VectorSolutions™

Engaging In Prevention Best Practices and Achieving Compliance On The Way

Holly Rider-Milkovich
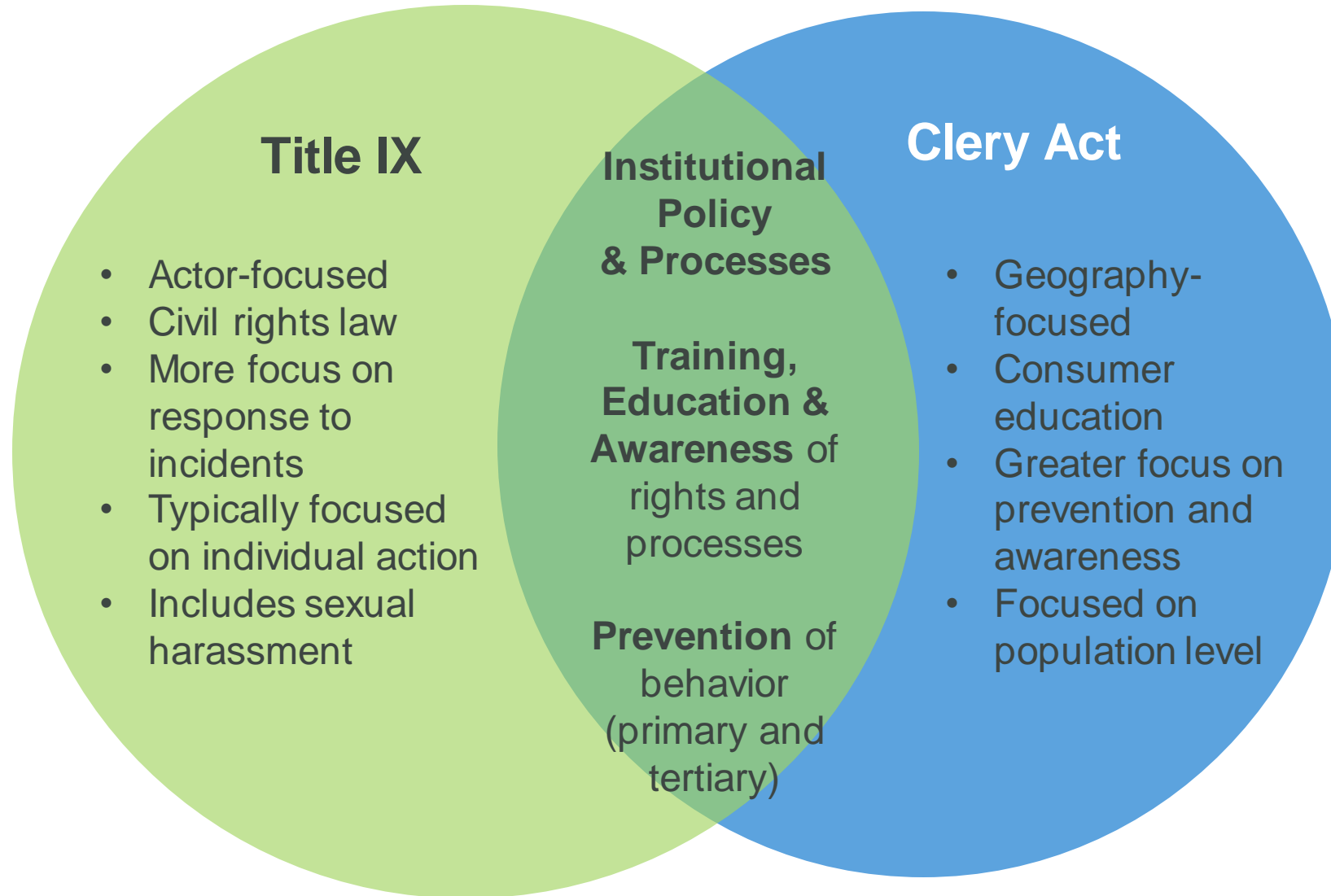
Vice President of Education Strategy

Holly leads the Education Strategy team at Vector Solutions, helping ensure that the thought leadership we deliver to our customers is based on research and established best practice. She's also our subject matter expert on preventing sexual and gender-based harassment and violence. Holly joined Vector Solutions from the University of Michigan where she oversaw the institution's prevention and advocacy efforts for nearly a decade.

Holly also brings national policy experience to her role as one of the rulemakers for the 2014 Clery Act regulations and an advisor to the Obama Administration White House Taskforce on preventing campus sexual assault. She brings over 25 years' of experience in preventing and responding to sexual- and gender-based violence in higher education, workplaces, and communities.

Agenda

- Nexus Between Clery and Title IX
- Prevention Best Practices that Apply To Clery and Title IX
- Campus Climate Survey Primer

The Nexus Between Clery Act & Title IX

Title IX

- Actor-focused
- Civil rights law
- More focus on response to incidents
- Typically focused on individual action
- Includes sexual harassment

Institutional Policy & Processes

Training, Education & Awareness of rights and processes

Prevention of behavior (primary and tertiary)

Clery Act

- Geography-focused
- Consumer education
- Greater focus on prevention and awareness
- Focused on population level

If a school knows or reasonably should know about sexual harassment or sexual violence that creates a hostile environment, the school must take immediate action to eliminate the sexual harassment or sexual violence, prevent its recurrence, and address its effects.

What Does Clery Mean By Prevention?

Clery Act Language on Prevention and Training

Programs to prevent dating violence, domestic violence, sexual assault, and stalking:

(i) **Comprehensive, intentional, and integrated** programming, initiatives, strategies, and campaigns intended to end dating violence, domestic violence, sexual assault, and stalking that—

(A) Are **culturally relevant, inclusive of diverse communities and identities**, sustainable, responsive to community needs, and **informed by research or assessed for value, effectiveness, or outcome**; and

(B) Consider environmental risk and protective factors as they occur on the **individual, relationship, institutional, community, and societal levels.**

VectorSolutions™

Clery Act Language on Prevention and Training

Programs to prevent dating violence, domestic violence, sexual assault, and stalking:

(i) **Comprehensive, intentional, and integrated** programming, initiatives, strategies, and campaigns intended to end dating violence, domestic violence, sexual assault, and stalking that—

(A) Are **culturally relevant, inclusive of diverse communities and identities,** sustainable, responsive to community needs, and **informed by research or assessed for value, effectiveness, or outcome**; and

(B) Consider environmental risk and protective factors as they occur on the **individual, relationship, institutional, community, and societal levels.**

Programs to prevent dating violence, domestic violence, sexual assault, and stalking:

(i) **Comprehensive, intentional, and integrated** programming, initiatives, strategies, and campaigns intended to end dating violence, domestic violence, sexual assault, and stalking that—

(A) Are **culturally relevant, inclusive of diverse communities and identities,** sustainable, responsive to community needs, and **informed by research or assessed for value, effectiveness, or outcome**; and

(B) Consider environmental risk and protective factors as they occur on the **individual, relationship, institutional, community, and societal levels.**

VectorSolutions™

What Does Effective Prevention Look Like?

The "When" of Prevention

UPSTREAM ←————————————————→ DOWNSTREAM

| PRIMARY *before*	SECONDARY *during/after*	TERTIARY *after*
Identifying and addressing root causes	Risk reduction and early identification	Treatment, recovery, and accountability actions
Gender role stereotypes *Norm misperceptions* *Upbringing and family*	*Self-defense classes* *Emergency lights* *Bystander intervention* *Disciplinary process*	*Health services* *Counseling & support* *Disciplinary process* *Reintegration*

The "Who" of Prevention

UNIVERSAL
Addresses entire population; deters onset of risky behavior

SELECTIVE
Targets sub-sets considered to be at increased risk *

INDICATED
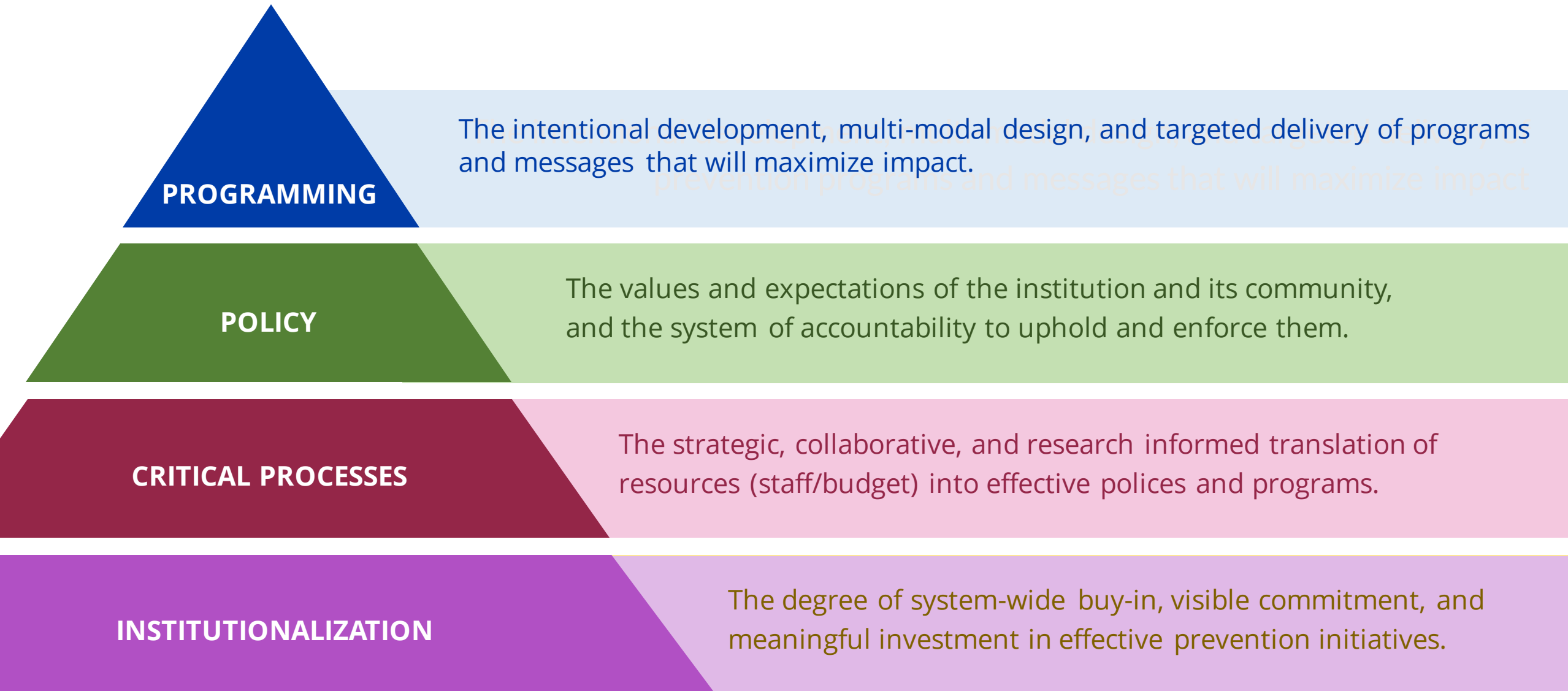Targets individuals with early warning signs
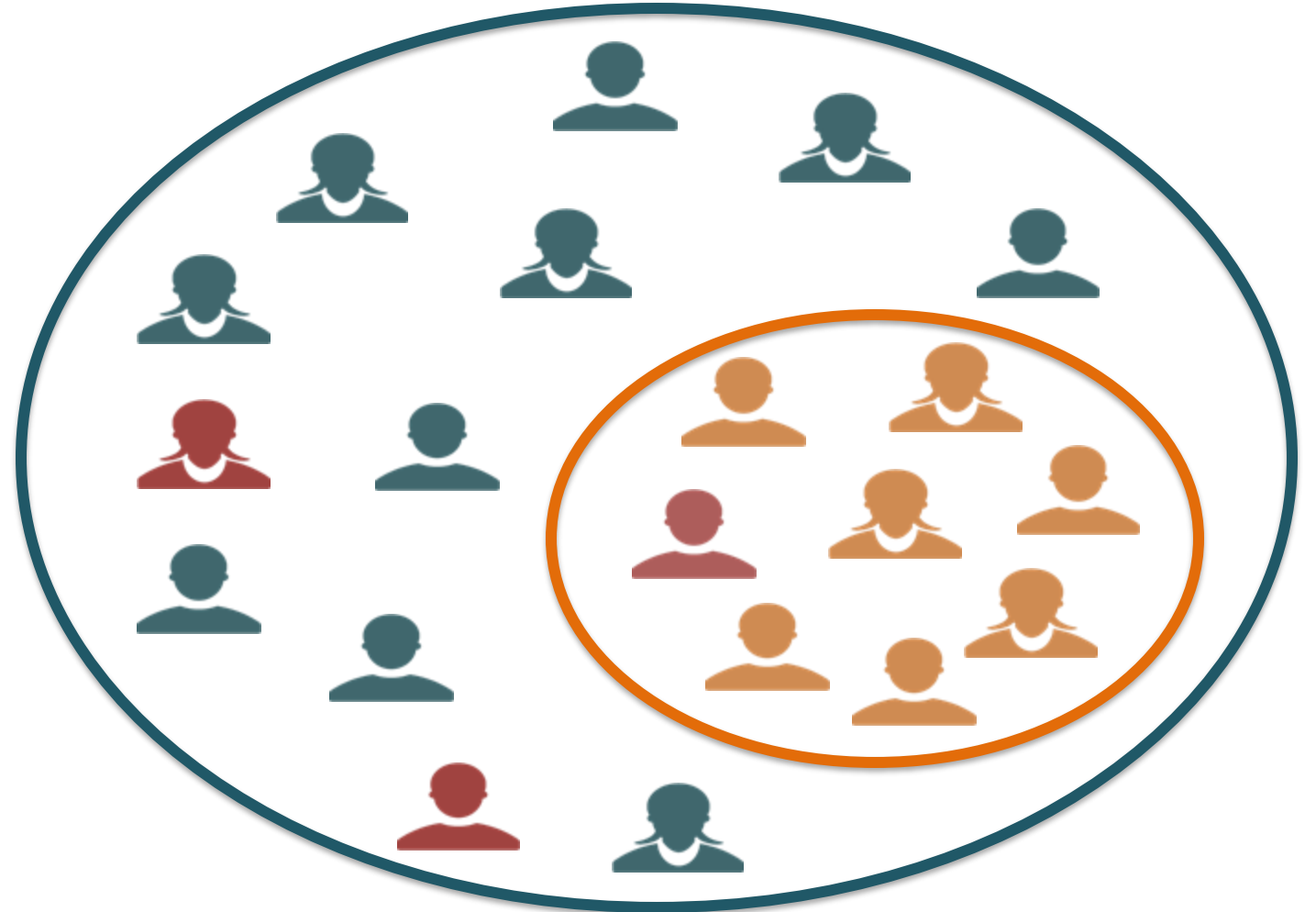
Programming Insights

Which populations receive specific, targeted sexual assault prevention programming?

Most Targeted Selective Groups	Average	Least Targeted Selective Groups	Average
First year students	97%	LGBTQ Students	30%
Resident advisors	94%	Prior victims of sexual assault	18%
Athletes	81%	Racial/ethnic minority students	14%
Student leaders	71%	Students with disabilities	12%
Greek life	60%	Non-traditional students	11%

The "Where" of Prevention

Building A Comprehensive Prevention Plan

PROGRAMMING

The intentional development, multi-modal design, and targeted delivery of programs and messages that will maximize impact.

POLICY

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

CRITICAL PROCESSES

The strategic, collaborative, and research informed translation of resources (staff/budget) into effective polices and programs.

INSTITUTIONALIZATION

The degree of system-wide buy-in, visible commitment, and meaningful investment in effective prevention initiatives.

Institutionalization Insights

Presidential Leadership	VPSA Leadership
Chancellor or President publicly spoken about sexual assault in the past 12 months at least two times.	**VP of Student Affairs** publicly spoken about sexual assault in the past 12 months at least two times.
AGGREGATE AVERAGE	AGGREGATE AVERAGE
53%	**58%**
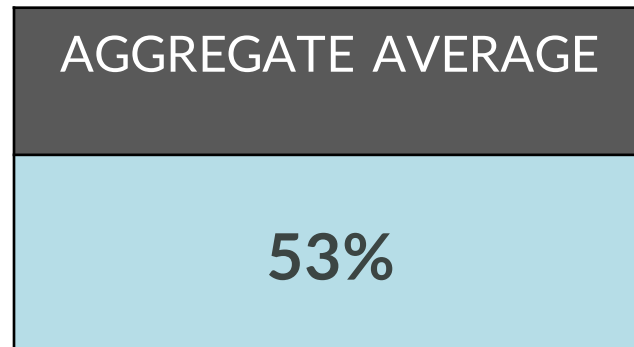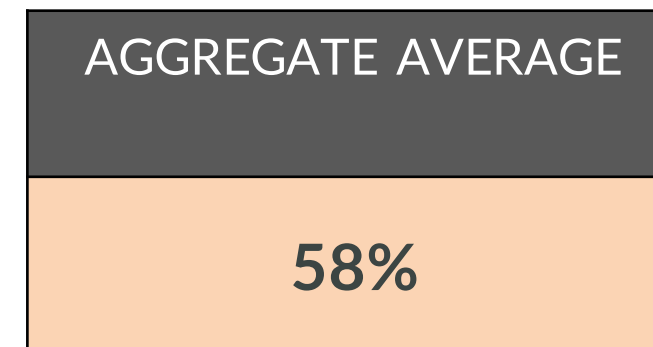
Critical Processes Insights

LOGIC MODELS

24% average

72% advanced

use a logic model to inform prevention programming

SMART GOALS

39% average

100% advanced

articulated specific, measurable goals for improving prevention efforts

STRATEGIC PLANNING

38% average

100% advanced

engaged in a formal strategic planning process

REVIEW AND REVISE POLICY

61% average

81% advanced

annually review and revise sexual assault prevention policies

VectorSolutions

Source: EVERFI SADI, N = 119

What (Might) Work?
What Definitely Doesn't?

Programming Best Practices Standards

VARIED TEACHING METHODS
Strategies should be interactive and encourage skill-building.

SUFFICIENT DOSAGE
Activities should be held frequently to have an effect and measure impact.

THEORY DRIVEN
Strategies should have scientific backing or logical rationale.

CULTIVATE POSITIVE RELATIONSHIPS
The most effective programs emphasize positive, healthy relationships.

COMPREHENSIVE
Programs are one piece of the prevention puzzle, and must be integrated with other efforts.

APPROPRIATELY TIMED
Efforts should be timed in a way to maximize impact in the lives of participants.

SOCIO-CULTURALLY RELEVANT
Programs should be tailored to cultural beliefs as well as community norms.

WELL-TRAINED STAFF
Staff should be sensitive, competent and receive adequate training & supervision.

OUTCOME EVALUATED
Evaluation is crucial to determining program efficacy and measuring outcomes.

Nation, et al. (2003)

VectorSolutions

What Works? What Doesn't?

MOST AND LEAST USED POPULATION-LEVEL PREVENTION STRATEGIES

Most Used Strategies

Awareness events	**97%**
First-year engagement	91%
Tabling events/health fairs	**88%**
Invited speakers	**75%**
Online education ®	72%

LEAST EFFICACY

Least Used Strategies

Social norms marketing **Performance and art**	**47%**
Academic/course engagement **Bystander intervention**	**34%**
Bystander intervention ®	**31%**
Small group social norms	**9%**

MOST PROMISING

VectorSolutions™

® - commercial

Preparing For Effective Climate Survey Rollout

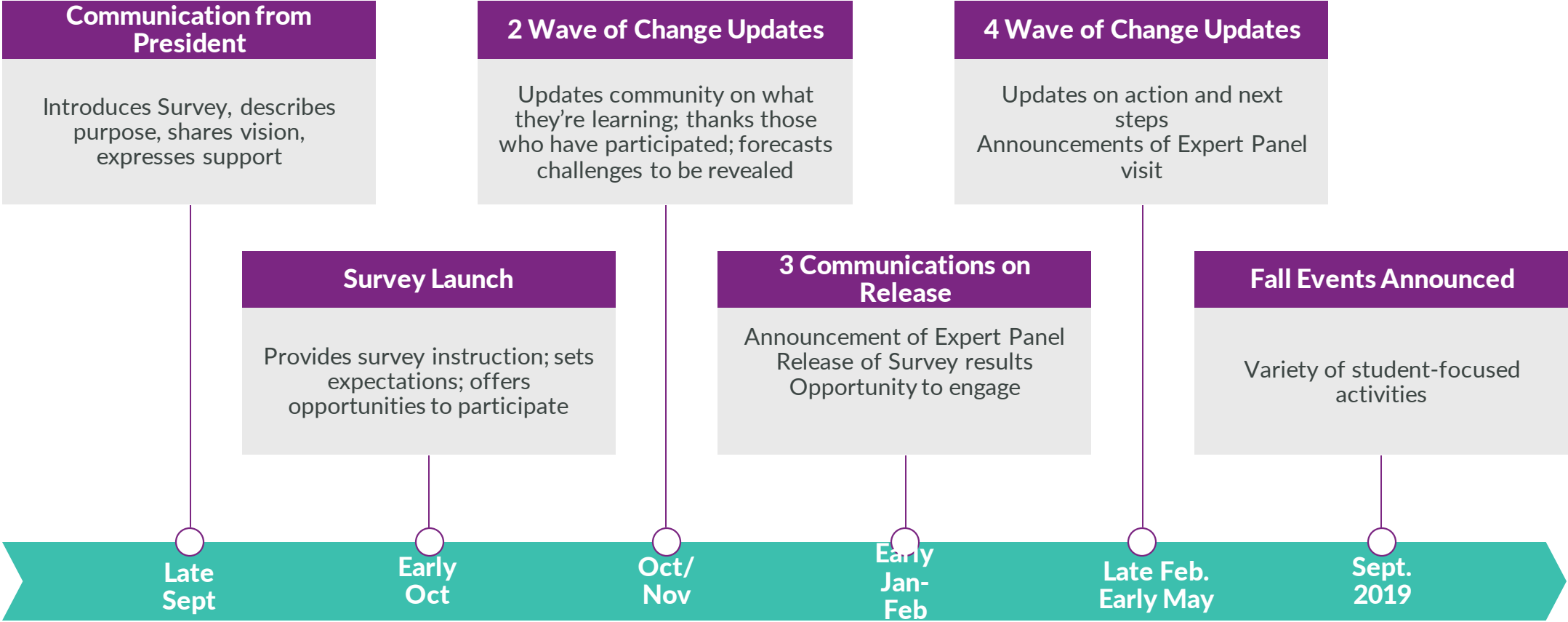# VAWA Reauthorization and Requirements

What We Know

- IHEs must administer a campus climate survey to students every two years on issues related to sexual assault, dating and domestic violence, sexual harassment, and stalking.

- The Department of Education (ED) will supply the survey instrument sometime in 2023 (?)

- Institutions must report the data findings to ED and make it available to the public on a website.

- Institutions must ensure sufficient response; Failure to comply could result in loss of federal funding.

A Recipe for Communicating About Sexual Violence

What's Our Goal **+** What Have We Done So Far **+** What Will We Do Starting Today **+** How We Will Measure & Share **➔**

Case Study: Tulane's Wave of Change Communication Cadence

Communication from President

Introduces Survey, describes purpose, shares vision, expresses support

2 Wave of Change Updates

Updates community on what they're learning; thanks those who have participated; forecasts challenges to be revealed

4 Wave of Change Updates

Updates on action and next steps
Announcements of Expert Panel visit

Survey Launch

Provides survey instruction; sets expectations; offers opportunities to participate

3 Communications on Release

Announcement of Expert Panel
Release of Survey results
Opportunity to engage

Fall Events Announced

Variety of student-focused activities

Late Sept | Early Oct | Oct/ Nov | Early Jan-Feb | Late Feb. Early May | Sept. 2019

Questions (For You and For Me)

Questions to Ask About Your Program:

1. **How often does the President/CEO speak publicly about sexual assault prevention?**
2. **How many staff on campus/in the organization are devoted to sexual assault prevention? On average, how much does your campus/organization spend per student on sexual assault/harassment prevention?**
3. **Has your campus/organization completed a climate survey? Where can community members review the results?**
4. **Is there a strategic prevention plan? Are you tracking and reporting on the outcomes and progress?**
5. **What evidence do you have that interventions are changing attitudes, behaviors, and beliefs? What research is your intervention based on?**
6. **How do you ensure students are trained on sexual assault prevention AFTER their first year? How are employees routinely trained? How are you tracking that training?**
7. **How often does your college train faculty on prevention? How often are staff trained on prevention? Is training mandated? Do you assess for efficacy**

Thank you!

Holly Rider, VP Education Strategy
holly.rider-milkovich@vectorsolutions.com

University System of Georgia Data Highlights from 2022-2023 & New Vector Developments

Snapshot of USG's 2022-2023 Impact across Georgia: SAPU Course utilization

30,674
Students completed
Sexual Assault
Prevention for
Undergraduates **course**

And these students told us. . .

92%
Students would communicate expectations about a sexual situation with their partners

92%
Students would communicate expectations about a sexual situation with their partners

71%
Students believe their peers would do the same

36

90%
Students would refrain from sexual activity if the other person was incapacitated

VectorSolutions™

90%
Students would refrain from sexual activity if the other person was incapacitated

51%
Students believe their peers would do the same

"I can play a role in preventing sexual assault at my institution"

37%

What's New for USG & What's New at Vector

Vector Solutions™

Content Available to You through the System Contract!

Faculty/Staff:

- Clery Act Basics

- Bridges: Taking Action

- Building Supportive Communities: Clery Act and Title IX

- Protecting Youth: Abuse and Neglect Prevention

- FERPA Basics

Students:

- Sexual Assault Prevention Ongoing: Healthy Relationships

- AlcoholEdu for College

- AlcoholEdu for Sanctions

- Sexual Assault Prevention for Graduate Students

- Sexual Assault Prevention for Undergraduates

Mental Well-Being for Athletes--NEW!

Content Includes:

- Understanding Mental Well-Being

- Risk and Protective Factors of Being an Athlete

- The Challenges of Mental Well-Being

- Ways to Respond to Concerns about Mental Well-Being (for Self or Others)

- How to Find Help and Resources

- Foundational Knowledge

- Positive Framing

- Athlete-specific Scenarios

- Flexible to Learner

- Knowledge Checks
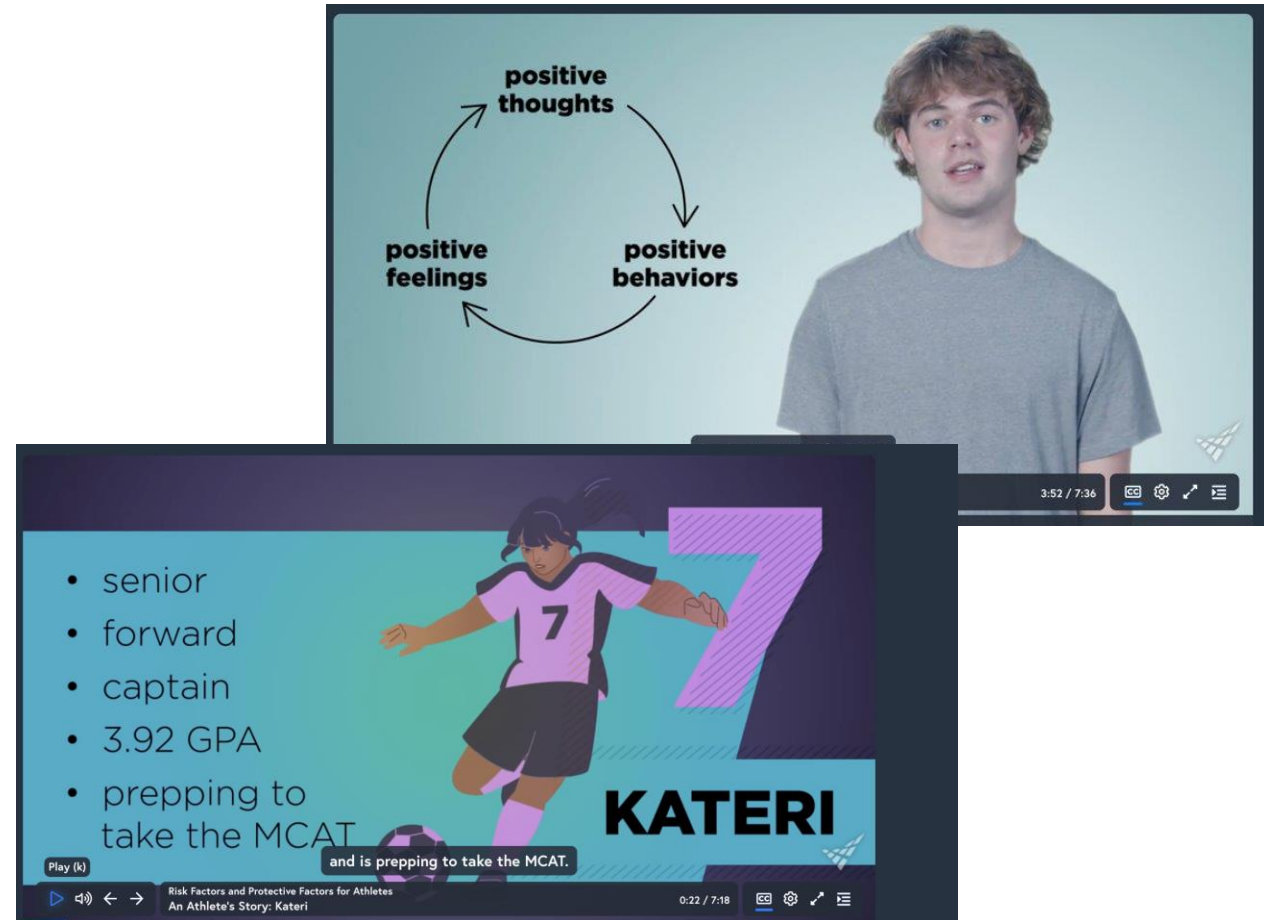
Hazing Awareness and Prevention for Students—NEW!

Module **1** Introduction and Course Overview

Module **2** Understanding Hazing

Module **3** Identifying and Reporting Hazing

Module **4** Conclusion

CannabisEDU—NEW!

Information on cannabis changes rapidly. That's why Vector Solutions has updated its cannabis awareness course to reflect the most recent academic research and pedagogy.

CannabisEDU is a 23-minute online course that offers information to help students make informed decisions about cannabis use or non-use, including how to know when someone's usage has become problematic.

Course topics include:

- The impact of cannabis on brain development and function
- Information on the THC content in vapes
- CBD vs. cannabis
- Misperceptions of cannabis use
- Different types of addiction in relation to the risk of using cannabis
- Links for students to do additional research on their own

CannabisEDU also gives administrators the ability to add an unlimited number of configurable pages at the beginning and end of each course module (five total) so they can relay important institution- or organization-specific processes and policies.

PREFRONTAL CORTEX

Thank you!

Holly Rider, VP Education Strategy
holly.rider-milkovich@vectorsolutions.com