Situational Prevention

Including Experiences of Space and Place in Our Work to End Sexual Violence

Holly Rider-Milkovich, Sr. Director of Prevention Education, EVERFI
Learning Objectives

By the end of this workshop, participants will be able to

• define situational prevention;

• describe how situational prevention may strengthen campus comprehensive sexual assault prevention plans; and

• evaluate the strengths and limits of student-driven mapping as a tool for collecting data on physical, social, visual factors that will support prevention.
Have you had this experience?
Your Turn!

- Form groups of three
- Choose one scenario
- Articulate the problem you wish to address in the scenario
- Strive to identify at least one strategy for each bucket to address your problem
What is the problem?

What are some strategies to address the problem?

- Environment
- Policy and Procedures
- Education & Training
Framework for Comprehensive Prevention

INSTITUTIONALIZATION

CRITICAL PROCESSES

POLICY

PROGRAMMING

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

The strategic, collaborative, and research informed translation of resources (staff/budget) into effective policies and programs.
Situational Prevention in the Social Ecological Model
Situational Prevention Project

• Participatory action project
• Unique strategies per site
• Essential elements across sites
Essential Elements Across Sites

- Existing data collection & analysis
- Mapping
- Communications
- “Data to Action” decision-making
- Policy & intervention
Williams College

unwanted sexual touching at campus social spaces
Existing Data

What we knew

• 2014-15 climate survey revealed high rates of unwanted touching in campus event spaces

• Campus context: students live and socialize predominantly on-campus; many events in college-controlled spaces

Quantify student experiences

• From climate survey to focus groups: events have a lot of multi-dimensional characteristics

• Identify spaces: from focus groups, from event registration data, from campus safety incident logs
Social Spaces at Williams College

College life provides many opportunities to interact with students in social spaces. How do you feel in this social space at Williams College?

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

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

### Interactions with Others
- Look
- Talk
- Touch
Communicating Findings – 2 Phases

• **Phase 1:** prepare basic data analysis to share back to stakeholders (top red and green areas per building, split out top red and green behaviors by demographics)
  
  – Solicited remedy ideas in 3 bucket areas: education/training, built environment, policy
  
  – 12 stakeholder groups (11 student groups, 1 staff group) generated 377 ideas

• **Phase 2:** create recommendations in each bucket area combining most popular ideas with research base on environmental/situational prevention
Policy & Intervention Considerations

**Education/training**
- comprehensive, lifespan training for students (social skills, bystander)
- intentionality around positive social environments
- social norms campaigns

**Policy/protocol**
- alcohol policies
- off-campus living

**Built environment**
- coat check
- lighting, sound
- basement spaces
- sight lines
Massachusetts Institute of Technology (MIT)

social and environmental conditions that put LGBTQ+ students at increased risk for sexual violence
## Education & Prevention Partial Overview

### Incoming
- Haven for incoming undergraduates
- Haven Plus for incoming grad students
- Haven Faculty & Staff for all current faculty and staff

### Membership

### Department
- Chemistry Department Labs
  - “Promoting a Professional and Inclusive Lab Culture”

### By Request
- Student groups, offices, and departments by request

![ EVERFI logo](image-url)
Existing Data

- Community Attitudes on Sexual Assault (CASA) Survey, 2014
- Recommendations of LGBTQ+ Students and Communities at MIT, AY 2016

**LBGTQ+ Inclusive Sexual Violence and Sexual Misconduct Resources**

National data indicate that bisexual and trans people of college age experience much higher rates of rape, physical violence, stalking, and intimate partner violence. Thus, it is recommended that all MIT services that handle issues of sexual violence and sexual misconduct have the proper resources, data, training and awareness to adequately assess and address these existing disparities for LBGTQ+ students and other high risk populations within the student body.

http://lbgt.mit.edu/recommendations.php
# Unwanted Sexual Behaviors @ MIT by Gender and Student Status (Undergrad vs Grad)

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate Students</th>
<th>Graduate Students</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Female</strong></td>
<td>32%</td>
<td>13%</td>
</tr>
<tr>
<td><strong>Male</strong></td>
<td>12%</td>
<td>4%</td>
</tr>
<tr>
<td>*<em>Trans</em>/Other</td>
<td>44%</td>
<td>17%</td>
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*Statistically significant at α = 0.051.

Data from MIT CASA 2014
### Unwanted Sexual Behaviors @ MIT by Gender & Sexual Orientation

<table>
<thead>
<tr>
<th>Gender</th>
<th>Asexual</th>
<th>Unsure</th>
<th>Hetero/straight</th>
<th>Homosexual, gay, or lesbian</th>
<th>Pansexual</th>
<th>Bisexual</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>19%</td>
<td>22%</td>
<td>24%</td>
<td>26%</td>
<td>40%</td>
<td>53%</td>
<td>55%</td>
</tr>
<tr>
<td>Male</td>
<td>0%</td>
<td>6%</td>
<td>7%</td>
<td>15%</td>
<td>18%</td>
<td>20%</td>
<td>33%</td>
</tr>
</tbody>
</table>

Bold italicized text = statistically significant. Statistically significant at $a = 0.05$. 
LGBT Students: Overrepresentation

15% Undergraduate Survey Respondents

22% Undergrad Respondents Experience Unwanted Sexual Behavior @ MIT

8% Graduate Survey Respondents

14% Graduate Respondents Experience Unwanted Sexual Behavior @ MIT

Data from MIT CASA 2014
Arriving at the Grant Project

Project Focus

VPR & TIX interest in working with LGBTQ+ population

LGBTQ+ Recommendations

National/MIT data showing disparate impact of sexual violence

Literature: connection between climate for LGBTQ+ students on campus and sexual violence rates for other groups on campus
Walking Focus Groups & Mapping

Pilot LGBTQ+ Focus Group:
- experiences of sexism in classroom and lab settings
- availability and accessibility of all-gender restrooms
- varied experiences by space/dorms

No single/central physical space to focus on

Student-led group walking across campus making observations and sharing experiences to understand how LGBTQ+ students experience environment
### MIT Walking Focus Group Data Collection Tool

<table>
<thead>
<tr>
<th><strong>Walk Date:</strong></th>
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<tbody>
<tr>
<td><strong>Walk Time:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Route:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Walkers:</strong> (first names only)</td>
<td></td>
</tr>
<tr>
<td><strong>Weather &amp; temperature:</strong></td>
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**RELEVANT TOPICS TO DISCUSS ALONG THE ROUTE**

- **Lighting**
  (working? evenly distributed? illuminate walk/bike paths?)

- **Public Areas of Vulnerability**
  (entrapment, exits, escape routes)

- **Social Use of Space**
  (lots of people around? can you relax/reduce stress? bias images/slogans/language? signs/messages that impact your feeling of safety & support?)
Pilot Walk: Some Preliminary Findings

Built environment issues:
- Lighting, signage
- Impacts of construction, vendors

Additional Issues That Arose:
- Public areas & privacy issues
- “You are welcome here” signs
- Gay bar on edge of campus
“You are Welcome Here” Placards

Symbols of awareness, affirmation & acceptance

Unclear on requirements to obtain one

Experiences of “biased images & language” (micro-aggressions in the classroom) where faculty have them posted

“The ‘You are Welcome Here’ campaign seeks to increase visibility, to identify multiple points of access to LBGTQ+ support services, and to create a more welcoming campus environment.”

http://lbgtq.mit.edu/you-are-welcome-here
MIT Next Steps

Modify walking focus group tool

Recruit students and hold at least one walking focus group this fall

Hold “deeper dive” key informant interviews with students and key MIT staff
Situational Prevention: Other Campus Approaches
Your Turn
Your Turn! Answer these questions

Form Groups of 3
Take turns sharing your answers to these questions

1. What is the problem?
2. What spaces/places are relevant to the problem?
3. Who experiences these places/spaces?
4. How can you collect information about their experience?

Is the problem articulation clear?
Is the scope of the space/place defined?
Who else may have information to share?
Are there other ways to collect this data?
Enhancing Campus Sexual Assault Prevention Efforts Through Situational Interventions

Public Health Responses to Sexual Violence on Campus

Sexual violence on college campuses can be addressed using public health principles. From the American College Health Association’s Task Force on Violence Prevention, the CDC’s Link Public Health Violence Prevention, and the American College Health Association’s Violence Prevention Program, public health approaches offer a framework to prevent sexual violence on college campuses. The CDC highlights three components of a sexual violence prevention strategy:

1. **Cognitive Prevention:** Comprehensive prevention programs are effective in reducing the incidence of sexual violence. This approach involves increasing awareness about the risks and protective factors for sexual violence prevention and teaching individuals to recognize and use protective strategies.

2. **Behavioral and Social Change:** This approach includes strategies to change social norms and attitudes that support healthy relationships and prevent sexual violence. It involves using community organizing, advocacy, and policy change to address systemic factors that contribute to sexual violence.

3. **Environmental Prevention:** This approach involves creating safer environments where individuals feel supported and safe. It includes strategies to improve the physical and social environments on college campuses, such as enhancing campus security, providing confidential and safe spaces, and creating policies that prevent sexual violence.

Project Vision

Enhancing Campus Sexual Assault Prevention Efforts through Situational Interventions, working closely with three college campus partners: Duke University, the University of Arizona, and the University of California, Santa Cruz. This effort is designed to help colleges and universities improve their ability to respond to more effective and efficient sexual assault prevention strategies and how to implement them on college campuses, including various training, education, prevention programs. The project is focused on building partnerships to enhance prevention efforts, providing resources and tools, and fostering a culture of safety and support.

The Roots of Situational Prevention

Preventing sexual assault requires a comprehensive approach that includes addressing root causes, including social, cultural, and systemic issues. Situational prevention strategies focus on reducing the environmental factors that contribute to sexual violence. This includes creating environments that support healthy relationships, reducing risks, and enhancing protective factors. The goal is to create environments where individuals feel safe and supported, reducing the likelihood of sexual assault.

Environmental Management for Harm Prevention

Newly adopted by colleges and universities as part of their comprehensive alcohol and other drug (AOD) strategic plans, environmental management strategies are an innovative approach to reducing sexual assault on campus. The project focuses on creating a safer environment for students and staff by addressing factors that contribute to sexual assault, such as alcohol availability and consumption, and by promoting healthy relationships and social norms that support safety and respect.

An Overview of the Work on Each Campus

Duke University is developing a model that will focus on implementing situational prevention strategies on campus. The project team will work with Duke University to create a comprehensive campus-wide prevention plan that includes training, education, and policy changes. The model will be piloted on campus and evaluated to determine its effectiveness.

The Massachusetts Institute of Technology (MIT) is piloting a program that focuses on increasing awareness of the risks of sexual assault. The project team will work with MIT to develop a comprehensive prevention plan that includes training, education, and policy changes. The program will be piloted on campus and evaluated to determine its effectiveness.

Contact Us

Thank You!
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End of presentation