



BEST PRACTICES CLEARINGHOUSE

- Lessons from the Field -

*Partners in Prevention: Engaging the Campus Community
to Prevent Gender-Based Violence*

SEPTEMBER 14, 2022

3:00 - 4:15 PM ET



NCSSLE Website

[HTTPS://SAFESUPPORTIVELEARNING.ED.GOV](https://safesupportivelearning.ed.gov)

- 

School Climate Improvement Resource Package
- 

ED School Climate Surveys
- 

Trauma-Sensitive Schools Training Package
- 

Building Student Resilience Toolkit
- 

Human Trafficking in America's Schools

- 

Improving Higher Education Learning Environment
- 

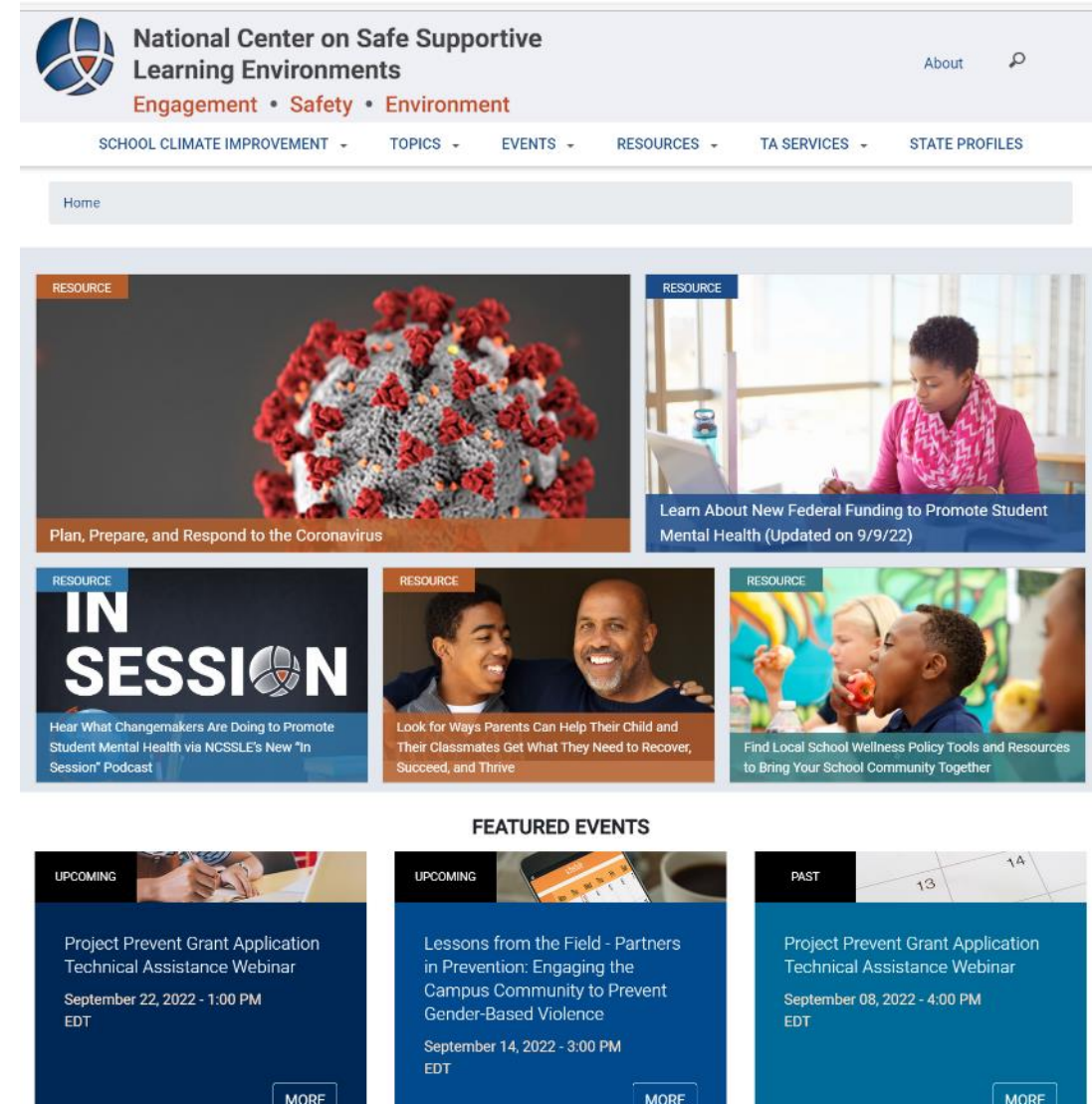
Supporting Trauma Recovery
- 

Promoting Mental Health
- 

Responding to Covid-19

To access information and archived materials from previous Lessons from the Field webinars, go to:

<https://safesupportivelearning.ed.gov/lessons-field-webinar-series>



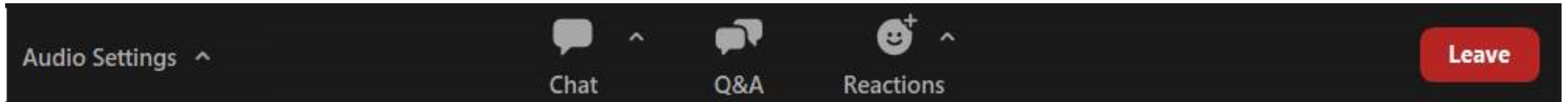
The screenshot shows the homepage of the National Center on Safe Supportive Learning Environments. The header includes the organization's name, tagline 'Engagement • Safety • Environment', and navigation links for 'About' and a search icon. Below the header is a secondary navigation bar with dropdown menus for 'SCHOOL CLIMATE IMPROVEMENT', 'TOPICS', 'EVENTS', 'RESOURCES', 'TA SERVICES', and 'STATE PROFILES'. The main content area features a 'Home' button and several resource cards. The first card is titled 'Plan, Prepare, and Respond to the Coronavirus' and features a 3D model of a virus. The second card is 'Learn About New Federal Funding to Promote Student Mental Health (Updated on 9/9/22)' with a photo of a student. Below these are three more resource cards: 'IN SESSION' podcast, 'Look for Ways Parents Can Help Their Child and Their Classmates Get What They Need to Recover, Succeed, and Thrive', and 'Find Local School Wellness Policy Tools and Resources to Bring Your School Community Together'. A 'FEATURED EVENTS' section at the bottom lists three webinars: 'Project Prevent Grant Application Technical Assistance Webinar' on September 22, 2022; 'Lessons from the Field - Partners in Prevention: Engaging the Campus Community to Prevent Gender-Based Violence' on September 14, 2022; and another 'Project Prevent Grant Application Technical Assistance Webinar' on September 08, 2022. Each event card includes a 'MORE' button.





Logistics

Zoom Control Panel



Technical Issues

For assistance during the webinar, please contact Shoshana Rabinovsky at srabinovsky@air.org.

This webinar is being recorded and will be archived at the following location:

<https://safesupportivelearning.ed.gov/events/webinar/lessons-field-partners-prevention-engaging-campus-community-prevent-gender-based>

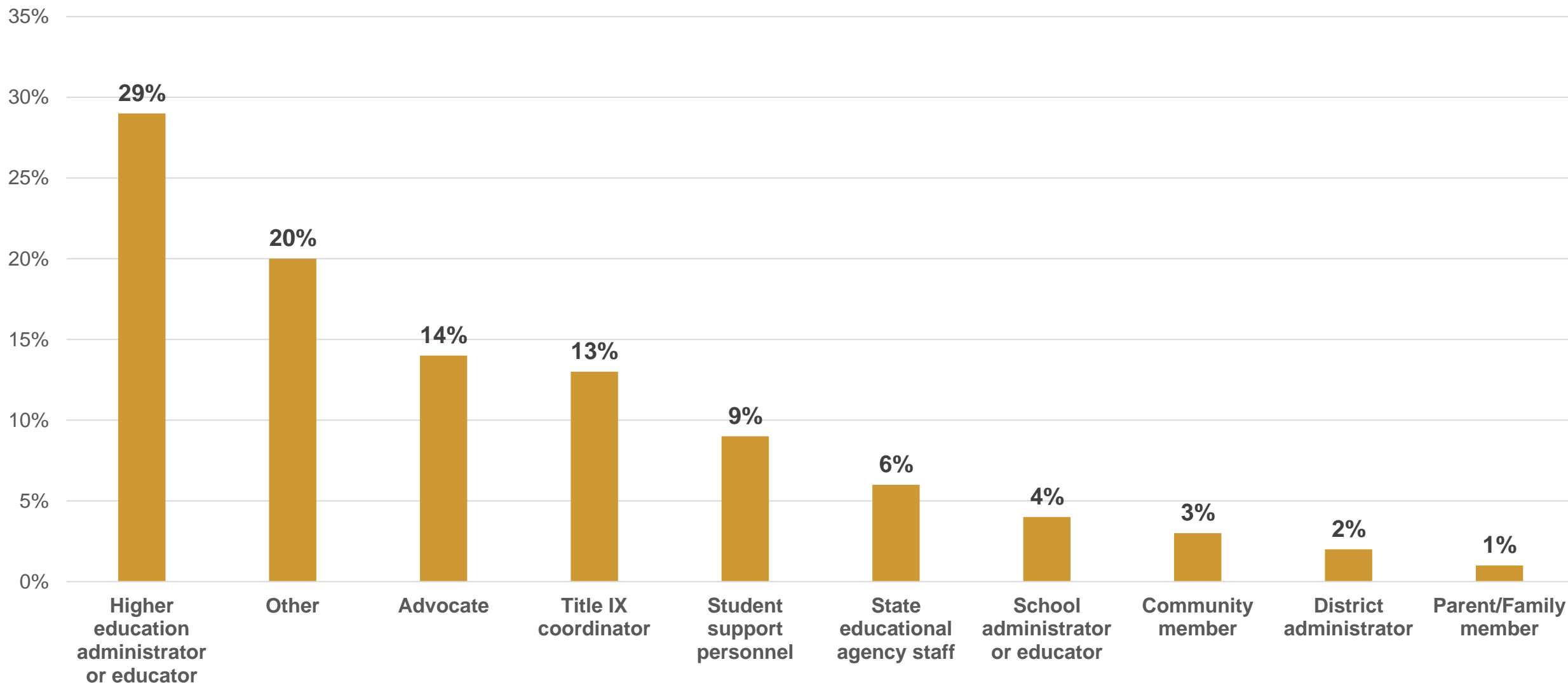


The content of this presentation does not necessarily represent the policy or views of the U.S. Department of Education, nor does it imply endorsement by the U.S. Department of Education.



Select the option that best describes your role.

N = 1,498





Agenda

1 Introduction and Logistics

2 Welcome and Overview

3 Setting the Context

4 Panel Discussion

5 Closing Remarks



Meet our Speakers

Rosie Hidalgo

Senior Advisor, Gender-Based Violence and Special Assistant to the President, Gender Policy Council, The White House

Sarah DeGue

Senior Scientist, Research and Evaluation Branch, Division of Violence Prevention, Centers for Disease Control and Prevention (CDC)

Meg Bossong

Director, Prevention, Education, and Advocacy, Community (PEACe) Office, Williams College (MA)

Lisa Evaneski

Title IX Coordinator, SUNY Oswego (NY)

Karla Arango

Student and President, Norse Violence Prevention Ambassador Program, Northern Kentucky University (KY)

Mia Maxwell

Title IX Coordinator Tuskegee University, (AL)

Katryna Sardis

Director, Relationship and Sexual Violence Prevention Center, University of Missouri-Columbia (MO)

Ryan Kane

Assistant Vice President, Equity and Access, Title IX Coordinator, Valencia College (FL)

Silvia Zenteno

Senior Director of Education and Research, It's On Us (DC)

Bios for the speakers are archived at the following location:

<https://safesupportivelearning.ed.gov/events/webinar/lessons-field-partners-prevention-engaging-campus-community-prevent-gender-based>



BEST PRACTICES CLEARINGHOUSE



Suzanne Goldberg

DEPUTY ASSISTANT SECRETARY FOR STRATEGIC
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U.S. DEPARTMENT OF EDUCATION
OFFICE FOR CIVIL RIGHTS



BEST PRACTICES CLEARINGHOUSE



Dr. Sarah DeGue

SENIOR SCIENTIST
DIVISION OF VIOLENCE PREVENTION
CENTERS FOR DISEASE CONTROL AND PREVENTION

BE THE ONE

Valencia College Marketing Campaign

- ❖ Launched in 2016
- ❖ Focused on active role for community members
- ❖ Involved a variety of physical and digital tactics
- ❖ Rolled out across all campuses
- ❖ Included environmental strategies
 - Staircases
 - Parking spaces
 - Elevators
 - Building supports
 - Sidewalks

BE THE ONE TO STEP IN.

You know when something's not right. When someone's in trouble—or about to be. You can be the one to help. Say something. Cause a distraction. Be the one to step into a situation to help someone out of it.

Learn more at valenciacollege.edu/betheone

This poster was supported by Grant No. 2013-000-0000 awarded to the Office on Violence Against Women, U.S. Department of Justice. The artwork design, production, and distribution are provided in this publication under license from the artist(s) and are not intended to be used for any other purpose without the prior written consent of the artist(s).

BE THE ONE TO WAIT FOR A YES.

Only "Yes" means yes. You can't assume or imply it. It must be clear and outright. "Yes" is what makes sex mutual. You can't take it—it must be given. Be the one to respect that without a "yes," it's a "no."

valenciacollege.edu/betheone

VALENCIA COLLEGE

BE THE ONE TO MAKE THE CALL.

Know where to turn. There are people who will listen. Who will act. Who can help. If you witness or are affected by abuse or harassment, there are dedicated resources available to you. Be the one to take a stand against violence by reporting it.

valenciacollege.edu/betheone

VALENCIA COLLEGE

BE THE ONE TO HELP SOMEONE WEATHER THE STORM.

valenciacollege.edu/betheone



BEST PRACTICES CLEARINGHOUSE



Silvia Zenteno

SENIOR DIRECTOR OF EDUCATION AND RESEARCH
IT'S ON US

It's On Us Engaging Men: National Campus Sexual Assault Attitudes and Behaviors Research Report

OVERVIEW

Who We Are

Founded in 2014 as a White House initiative by President Obama and then-Vice President Biden, It's On Us is now an initiative of [Civic Nation](#), a nonprofit ecosystem for high-impact organizing and education initiatives working to build a more inclusive, equitable America. It's On Us's mission is to build the movement to combat campus sexual assault by engaging all students, with an emphasis on young men, in prevention education, and activating the largest student organizing program of its kind. For more information on It's On Us, please visit itsonus.org.



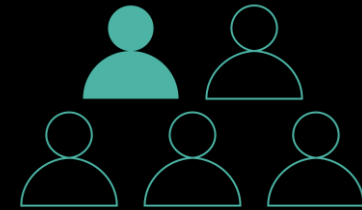
OVERVIEW

Sexual Assault During College

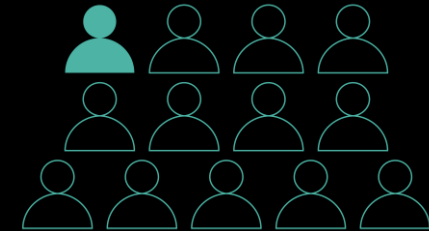
Sexual violence can affect both a student's physical and mental health, which can impact their ability to learn, socialize, and develop professionally.

Sexual violence is the most underreported crime on campuses. With high prevalence rates and low reporting rates, comprehensive prevention programs that change the culture on college and university campuses around the country are extremely important.

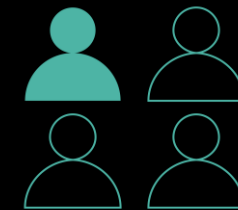
Women¹
1 in 5



Men
1 in 13



Gender
Nonconforming²
1 in 4



1. Mellins, C. A., Walsh, K., Sarvet, A. L., Wall, M., Gilbert, L., Santelli, J. S., Thompson, M., Wilson, P. A., Khan, S., Benson, S., Bah, K., Kaufman, K. A., Reardon, L., & Hirsch, J. S. (2017). Sexual assault incidents among college undergraduates: Prevalence and factors associated with risk. PLOS ONE, 12(11). <https://doi.org/10.1371/journal.pone.0186471>

2. Coulter, R. W., & Rankin, S. R. (2017). College sexual assault and campus climate for sexual- and gender-minority undergraduate students. Journal of Interpersonal Violence, 35(5-6), 1351-1366. <https://doi.org/10.1177/0886260517696870>

OVERVIEW

Methodology

This research used an exploratory qualitative method in order to reach current men in college and have candid conversations about their attitudes towards sexual assault on campus. This data collection method was chosen because of the sensitivity of the topic of this research and the need for depth in information as opposed to breadth of responses.

Participants were recruited to join this study and were specifically screened to have a variety of characteristics of interest to the study.

The study recruited men from a variety of demographic backgrounds and college types. Interviews were an hour long and were conducted by Chris Hauck of HauckEye, a market research firm.

Group	Demographic	N
School Type	Public	10
	Private	10
Admissions	Elite	2
	Non-elite	18
School Characteristic	HBCU	1
	Community College	1
Race/Ethnicity	AAPI	5
	Black or African American	4
	Latino or Hispanic	1
	Native American	1
	Mixed Race	2
	White	7
	Sexual Orientation	Bisexual
	Gay	2
	Straight	16
Greek Life	In a fraternity	7
	Not in a fraternity	13

OVERVIEW

Key Findings



MEN AREN'T CONCERNED ABOUT THE PROBLEM

Most participants were unaware of the extent of sexual violence on campus or how it affects them. While some schools have had high-profile incidents, several respondents to this study thought it was an isolated issue. Framing the issue as solely a Greek problem means that many participants did not think the issue affected them or their school.



MEN NEED NON-MALE FRIENDS AND ROLE MODELS

The respondents most attuned to the issue of sexual violence had strong friendships with women on campus. Co-ed sports teams, for example, foster an equitable and inclusive environment on campus between participants across the gender spectrum, leading to less objectification. By contrast, fraternities incubate toxic masculinity.



CURRENT TRAININGS ARE INADEQUATE

The vast majority of participants reported that the prevention training they received, often online-only, was boring and ineffective. Positive prevention education experiences were in-person and included an interactive component like a certification. One student spoke highly of a comedian who came to campus and did a stand-up set about her own assault.



MEN DON'T KNOW HOW TO HELP

The men in the study expressed a desire to help but didn't feel that they had the right tools to intervene. They expressed interest in training that would teach them how to intervene and deescalate in sexual violence situations. The majority see themselves as moral people and want to do the right thing, but they just don't know how.

CONCLUSION

RECOMMENDATIONS



USE CREATIVE TRAINING METHODS

Try more creative training methods, such as bringing a comedian to campus. Several respondents also reported that certifications for completing training helped them feel more involved. Most respondents reported that their prevention training was boring and did not feel relevant to their campus lives.



COMBAT ASSUMPTIONS

Students at smaller universities, commuter campuses, and religious schools did not think sexual violence was a major issue on their campus. Some also saw violence as solely a fraternity problem. Combating these assumptions is key to helping men realize the extent of the problem and need for intervention.



TRAIN IN-PERSON

Whenever possible hold trainings in-person to increase comprehension. Participants reported that online trainings were unengaging and ineffective. Several said that they barely paid attention and passed the requirements easily.



BUILD CONNECTIONS

Men with strong ties to women and other non-male identifying people in their life felt more responsibility towards others and anger at other men who perpetrate violence. Ensuring that men, women, and gender non-conforming students are fully integrated on campus helps establish that non-male identifying students are seen as more than objects.

CONCLUSION

Further Research

This research has been incredibly valuable to IOU's work, and we view this as a jumping off point for further research.

There has never been a nationally representative survey and/or research project conducted on college student experiences, attitudes, and behaviors as it relates to campus sexual assault prevention efforts. IOU aims to build on this research and conduct such a survey if funding allows.

“Sometimes you just need the perspective of an older man on campus. It wasn't like I was going to parties and planning to get some girl drunk and maybe have sex with her. I knew not to do that, but some dude might not. He might need someone to say, hey, that's a bad idea. Don't do that.”

—Ohio State University

Our Team

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BE THE ONE



201830 - Be The One

201830 - Be The One



Developed primary prevention education and training for all employees and students
Use in person, small group sessions and asynchronous learning opportunities



Thank You!

Should you have any questions, please contact us at NCSSLE@air.org or 800-258-8413. We are happy to help!

NCSSLE Website

<https://safesupportivelearning.ed.gov>

Best Practices Clearinghouse

<https://bestpracticesclearinghouse.ed.gov/>

Next Lessons from the Field Webinars

- **September 21, 2022:** Transforming Youth Together: Understanding the Connection between Substance Use, Mental Health, and Student Learning – Part 3 (leveraging federal funding)



Feedback Form



[NCSSE] 2022 - Lessons from the Field - Partners in Prevention: Engaging the Campus Community to Prevent Gender-Based Violence

Thank you for attending the webinar, *Partners in Prevention: Engaging the Campus Community to Prevent Gender-Based Violence*, on September 14, 2022. To best serve you, we would greatly appreciate receiving your feedback on the webinar.

1. Prior to the webinar, how knowledgeable were you about the webinar's topic?

- Not At All Knowledgeable
- Somewhat Knowledgeable
- Very Knowledgeable

2. Overall this webinar was a good use of my time.

- Strongly Disagree
- Somewhat Disagree
- Somewhat Agree
- Strongly Agree

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