

Sexual Assault Awareness Month and the Spectrum of Prevention: A Planning tool Case Examples

CASE EXAMPLE: BRINGING IN THE BYSTANDER

The Bringing in the Bystander (BITB) program was developed in 2002 by Elizabeth Plante, Victoria Banyard, Mary M. Moynihan, and Robert Eckstein at the University of New Hampshire (UNH). This curriculum translates research on bystander intervention (whether someone witnessing an act of crime or violence will intervene to stop the act or help the victim) and early programs by Jackson Katz and Alan Berkowitz into a sexual violence primary prevention program for college students.

The goals of the program include helping participants identify a range of sexually violent behaviors, understand bystander intervention, identify their own barriers to intervening, become motivated and make a commitment to intervene, and learn a range of skills that could be used to intervene safely in the future. The program uses role-playing and interactive learning to convey the lessons and realistically analyze the challenges in being an engaged bystander. By focusing on the role both men *and* women play in being engaged bystanders, this program helps to remove the sense of blame men may hear, in more traditional rape prevention programs, for being potential perpetrators, and that women may feel for failing to protect themselves from sexual assault.

Multiple research studies have been conducted on the BITB program with a variety of audiences, including the general student population, fraternities and sororities, athletes, and student leaders at UNH. The program has also been adapted and used on many other college campuses. These studies have shown the program to be effective at increasing positive bystander attitudes, increasing self-confidence in being able to intervene (self-efficacy), and increasing self-reported bystander behavior. According to Bringing in the Bystander lead trainer Robert Eckstein, a few components of the program are particularly powerful for student participants:

- Using a real-life story from UNH's history. Giving an example from the local community helps the issue hit home for students. In addition, often these types of cases highlight situations where bystanders clearly could have made a positive difference and did not.
- Including information on the continuum of sexual violence, especially highlighting the fact that smaller, seemingly benign, sexist behaviors contribute to a greater culture where sexual violence is more likely to occur. By showing participants that rape culture exists in a manner that does not provoke defensiveness, students are reminded that pro-social bystanders are needed everywhere along the continuum of violence.
- Walking students through an empathy-building exercise to understand how difficult things can be for individuals who are survivors of sexual assault. This is especially effective at reminding participants why they're talking about this and why their help is needed.

For more information about Bringing in the Bystander, visit

<http://www.unh.edu/preventioninnovations/index.cfm?ID=BCC7DE31-CE05-901F-0EC95DF7AB5B31F1>

The Bringing in the Bystander Facilitator's Guide is available for free by contacting

Mary M. Moynihan at (603) 862-2675 or marym@unh.edu. Training on using the program at other universities and communities is also available through UNH.

CASE EXAMPLE: THE RED FLAG CAMPAIGN

The Red Flag Campaign began in 2005 through a partnership between the Virginia Sexual & Domestic Violence Action Alliance (Action Alliance) and the Verizon Foundation. The vision behind the campaign was to create the first statewide awareness and education campaign designed specifically to address dating and sexual violence among students on Virginia campuses. The campaign targets college students who are friends or peers of victims and perpetrators of sexual and dating violence and seeks to educate them about “red flags” (warning indicators) of violence. The campaign also includes bystander intervention messages that encourage friends/peers to “say something” (i.e., intervene in the situation). The Action Alliance collaborated on this project with local public relations agencies as well as an Advisory Committee of campus representatives from around the state.

The Advisory Committee came up with the strategy and messages based on focus group research with college students in VA. Focus group research was also used to finalize the poster design and messages. Before the state-wide launch of the Red Flag Campaign, the Action Alliance pilot tested the campaign with 10 campuses around the state.

The Red Flag Campaign consists of 8 double-sided posters with messages about emotional abuse, sexual coercion, excessive jealousy, isolation, sexual assault, stalking, and victim-blaming. The reverse side of each poster gives more information on the characteristics of healthy relationships. Additionally, participating campuses receive small red flags for use on campus to attract attention and awareness to the campaign before its launch and throughout the year. The online resource center, <http://www.theredflagcampaign.org>, has more in-depth information about each of these topics and sexual and dating violence in general. A comprehensive Campus Planning Guide offers step-by-step directions for launching The Red Flag Campaign on campus. It includes concrete suggestions for maximizing the impact of The Red Flag Campaign, how to use it to enhance current campus programming, and how to build new campus events around it. Specific attention is given to spreading the word by involving groups, such as resident advisors, faculty and staff, athletes, fraternities and sororities, LGBTQ groups, and other campus service organizations.

Since the 2007 full launch of the campaign, 58 colleges, community organizations, and/or military bases around the country have purchased and used The Red Flag Campaign.

Virginia State University (VSU), a Red Flag pilot campus, has gone on to use the campaign with much success for two years. VSU is a Historically Black University located about 30 miles south of Richmond, VA in a suburban area. VSU has approximately 5,000 undergraduate and graduate students, with 92% of students identifying as Black. VSU used the campaign resources in a variety of creative ways that promoted student involvement and student-led programming:

- Worked with campus administration to obtain permission to place small flags in high-visibility areas prior to the poster launch which sparked conversation and interest.
- Held programs based on the campaign in both October (Domestic Violence Awareness Month) and April (Sexual Assault Awareness Month) to increase exposure to the messages.
- Placed posters in residence halls, bathroom stalls, academic buildings, administration buildings, and gymnasium during sponsored events. Obtained permission from building managers so posters would remain for the awareness activities and beyond.
- Encouraged student creativity to develop skits around each poster to perform before other students. The audience was given hand-made red flags and white flags on popsicle sticks, to “vote” on which acts contained signs of violence and which did not.
- Created a highly successful program, Open Mic Poetry Night, around the campaign for students to read or perform poems, songs, and readings about dating violence and relationships. Posters were hung around the room; light refreshments and music were provided. Partnered with the VSU Radio Station and Mass Communications Club to arrange for a DJ, program emcee and free air time to play PSAs on the campus radio station.
- Utilized campaign red flags, signs, laminated posters, and banners during the Alcohol and Sexual Assault Awareness March on campus in April.
- Developed a Red Flag Word Scramble puzzle game based on signs of dating violence for faculty, staff, and students to win a Red Flag Campaign Banner pen. Depending on the number of pens available, the first 25 -50 staff and students to correctly solve the puzzle were given a pen.

For more information about any of the activities that Virginia State University planned, please contact Dr. Evelyn V. Whitehead, Coordinator of Substance Abuse & Sexual Assault Prevention in the University Counseling Center, at (804) 524-5939 or ewhitehe@vsu.edu.

For more information about the Red Flag Campaign and how you can bring this campaign to your campus (you do not have to be located in VA to purchase the campaign), please contact Kate McCord (kmccord@vsdvalliance.org) or Liz Cascone (lcascone@vsdvalliance.org) at (804) 377-0335. Be sure to visit the campaign website at <http://www.theredflagcampaign.org>.

CASE EXAMPLE: UNIVERSITY OF MICHIGAN’S STRIVING FOR JUSTICE: A TOOL FOR JUDICIAL RESOLUTION OFFICERS ON COLLEGE CAMPUSES

University of Michigan’s Sexual Assault Prevention and Awareness Center (SAPAC) developed a toolkit specifically for individuals working in student conflict resolution on campus to help increase their understanding and familiarity with the issues of sexual assault and intimate partner violence. With funding from the U.S. Department of Justice’s Office on Violence Against Women, SAPAC collected information from other universities to develop this tool and also worked closely with a local domestic violence shelter, SafeHouse Center, in Ann Arbor, MI.

The toolkit provides both general and legal definitions of sexual assault, discusses consent, coercion, common rape myths, campus sexual violence statistics, under-reporting, and policies for UM specifically.

The toolkit provides a section on common survivor responses (including counterintuitive responses), what to say to survivors, and information about sexual violence in multicultural communities. Additionally, a section is dedicated to perpetrators, including how perpetrators might respond, male socialization, personality characteristics of offenders, and recidivism. The document includes a separate section on dating and domestic violence on campus.

In developing this toolkit, SAPAC staff aimed to combine awareness messages and primary prevention information into one training tool. By educating providers about the underlying causes of sexual violence, like gender socialization and victim-blaming culture, disciplinary personnel will understand the larger context in which sexual violence occurs and be able to act as change agents in the future. In addition, they will be better prepared to handle sexual violence cases in a victim-centered and sensitive manner, demonstrating administrative support for victims on campus and increasing the chances that survivors will come forward and report their experiences.

SAPAC has used this toolkit to train arbiters in the Office on Student Conflict Resolution and has begun to offer trainings to other campus staff, including law enforcement. They will continue to expand the reach of the training and develop support materials over the next few years.

To obtain a free copy of the toolkit, please contact Anne Handeyside at annekh@umich.edu or (734) 998-9368.

For more information about SAPAC, visit <http://www.umich.edu/~sapac/>.

CASE EXAMPLE: MEN CAN STOP RAPE CAMPUS STRENGTH PROGRAM

The Campus Strength Program was developed by the national organization Men Can Stop Rape (MCSR) as a way to engage college and university men in preventing violence against women, developing and supporting healthy masculinity, and sustainably organizing to create campuses and cultures free from violence. The program is centered on collaboration and coalition-building among students, faculty, staff, and community members on campus. MCSR provides on-site training, organizing tools, guidance, and technical assistance to each program site.

Male members of each chapter meet regularly to discuss issues around their lived experience as men, traditional masculinity and how it impacts them, and how they can define and live new definitions of masculinity that promote safety and health for all. Members also serve as mentors and role models in the community, work closely with local organizations, conduct educational workshops, and participate in events.

The Men Organizing for Rape Education (MORE) group at Washington University in St. Louis began in 2002 and has established a strong positive presence on campus. In 2008, MORE became an official Campus Strength Chapter. MORE is composed of 15-20 male students and is a recognized student group through the administration. The group includes men representing a wide variety of interests and backgrounds, including fraternities, athletics, and student government. Members of the group are responsible for recruiting, training, and sustaining the group with the assistance of two male staff advisors, one from the campus counseling center and one from resident life. MORE members engage in many activities throughout the year, including facilitating first-year student orientation trainings on sexual violence, hosting campus-wide educational events, conducting presentations for other college students as

well as area high-school students, and co-sponsoring large events with other student groups, such as an annual Take Back the Night rally.

Each spring, MORE brings together male leaders on campus, including the chancellor, various deans, athletic directors, coaches, administrators, and professors to pose for a photograph that is used on posters and other materials throughout the following school year. To recruit the male leaders for the photograph, group members and advisors visit many different individuals on campus, explain ongoing projects in a concise manner, and detail the time and work that will be involved for anyone offering to help. Over time, MORE has reached out to new and different groups and individuals on campus to collaborate on projects using this strategy, including housing, campus police, judicial services, health services, and relevant academic departments such as gender studies. In addition, MORE works closely with area agencies that provide direct services to domestic violence and sexual assault victims. This collaboration has helped MORE establish a presence outside the campus and reach more community members with messages about healthy and positive masculinity.

For more information about Washington University's MORE program, contact Craig Woodsmall, PsyD, Coordinator of Training for Student Health Services, at (314) 935-5988 or cmwoodsmall@wustl.edu.

For more information about Men Can Stop Rape's Campus Strength program and how to become a recognized chapter or receive training, contact Joseph Vess, MCSR Director of Training and Technical Assistance, at (202) 265-6530 ext. 36 or jvess@mencanstoprape.org. View an overview of the program at http://www.mencanstoprape.org/usr_doc/MCSR_Campus_Strength_Program.pdf.

CASE EXAMPLE: UNIVERSITY OF VERMONT PRESIDENT'S COMMISSION ON SOCIAL CHANGE

In 2007, University of Vermont President Daniel Mark Fogel established the President's Commission on Social Change to lead the way in a campus-wide anti-violence initiative following the rape and murder of a UVM student. The mission of the President's Commission on Social Change (PCSC) is "to make recommendations to the President, acting as a catalyst and advocate in addressing key challenges facing the health and safety of UVM's campus community." The Commission is composed of subcommittees that address the following:

- Bias (including race, ethnicity, religion, gender, sexual orientation)
- Gender-based and sexual violence
- Alcohol and other drug use/abuse
- Sexual Violence Response Team (SVRT)

Committee members are responsible for researching, monitoring, and reporting on the status of the campus community's health and safety as it relates to each of these areas. Committee members identify institutional efforts to deal with challenges to health and safety and review policies and programs that could be implemented to improve these areas. Members then collaborate with other campus leaders and organizations to ensure that recommendations are implemented (after approval by the larger commission and the President). The commission monitors programs after implementation and assists in evaluating the effectiveness of each implemented recommendation.

While still a fairly new entity, the gender-based and sexual violence committee has successfully led the way in changing practices related to sexual and interpersonal violence on the UVM campus. After reviewing the Athletic Department Code of Student-Athlete Conduct, committee members, in collaboration with athletic department staff, updated the policy to include more specific language on violence and stalking, thereby strengthening it and showing commitment on behalf of the athletic department to protecting student safety.

More recently, the committee has been working with the Student Government Association to create and publicize a Victim's Bill of Rights. In addition to having campus policies related to gender-based & sexual violence, the committee wanted to create a document that was student friendly. To help spread the word about resources and services for victims of violence and their rights, the Women's Center and student leaders plan to conduct a public education campaign once the Victim's Bill of Rights is completed. An additional goal was to emphasize that the UVM community supports victims of gender-based and sexual violence.

The PCSC provides an opportunity for leaders across campus, from diverse organizations and departments, to work together on issues of sexual violence prevention and response. The commission also provides an opportunity for individuals working on overlapping topics, like sexual assault and alcohol use, to share knowledge and expertise in developing new policies and programs. By creating this commission, the President has shown his commitment to raising awareness about and decreasing sexual violence at UVM, and has opened up the dialogue around the issue, an important element of long-term social change. By creating an interdisciplinary team with administrators, faculty, staff, coaches, law enforcement personnel, healthcare providers, and students, organizational change across campus can happen more quickly and effectively.

For more information about UVM's President's Commission on Social Change, visit <http://www.uvm.edu/~president/?Page=commissions/pcsc/socialchange.html&SM=submenu5.html>

CASE EXAMPLE: UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN CARE PROGRAM

Originally established in the early 1990s, the Campus Acquaintance Rape Education (CARE) program was initiated on the University of Illinois at Urbana-Champaign (UIUC) campus after student activists pushed for formal sexual violence education. Students held rallies and planned extensive outreach efforts to fellow students to secure 3,000 signatures on a petition to set up school-sanctioned educational programs. As the student activists began working with the administration, the Counseling Center first offered to house the program. Later, the program was transferred to the Office of Women's Programs, in part to maintain the feminist and grass-roots history of the work. In addition to general education programs that were available to a wide variety of student groups, the Office of Women's Programs began providing advocacy and support for students impacted by sexual assault, domestic violence, harassment, and stalking. In 1992, Women's Programs began teaching a course that trained students to be facilitators for CARE workshops, allowing more direct involvement by students as well as the capacity to provide more frequent and longer education programs to groups on campus.

In 1995, following the rape and murder of a staff member, students, faculty, and staff advocated for making the CARE program mandatory for first-year students. The mandatory workshop was developed by the Office of Women's Programs in collaboration with the Student Health Center, the Counseling Center, University Police, the Office of Student Conflict Resolution, Housing, and other key partners. The two-hour program is offered in both single-sex and co-ed groups for 50-60 students at a time during the first

semester of the first year. The Office of Women's Programs staff works closely with student housing to host the programs in the dormitories, making it logistically possible to accommodate the roughly 7,000 incoming first-year students. Peer educators, trained through a semester-long class and paid for their time, conduct the workshops. The department that houses the peer education class also receives benefits from the arrangement, including student tuition money and a "free" adjunct instructor (a full-time sexual violence educator teaches the class, rather than a faculty member).

UIUC students were instrumental in ensuring that the mandatory program was started and that it has continued for 14 years. Staff members worked with administrators to design and implement programs after passionate, committed students had made their voices heard about the need for this program. The mandatory program continues to grow and change over time. Ross Wantland, former CARE program coordinator, says, "CARE provides a dialogue to counter the misinformation that exists about sexual violence on our campus. In this way, we can build a community that supports survivors of sexual violence and proactively works to end sexual violence on this campus. We all have a role in creating that change."

For more information about the CARE program, visit <http://studentaffairs.illinois.edu/diversity/women> or call (217) 333-3137.