

UNC Gender-Based Violence Prevention Advisory Group

Meeting #2 – Tuesday, July 21, 2020 12pm-2pm

Present:

Anwar Boutayba, Audrey Pettifor, Beth Moracco, Helyne Frederick, Holly Lovern, Jenn Scott, Kayla Baresich, LB Klein (Chair), Lizzie Abouchar, Neel Swamy, Rebecca Gibson, Shareen El Naga, Taylour Neal

Agenda

1. Introductions and updates

See pgs. 5-6 for a reminder of our charge and a list of group members.

Note: All students are listed by undergraduate or graduate student status rather than by organizational affiliation as there are students who may have multiple, changing, or no affiliations. If students are sharing updates from groups of which they are members, they will state that.

LB provided the following updates:

- Viviane Linos (Interpersonal Violence Prevention Programs Coordinator, Student Wellness) resigned and her last day was Friday, July 17th.
- A university-wide announcement will be sent soon providing updates on efforts at UNC-CH related to GBV, including Title IX and the formation of this group.

Several group members expressed concern about high turnover rates in violence prevention positions and the current lack of staff in the violence prevention area while heading into a challenging Fall semester. Group members also specified the importance of ensuring our efforts also allow for the sustainability of staff and students working to prevent violence.

A member raised concerns about fraternities for creating environments conducive to violence. Group members expressed the need for both university accountability and peer-to-peer accountability as well as targeted training. Others expressed that they were concerned about risk of sexual violence in fraternities this Fall as well as elevated COVID-19 risk due to concerns they would not observe social distancing and would hold mass gatherings.

Action steps:

- LB will follow up with Dean Blackburn in Student Wellness regarding new staff.
- We have added a statement on well-being of implementers of prevention programming to the draft philosophy.
- LB will share concerns about university accountability with Vice Chancellors.

2. Open meetings, communication, and transparency

LB reviewed the group's feedback (from the previous meeting and a post-survey) on communication and transparency. The group agreed that they should share meeting notes publicly and also convene spaces to engage students, faculty, staff, and other stakeholders throughout the academic year. However, the group expressed several concerns related to open meetings:

- Students expressed concerns that they would not be able to speak candidly about their perspectives, what they are seeing as students, and experiences of violence.
- Many group members shared they would be concerned about providing critical feedback on past and current prevention programs.
- Several group members mentioned that it was already difficult to establish trust through Zoom and adding the potential that anyone could attend the meeting was disconcerting.
- Group members were particularly concerned for the safety and expression of groups from marginalized groups including Black group members, group members of color, and LGBTQ+ group members.
- Taylour Neal (North Carolina Coalition Against Domestic Violence) mentioned that NCCADV would be particularly concerned about this practice and has seen it cause harm at other institutions.
- The group is willing to post meeting notes, host open forums (including with participation from community members), and share back information at regular intervals but will need to reconsider participation if the meetings are open.

Action steps:

- LB has reached out to university leadership with the group's concerns and will discuss the alternatives the group has proposed.
- Group members are working on sharing information about the group, meeting notes, events, and progress to the Safe@UNC website.

3. Revised prevention philosophy draft (see pg. 7)

Members provided feedback on the prevention philosophy included in the 2017 Violence Prevention Task Force Report. Based on extensive member feedback, LB revised the philosophy.

Action step:

- Members will share their feedback via a survey prior to the next meeting, at which time we will vote on a revised philosophy.

4. Frameworks (see pgs. 8-9)

LB introduced a framework to organize the group's comprehensive prevention planning. This framework was adapted from the Centers for Disease Control and Prevention's STOP SV to further indicate our focus on centering people most impacted by violence, including women, LGBTQ+ people, Black people, Indigenous people, people of color, and people with disabilities. The group discussed challenges to using primary, secondary, and tertiary prevention language given that all students are adults and the urgency of communicating specific action steps. Other frameworks that we have discussed and will keep in mind are also included such as the social ecological model; principles of effective prevention programming; and the need for programming across years in school, programs, identities, affiliations, and areas of study. The group briefly discussed this framework and its potential use in planning.

Action step:

- LB will solicit further feedback from the group on these frameworks in a post-meeting survey.

5. Current and recent programs (see pgs. 10-11)

Group members have also contributed to a list of current and recent prevention programs at UNC-CH. We briefly discussed this list, and the group did not immediately see that anything was missing.

Action step:

- LB will ask group members to include any additional program information or people we should contact about programs within one week of sending the meeting notes.

6. Benchmarking (see pgs. 12-15)

LB introduced a benchmarking table that includes information from publicly available websites on the violence prevention efforts at [UNC System-Defined Peer Group institutions](#) as well as other institutions mentioned by advisory group members. Neel Swamy shared about his experiences as an undergraduate student working with the Sexual Assault Prevention and Awareness Center (SAPAC) at the University of Michigan and answered questions from the group.

Action step:

- Group members will review the benchmarking table and will use the information listed and available websites as a component of planning.
- LB will ask for feedback on this review via a post-meeting survey.

7. Recommendations, engagement, and metrics next steps (see pg. 16-17)

LB asked the group how they would like to proceed in establishing the implementation plan, including immediate, short-term, and long-term recommendations. They suggested:

- LB soliciting feedback from the group on the materials included in this week's agenda, including what is missing from the 2017 Violence Prevention Task Force recommendations soon after this meeting.
- LB will compile this feedback and work with others who are interested in drafting an initial series of goals, recommendations, and areas for future discussion.
- LB will share this document for discussion at our August meeting. During the August meeting, we will also discuss ways to engage further stakeholders in our process.

8. What questions do we want answered in order to proceed?

- Was the position that was on a hiring freeze in Student Wellness dedicated to violence prevention unfrozen? If so, who is that hire, and how will this group interface with Student Wellness related to immediate action steps?
 - Update: Shereka Dunston has been hired as the Violence Prevention Coordinator in Student Wellness. LB is connecting with Dean Blackburn re: transition and interfacing with this group.
- Is there an update on the Chief Prevention Strategy Officer? If that person will not start until Spring 2021 or later, are there considerations for next year, especially given COVID-related circumstances?
 - (LB is following up with Dean Blackburn and Vice Chancellors).
- Are there opportunities to convene without open meetings due to the aforementioned concerns?
 - (LB is following up with Katie Nolan)

9. Next meeting and overall action steps:

- The next meeting is August TBD. Please fill out the following survey to indicate your availability by Monday, July 27th at 12pm: <https://www.when2meet.com/?9401518-8GoI2>
- Please share your feedback to help with preparation for the next meeting via this survey by Friday, July 31st at 12pm: https://unc.az1.qualtrics.com/jfe/form/SV_bJanF7lufWDB60I
- Feel free to share information with LB via email or to schedule a time to connect as well.

UNC Gender-Based Violence Prevention Advisory Group Charge Outline

Short-Term

The advisory group's first charge is to review the existing Prevention Task Force report and recommendations and:

1. determine if any data or other information needs to be updated or supplemented for the report to reflect current climate
2. review the recommendations and determine whether they are all still relevant to our current campus needs and in line with national research-based best practices
3. develop an implementation plan that reflects
 - a. which recommendations have already been implemented
 - b. which can be implemented immediately, and
 - c. which ones require a long-term strategy
 - d. The group may amend or add to the recommendations based on updated information and the implementation plan should develop priorities based on need, effectiveness, feasibility, and budgetary considerations.

Long Term

For the long term, the group will

1. serve as a standing committee that will establish goals and desired outcomes for prevention and monitor progress to establish a centralized framework with decentralized service delivery
2. communicate regularly with other working groups and committees on campus to maximize efficiencies
3. periodically update the inventory and make available a summary of all initiatives related to violence prevention, and
4. regularly review emerging best practices and assess their applicability to UNC-Chapel Hill
5. periodically revisit prevention philosophy
6. create a report on the progress made, and
7. solicit feedback from the community

This group will initially report to the Vice Chancellors for Student Affairs and Human Resources/Equal Opportunity and Compliance and will later transition to the Chief Prevention Strategy Officer upon their recruitment. Members will be a combination of people who are implementing prevention work directly, those who have expertise in violence prevention, and community stakeholders

UNC Gender-Based Violence Prevention Advisory Group Current Members

Listed alphabetically by first name

- Alyssa Sanchez, Program Assistant, Violence Prevention, Student Wellness
- Anwar Boutayba '23, Undergraduate student
- Audrey Pettifor; Professor, Department of Epidemiology, Gillings School of Global Public Health; Faculty Fellow, Carolina Population Center
- Beth Moracco; Associate Professor, Department of Health Behavior, Gillings School of Global Public Health; Associate Director, Injury Prevention Research Center
- Helyne Frederick; Clinical Associate Professor, School of Education; Program Director, Human Development and Family Studies
- Holly Lovern, Gender Violence Services Coordinator, Carolina Women's Center
- Jenn Scott, Clery Compliance Coordinator, Department of Public Safety
- Kayla Baresich '21, Undergraduate student
- LB Klein '21, PhD Candidate, School of Social Work
- Laci Hill '21, Undergraduate student
- Lizzie Abouchar '21, Undergraduate student
- Neel Swamy '23; PharmD Candidate, Eshelman School of Pharmacy; MPH Candidate, Gillings School of Global Public Health
- Rebecca Gibson, Report and Response Coordinator, Equal Opportunity and Compliance
- Shakiera Branch '21, Undergraduate student
- Shareen El Naga '21, Undergraduate student
- Shereka Littlejohn Dunston, Violence Prevention Coordinator, Student Wellness
- Taylour Neal, Campus Services Coordinator, North Carolina Coalition Against Domestic Violence

Revised Prevention Philosophy¹

The following philosophy guides our recommendations:

Gender-based violence (including sexual violence, interpersonal violence, stalking, sexual exploitation, and harassment) is a complex problem that require multi-layered solutions.

Prevention should seek to change the underlying conditions and structures that enable violence, including systems of oppression. To do this, University of North Carolina at Chapel Hill must establish a comprehensive prevention strategy that:

- Uses an intersectional approach and centers groups that are most affected by gender-based violence
- Reduces risk factors and promote protective factors
- Ensures that prevention efforts are shaped by their target audiences, people from marginalized groups, and survivors
- Promotes community accountability by recognizing that every member of the UNC-Chapel Hill community has a role to play in ending gender-based violence
- Considers the role of all levels of the social ecology² (individual, relationship, community, and societal) play in perpetuating gender-based violence
- Advocates for structural and systems change in addition to education and individual behavior change
- Adapts to campus data, the best available scientific evidence, evaluation results, and community feedback, especially from those most affected by gender-based violence
- Ensures sustainability of prevention efforts through using trauma-informed approaches and prioritizing the well-being of program implementers

¹ This draft philosophy was adapted by the UNC Gender-Based Violence Prevention Advisory Group from the 2017 UNC Violence Prevention Task Force Report, which include information from:

Preventing Violence and Promoting Safety in Higher Education Settings: Overview of a Comprehensive Approach, The Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention

<http://oregonsatf.org/wp-content/uploads/2012/05/preventing-violence-promoting-safety-highered.pdf>

² Adapted using the Centers for Disease Control and Prevention's Social Ecological Model: A Framework for Prevention handout: https://www.cdc.gov/violenceprevention/pdf/SEM_Framework-a.pdf

Frameworks for Gender-Based Violence Prevention Strategies

STOP SV Approach³

- **Social norms** that protect against violence (e.g., bystander approaches, mobilizing men)
- **Teach skills** to prevent sexual violence (e.g., healthy relationship skills, empowerment-based training, healthy sexuality, social-emotional learning)
- **Opportunities to empower and support** groups at higher risk of experiencing violence such as women, LGBTQ+ people; Black, Indigenous, and People of Color, and people with disabilities (e.g., strengthening leadership opportunities, strengthening economic supports, providing space)
- Create **Protective Environments** (e.g., establishing and consistently applying policies, addressing community-level and structural risks through environmental approaches)
- **Support Victims/Survivors** to lessen harms (e.g., gender-based violence advocacy services)

Social Ecological Model⁴

- **Individual** – seek to change protective or risk factors in an individual’s history or socialization so they’re less likely to cause or perpetuate harm (e.g., multi-session programs to establish positive social norms through an intersectional lens)
- **Relationship** – shift attitudes and beliefs in close relationships (e.g., peer-to-peer training)
- **Community** – ensure values and policies are aligned with ending violence (e.g., campus policies, built environments, and systems that promote well-being and social justice)
- **Societal** – advocate for new ways of thinking about violence prevention that target societal systems (e.g.,

Target Audience and Touch Points

- Undergraduate students
- Graduate students
- Faculty
- Staff
- By year (pre-matriculation, 1st year, subsequent years)
- By role (student leaders, teaching assistants)
- By identity group (LGBTQ+, BIPOC, people with disabilities)

³ This approach was adapted from the [STOP SV Technical Package](#) and [Sexual Violence on Campus: Strategies for Prevention](#) documents from the Centers for Disease Control and Prevention

⁴ Adapted using the Centers for Disease Control and Prevention’s Social Ecological Model: A Framework for Prevention handout: https://www.cdc.gov/violenceprevention/pdf/SEM_Framework-a.pdf

- By organizational affiliation (fraternities and sororities, athletics)
- By academic department or school (School of Journalism, STEM majors)

Principles of Effective Prevention⁵

- Comprehensive
- Varied teaching methods
- Sufficient dose and duration
- Theory-driven and evidence-based
- Build positive relationships
- Appropriately timed
- Socio-culturally relevant
- Evaluation
- Skilled trainers

⁵ This list was adapted from Nation, M., Crusto, C., Wandersman, A., Kumpfer, K. L., Seybolt, D., Morrissey-Kane, E., & Davino, K. (2003). What works in prevention: Principles of effective prevention programs. *American Psychologist*, 58, 449-456. doi:10.1037/0003-066X.58.6-7.449

Current & Recent Gender-Based Violence Prevention Programs

SOCIAL NORMS

- The [One ACT](#) (bystander intervention) and [UNC Men's Project](#) (mobilizing men) were placed under the umbrella of [Healthy Heels Ambassadors](#) (hha!) due to lack of funding and personnel to support these programs. These programs are on hold. hha! has facilitated workshops on consent culture and toxic masculinity.
- A group of fraternity men have recently begun organizing as [Champions for Change](#).
- UNC has collected campus climate survey data using the American Association of Universities survey in [2015](#) and [2019](#).

TEACH SKILLS

- The LGBTQ Center continues to house the five-module LGBTQ+-centered [Sustaining Healthy Relationships Online Module](#).

OPPORTUNITIES TO EMPOWER AND SUPPORT

- The LGBTQ Center continues to provide four-hour Safe Zones training for faculty, staff, students, and healthcare employees on sexual orientation, gender identity, and gender expression as well as two, two-hour continuing education workshops on (1) transgender and nonbinary and (2) intersex.
- Efforts to establish Relationship Violence Awareness and [Sexual Assault Awareness Month](#) coordinated calendars have been intermittent depending on staffing and interest.
- Student organizing efforts in this area include [Coalition Against Violence](#) and Preventing Violence through Sexual Health (PVSH, formerly [Project Dinah](#)). There is also student interest in creating a Minority Student Sexual Assault Prevention Coalition and UNC [Black Student Movement](#) and UNC Black Congress have recently convened spaces for Black survivors and their supporters.
- The Department of Public Safety continues to offer the 12-hour women-only [Rape Aggression Defense](#) self-defense class.

PROTECTIVE ENVIRONMENTS

- UNC contracts with Everfi to provide and require [pre-matriculation online modules](#) for all incoming students that are tailored to undergraduates and graduate/professional students. Returning students complete a booster module.
- Student athletes complete the [NCAA certified sexual assault prevention module](#).

- [Raise the Bar-Chapel Hill](#) is currently on hold due to a lack of personnel and funds to support the program.
- The Carolina Women's Center and Student Wellness have provided bulletin board kits for use in residence halls.

SUPPORT VICTIMS/SURVIVORS

- The Carolina Women's Center employs two [Gender Violence Services Coordinators](#) who provide confidential advocacy.
- [Delta Advocates](#) provide peer advocacy within sororities.
- [HAVEN](#) (Helping Advocates for Violence Ending Now) is a 3-hour training for students, faculty, and staff on how to be an ally to someone who has experienced sexual or relationship violence or stalking.

Benchmarking with the UNC System-Defined Peer Group⁶

Institution	Type of school	Total enrollment (Fall 2019)	Office or center?	# of staff ⁷	Staff to student ratio	Key prevention programs
University of Maryland-College Park	Public	41,000	Yes, CARE to Stop Violence	12	1/3,416	Step Up bystander intervention; 3 peer outreach, education, or advocacy groups; specified programs for faculty/staff and students
UC-Berkeley	Public	43,204	Yes, PATH to Care Center	12	1/3,600	Peer education for social change, seed grants, consultation, research and guidance documents, train-the-trainer, TRAIL leadership, social norms campaigns
University of Michigan – Ann Arbor	Public	48,090	Yes, SAPAC (Sexual Assault Prevention and Awareness Center)	9	1/5,657	Relationship Remix, Raise the Bar, peer-led support group, bystander intervention, engendering respectful communities (grad student specific), restorative circles
University of Wisconsin-Madison	Public	45,317	Yes, Violence Prevention is an office but advocacy is within mental health services	8	1/5,664	U Got This!/Get Wise online modules developed in house, ActWise (bystander), graduate student and faculty/staff-specific positions,
UC-Los Angeles	Public	45,921	Yes, CARE (Campus Assault Resources & Education)	8	1/5,740	Consent and relationship peer educators, internship program, workshops, healing programs
University of Minnesota-Twin Cities	Public	50,943	Yes, the Aurora Center	8	1/6,368	“Power of Respect” comprehensive sexual violence prevention curriculum (more here), men’s engagement initiative, peer education

⁶ Note: This information was compiled based on public information on university websites for the UNC Gender-Based Violence Prevention Advisory Group by LB Klein on 15 July 2020.

⁷ Note: This figure does not include counselors, paid student staff such as graduate or undergraduate assistants, or interns. Centers typically serve faculty, staff, and students. Offices or programs typically serve students only.

Institution	Type of school	Total enrollment (Fall 2019)	Office or center?	# of staff?	Staff to student ratio	Key prevention programs
University of Southern California	Private	48,500	Yes, Relationship and Sexual Violence Prevention Services (office within health services)	6	1/8,083	Trojans Respect Consent (affirmative consent), Trojans Act Now (bystander intervention), healing arts, workshops (including multicultural-specific programming), Circle of Hope (adult survivors of child sexual abuse)
University of Pennsylvania	Private	26,675	Yes, Penn Violence Prevention Center	4	1/6,669	Anti-Violence Engagement Network, MARS (engaging men), PAVE (peer education), Penn Violence Prevention Committee (meet biannually to review prevention efforts), Anti-Violence Advocate Training
University of Texas-Austin	Public	51,832	No, Voices Against Violence is an initiative within the counseling center	4	1/12,958	Voices against Violence, Not on My Campus (peer education), Men Can End, BeVocal (bystander intervention), Theatre for Dialogue
University of Washington (Seattle)	Public	43,617	No	3	1/14,439	LiveWell advocate, It's On Us, Helpful Husky (bystander intervention)
Northwestern University	Private	21,591	Yes, Center for Awareness, Response and Education	3	1/7,197	Nu Men (healthy masculinity), Sexual Health and Assault Peer Educators (SHAPE), Students Promoting Education, Awareness, and Knowledge (SPEAK), Men Against Rape and Sexual Assault (MARS, peer education)
Johns Hopkins University	Private	26,152	No, positions are located in Center for Health Education and Wellness	2	1/13,076	Bystander Intervention Training (BIT) program, Sexual Assault Resource Unit (SARU)
Duke University	Private	15,634	Yes, the Office of Gender Violence	2	1/7,817	PACT (bystander intervention – based on Bringing in the Bystander), Let's Talk Consent, 50

Institution	Type of school	Total enrollment (Fall 2019)	Office or center?	# of staff?	Staff to student ratio	Key prevention programs
			Prevention and Intervention is located within the Women's Center			Shades of Unhealthy Relationships, DUWell Healthy Relationships
University of Virginia	Public	22,000	No	2 ⁸	1/11,000	Green Dot, Step UP!, #hoosgotyourback, gender violence and social change, Greek member education, One Less, One in Four, Peer Health Educators (PHEs), Student-Athlete Mentors
University of Pittsburgh	Public	28,673	Yes, SHARE (Sexual Harassment Assault Response and Education Office is based in Counseling Center)	?	?	SAFE (Sexual Assault Facilitation and Education) PantherWell, PACC, Pitt Agents of Cultural Change, Note: Pittsburgh is going through a similar process that we are. More here .
Michigan State University ⁹	Public	50,351	Yes, 2-Prevention Outreach and Education Department and Center for Survivors (advocacy, therapy, and outreach)	18	1/5,035	SARV Prevention Program, Bystander Network, specific prevention workshops for international students and LGBTQ+ students, Active Barstander (bar-based bystander intervention), Greeks Take the Lead, climate and response specialist position

⁸ Note: Initiatives at UVA have been spread out among multiple units with high programming budgets but limited full-time personnel. There are seven counselors in the Women's Center specifically and a focus on trauma services.

⁹ Note: This university is not listed as a peer institution but has been referenced by advisory group members.

Institution	Type of school	Total enrollment (Fall 2019)	Office or center?	# of staff ⁷	Staff to student ratio	Key prevention programs
Columbia University ¹⁰	Private	26,338	Yes, Sexual Violence Response (Center within Columbia Health Administration)	13	1/2,026	Step UP! Bystander intervention, male survivor programming, foundational and next level workshops on a variety of topics, certified peer educators, peer advocates

¹⁰ Note: This university is not listed as a peer institution but has been mentioned frequently by advisory group members. Drs. Hirsch and Khan, authors of *Sexual Citizens* and faculty at Columbia presented at UNC-Chapel Hill last year.

STOP SV Approach and Recommendations from 2017 Task Force Report

Element of STOP SV	Recommendation from 2017 TF Report
Social norms that protect against violence	<ul style="list-style-type: none"> • Design, implement, and evaluate evidence-based campus social norms marketing campaigns • Increase student leader involvement in violence prevention • Increase reach of prevention education to distance education students • Include violence prevention information in residence hall education during 1st 6 weeks of the semester • Ensure mandatory, ongoing comprehensive implicit bias education for all faculty, staff, and students • Disseminate Party Smart information to all students
Teach skills to prevent violence	<ul style="list-style-type: none"> • Implement a mandatory for-credit University 101 course • Develop and distribute a violence prevention toolkit to graduate and professional students that speaks to their specific roles
Opportunities to empower and support groups at highest risk	<ul style="list-style-type: none"> • Conduct a needs assessment and pilot a prevention program for students with disabilities • Conduct a needs assessment on necessity of translating prevention resources into languages beyond English • Review and update the Policy Statement on Gender Inclusive Language
Create protective environments	<ul style="list-style-type: none"> • Communicate violence prevention efforts to prospective students and parents • Increase access to violence prevention and response materials for faculty and instructors • Release an annual statement from Chancellor about current campus efforts to prevent violence and related policies • Ensure that new employees receive information at the orientation and annually about relevant policies
Support victims/survivors	<ul style="list-style-type: none"> • <i>The task force report focused specifically on primary prevention</i>
Partnerships & Evaluation	<ul style="list-style-type: none"> • Provide additional resources/staffing for existing prevention programs • Update or establish MOUs with Compass Center and OCRCC around prevention • Retain an external evaluator to collect, analyze, and share campus-wide data on the need for and impact of prevention programs every other year • Retain an external evaluator to collect, analyze, and share campus-wide data on the knowledge, attitudes, beliefs,

	<p>behaviors, and experiences of faculty and staff every other year</p> <ul style="list-style-type: none">• Incentivize faculty/staff participation in prevention trainings• Ensure prioritization and completion of these recommendations and establish an organizational structure for prevention across UNC by charging a Violence Prevention Advisory Group
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