that they often perceive online modules to be elementary and inauthentic; many students click through modules without taking them seriously. Some online modules have problematic content (e.g. placing responsibility on women not to drink in order to prevent rape).

Orientation program packages are expensive and inaccessible to many campuses.

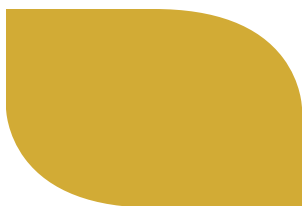
Online modules do not offer the opportunity to have facilitated, in-depth discussions on the topics, a requirement for changing behaviors and beliefs.

OPPORTUNITIES

Online modules are a way to reach all students with the same information and at a lower cost than having all students participate in educational workshops in-person. Some online modules use interactive formats that are more engaging than others.

A 2014 evaluation of an online orientation program, RealConsent, showed desirable outcomes among male college student participants. The study showed improvements in risk and protective factors for sexual violence perpetration, increased self-reported intervening behaviors, and decreased self-reported perpetrating behaviors.⁶⁶

COMPONENTS OF SVP PROGRAMS



Policies as part of a prevention strategy

DEFINITION

Institutional policies can address sexual violence prevention and response on campus, as well as related issues, like regulating response to underage drinking. These policies articulate the campus community's commitment to address and prevent sexual violence.

THEORY AND ASSUMPTIONS

Having written, accessible, transparent, campus-wide policies helps students understand their rights, offers clear guidelines about how victim safety and perpetrator accountability will be ensured and sends a powerful prevention message about what will or will not be tolerated on campus.

Policies affect the entire school environment and can create community and institutional change.

CHALLENGES AND GAPS

- Students and staff are often unaware of policies, and administrations are often not held accountable to their sexual violence policies, limiting the policies' effectiveness.
- There is a great need to contextualize reporting numbers, as they influence policymakers' decisions and reporting trends can be counter-intuitive. For instance, an increase in reports of sexual violence often indicates survivors' increased trust in campus services, rather than an increase in incidence of sexual violence.
- Schools often address sexual violence only in their sexual misconduct policies, overlooking opportunities for prevention.
- Schools may conflate alcohol and sexual violence policies, assuming that sexual violence results from alcohol misuse and can be prevented by addressing alcohol misuse alone.
- There are no consistently applied standards for sexual violence policies within and across institutions of higher learning, leading to discrepancies in how sexual violence is addressed.
- Schools with fewer resources are often unable to dedicate adequate time and resources to developing student-informed and trauma-informed prevention policy.

OPPORTUNITIES

Policies help institutions come into compliance with federal regulations and institutionalize the campus' commitment to addressing sexual violence.

Addressing the need for policies is a way to engage and build buy-in with community colleges, trade schools, religious schools, tribal schools and other schools that may have limited financial resources.

There are many opportunities to engage students in creating, modifying and updating policies.

Campus-wide policies can impact an entire school environment, which can reduce community-level risk factors for sexual violence perpetration.

Professional and volunteer training

DEFINITION

Can include capacity-building training for faculty, administration, staff and community partners or SVP program delivery training for faculty, peer educators and other volunteers.

THEORY AND ASSUMPTIONS

School faculty, administration and staff are influential on campus and tend to have an incomplete understanding of the issues of sexual violence and SVP. Educating them will inform their practices related to SVP. Volunteers and other program implementers need training in order to successfully implement SVP programs and influence campus norms.

CHALLENGES AND GAPS

This is a top-down approach that may not be effective in the absence of bottom-up demand for SVP. Training does not guarantee that influential people will align their actions with SVP principles, as their actions may not be guided by a lack of understanding of SVP, but by other pressures that training does not address, such as PR concerns.

Volunteer training necessitates volunteer management and oversight, and the quality of training will affect the quality of program delivery.

OPPORTUNITIES

Increased understanding of sexual violence and SVP among influential members of a campus community can help inform campus policies, procedures and norms to be less tolerant of sexual violence and more supportive of prevention and survivors. Providing training to high-level campus administration and faculty can increase institutional buy-in to SVP and inform institutional policy. Training program implementers can increase SVP programs' capacity to have a broader reach in the campus community.



COMPONENTS OF SVP PROGRAMS



Social marketing

DEFINITION

Draws upon marketing research and behavior change theory to develop strategies to shift behaviors. Key components include directing the campaign toward a target audience, conducting formative research and pre-testing of messages, developing strategies to address barriers and competition to adapting new behaviors and using a standard marketing mix (product, price, place and promotion).⁹⁷ Social marketing is not merely the use of social media to promote a concept, but a strategy to change specific behaviors.

THEORY AND ASSUMPTIONS

Social marketing is based on marketing principles where the campaign promotes a behavior for the audience to adopt. For SVP, it is important to tailor the desired behaviors to be appropriate for the intended audience.

CHALLENGES AND GAPS

Linkages to actual reductions in sexual violence are not demonstrated. Many campaigns are called "social marketing" but do not use the research and tools to create behavior change.

Campaigns must go beyond increasing awareness and articulate clear desired behaviors, be adapted for each audience (which is time consuming) and be tested to ensure messages are appropriate and effective for the audience.

OPPORTUNITIES

Some social marketing research indicates an increase in bystander behaviors that are supportive of SVP. In combination with other strategies, social marketing can reinforce messages to support the adoption of positive behaviors on campuses. Social marketing can reach a broad audience on campus, and beyond, with relatively few resources.

social marketing can reinforce messages to support the adoption of positive behaviors on campuses.

Theater-based programs

DEFINITION

Part of a larger trend of using the arts to promote SVP, a theater-based approach uses performance to promote positive and challenge negative norms that contribute to SVP.

THEORY AND ASSUMPTIONS

Performances allow audience members a safe space to rehearse assertive communication strategies and inspire social and political change. Viewing or participating in performances can change participants' beliefs about bystander interventions.

CHALLENGES AND GAPS

Theater programs must ensure that material being presented to students is relevant and accounts for cultural differences (including but not limited to race/ethnicity, membership in student groups or "cliques," age and other identities). Challenges arise, in particular, when students are not involved in developing the performance material.

Re-traumatization may occur for audience members who are survivors.

Sometimes theater programs unintentionally reinforce rape myths.

OPPORTUNITIES

Theater programs provide an opportunity to have student buy-in from early planning stages if students are fully integrated in the creation of the theater piece. They can also allow marginalized voices and experiences to be highlighted in a safe space.



QUESTIONS, CONSIDERATIONS AND NEXT STEPS

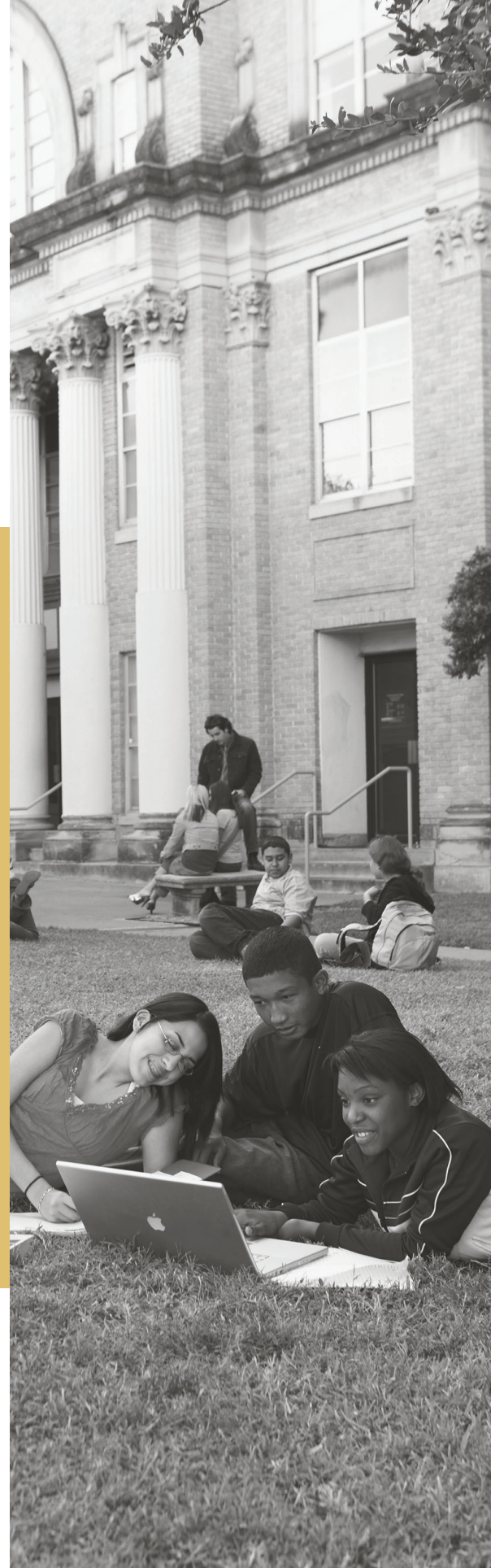
CONSIDERATIONS AND QUESTIONS FOR DISCUSSION ON IMPLEMENTING PREVENTION

To advance the practice of sexual violence prevention on college campuses, it is necessary to continue to generate evidence about what prevention activities appear to be working or not working, along with an analysis of additional factors that may be contributing to the positive or negative impact of those activities. Given that SVP requires a deep level of critical thinking and capacity building on the part of all stakeholders, this report recommends the following considerations when assessing appropriateness of various sexual violence prevention program activities and efforts:

1. Does the program adhere to the principles of effective prevention?
2. Does the program draw on evidence to inform decision-making about the program? Does it help to generate evidence about what works and doesn't work in a particular college context?
3. Does it work across individual, relationship, community, institutional and societal levels to create shifts in the culture and norms that contribute to sexual violence?
4. Can it be implemented? Can it be implemented well? Are there adequate resources to adapt and implement it in diverse communities? Can it be tailored to meet the specific needs of the college and its students, including sub-cultures and languages within the campus community?
5. What are the desired impacts? Does the desired changes in knowledge, attitude, beliefs, behavioral intent and/or behaviors contribute to changes in underlying norms or associated risk and protective factors that will shift actual behaviors?
6. Are the activities appropriate, respectful and effective in the community? Does it include a range of prevention activities, including effective campus policies and response, social norms change, bystander engagement and gender equity?
7. Is it attentive to the needs of survivors? Does it draw on the experience of a variety of survivors? Is it in alignment with available survivor services and response systems?
8. Does it take into account the range of sexual violence experiences, not just sexual violence occurring on campus or fraternity parties or stranger rapes, but also how to prevent sexual violence among peers in different circumstances and violence perpetrated by authority figures, family members and other acquaintances?

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9. Does it include an understanding of the individual and community trauma associated with sexual violence?
10. Does the overall prevention strategy address sexual violence before it happens (primary prevention) as well as after it takes place so it will not occur again?
11. Does it contribute to a comprehensive approach? Is it one element of a comprehensive approach? What are the other prevention components that make up the comprehensive approach on campus?
12. Does the approach or program address university audiences from faculty to all levels of students, including transfer students, non-residential students and graduate students? Does it conduct prevention activities in multiple settings, from orientation to curriculum development to clubs and campus-wide campaigns? Does it use various dissemination modalities to reach a wide audience?
13. Is it community-specific and developed in collaboration with students and other stakeholders from that school context? Does it address the diversity of students and campuses? Is it respectful of the uniqueness of any particular college community, including sub-cultures within that community? Does it include participatory processes to design, implement and evaluate the SVP program?
14. Does it coordinate with the local rape crisis center and other community-based organizations to ensure compatibility with the larger community context?



QUESTIONS, CONSIDERATIONS AND NEXT STEPS

THE OPPORTUNITY FOR PREVENTION

The recent increase of attention on sexual violence on college campuses is long overdue. While the topic has risen to prominence recently, sexual violence has been an ongoing problem on the nation's college campuses for a long time. While sexual violence is being highlighted on college campuses, it is not solely a college campus problem. Sexual violence remains pervasive throughout our society, institutions and communities.

This recent attention provides the opportunity for college campuses, rape crisis centers, public health departments and other concerned people and organizations to dedicate efforts toward preventing sexual violence. New regulations and policies are only the first steps. Compliance with regulations in the SaVE Act, Clery and Title IX is insufficient to create the cultural change necessary to prevent sexual violence on our college campuses.

This is the time for the nation's college campuses, in collaboration with community and governmental organizations, to engage in an intentional planned participatory process to develop, implement and evaluate sexual violence prevention efforts. CALCASA/PreventConnect is committed to continuing to provide support, share information and build the evidence necessary to create the change necessary to prevent sexual violence.

METHODOLOGICAL NOTE

The CDC's Evidence Project offers "[a] comprehensive framework for understanding evidence and evidence-based decision making that includes three types of evidence (best available research evidence, contextual evidence and experiential evidence)."⁶⁸ Given the dearth of research in peer-reviewed journals that demonstrate proven effective approaches to prevent sexual violence, this report details contextual and experiential evidence based on the work of stakeholders throughout the nation.⁶⁹

This report represents a summary of CALCASA's fifteen years of experience working with thousands of prevention practitioners and other stakeholders, including:

- Providing support to hundreds of college campuses as a training and technical assistance provider to the national OVW's Campus program since 1999.
- Working with state and national level student leaders on sexual assault prevention and convening and facilitating the *2014 Student Summit on Sexual Assault*.⁷⁰
- Developing the *2004 California Campus Blueprint to Address Sexual Assault*.⁷¹
- Nine years of experience coordinating and facilitating the PreventConnect online community of prevention practitioners.
- Participating in the Department of Education's VAWA Negotiated Rule-making Committee.
- Practical experience working with rape crisis centers and other prevention practitioners nationally.

In addition, in researching and writing this report, CALCASA/PreventConnect staff conducted 9 key informant interviews with selected leaders working on SVP on U.S. college campuses, national technical assistance providers and resource centers to solicit input for this report. Questions included:

- What are the most promising practices that you see for sexual violence prevention on college campuses today?
- What are the top challenges and gaps for college campuses being able to conduct sexual violence prevention activities on college campuses?
- From your perspective, what are the top three considerations that you believe college campuses need to address regarding sexual violence prevention efforts?

Finally, CALCASA/PreventConnect conducted a literature scan as part of CALCASA's 2014 Sexual Violence Research Review.⁷²

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ADDITIONAL RESOURCES

Campus SaVE Act Definitions

<http://wiki.preventconnect.org/Campus+SaVE+Act>

Sexual and Interpersonal Violence Campus Prevention Resource Guide

<http://www.preventconnect.org/2016/01/preventconnect-campus-resource-guide-for-sexual-assault-prevention-on-college-campuses/>

Selected Sexual Assault Prevention Bibliography <http://wiki.preventconnect.org/Resources+for+Colleges+and+Universities>





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