

UNC Gender-Based Violence Prevention Advisory Group Immediate Action

Thursday, August 27, 2020 10am-11:30am

Present:

Helyne Frederick, Shereka Littlejohn Dunston, Holly Lovern, Caitlin O'Loughlin-Rosa, Lizzie Abouchar, LB Klein

Agenda

1. Opening and brief introductions

Caitlin O'Loughlin-Rosa recently joined the advisory group and introduced herself. The group discussed how COVID makes it difficult to convene around other issues but that sexual and intimate partner violence is also exacerbated by COVID.

2. Focus of today's meeting – immediate action

LB Klein reviewed the group's charge and that today's meeting will pertain to the "which recommendations can be implemented immediately" portion of the implementation plan we will draft by the end of this semester.

3. Immediate Action

We discussed four key recommendations that the larger advisory group specified were of top concern:

1. Design, implement, and evaluate evidence-based campus social norms marketing campaigns

We discussed the importance of developing consistent messaging that can be disseminated in multiple formats and customized for various groups (including academic divisions). Group members specified the importance of champions within each academic unit as well as institutional commitment to effective messaging across campus. In the absence of resources to develop and disseminate a social marketing campaign, the group discussed the immediate importance of sharing messaging through venues such as university emails, The Well, partnership with the DTH, social media

2. Include violence prevention information in residence hall education during 1st 6 weeks of the semester

Group members mentioned that education during this critical portion of the academic year is standard on college and university campuses. The group

thought that supporting changes to One Act or development of a new bystander intervention program would be important to do this year in order to prepare for the 2021-2022 school year. Education is needed on prevention and not only response for all stakeholders involved in residential education.

3. Implement a mandatory for-credit University 101 course

Currently, the pilot courses for EDUC 101 do not include violence prevention content. Helyne Frederick will share the syllabus. The group agreed that curriculum infusion is a critical component of violence prevention and that we would want to ensure that future iterations of this course include violence prevention content.

The group also discussed the value of building student leader capacity through educational opportunities. Partnerships between academic departments, violence prevention, and the Carolina Center for Public Service were discussed as well as providing opportunities for students who cannot access field placements due to COVID (education, social work, public health).

4. Develop and distribute a violence prevention toolkit to graduate and professional students that speaks to their specific roles

The group discussed current staffing limitations to establishing graduate and professional student-specific programs. However, efforts are necessary to at least provide information to graduate and professional students that is specific to their programs and roles on campus. Connecting with the leadership of all university academic units and ensuring buy-in would be crucial to creating and disseminating these materials.

4. Next steps

- This subcommittee will share the results of this conversation at the advisory group meeting on Thurs. 9/11.
- LB Klein will write up a summary of why these action steps should be prioritized and appropriate evidence.
- Helyne Frederick will send the EDUC 101 syllabus for review.
- LB Klein will share these immediate action steps with the Vice Chancellors and loop back with Shereka Littlejohn Dunston about ways the advisory group can support her work this semester/year.
- The communication and engagement subcommittee will also discuss immediate action recommendation #1 at their meeting in September.

Revised Prevention Philosophy¹

The following philosophy guides our recommendations:

Gender-based violence (including sexual violence, interpersonal violence, intimate partner violence, stalking, sexual exploitation, and sexual 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.
- Encompasses universal and group-specific training provided across each community member's time at the institution, including minimum required training standards for all students, faculty, and staff.
- Uses and adapts to timely campus data and research, 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 investment in fiscal and personnel resources, 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 Approach¹

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 and supporting space)

Create **Protective Environments** (e.g., establishing and consistently applying policies, addressing community-level and structural risks through environmental approaches)

Support Survivors/Victims to lessen harms (e.g., gender-based violence advocacy services)

Social Ecological Model²

- **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)

¹ 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

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

- By identity group (LGBTQ+, BIPOC, people with disabilities)
- By organizational affiliation (fraternities and sororities, athletics)
- By academic department or school (School of Journalism, STEM majors)
- Hotspots (groups and locations that are sites where violence has happened or where there is community concern that they are perpetuating violence)

Principles of Effective Prevention³

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

³ 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

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 • <i>Ensure mandatory, ongoing comprehensive implicit bias education for all faculty, staff, and students</i> • 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"> • <i>Communicate violence prevention efforts to prospective students and parents</i> • <i>Increase access to violence prevention and response materials for faculty and instructors</i> • <i>Release an annual statement from Chancellor about current campus efforts to prevent violence and related policies</i> • <i>Ensure that new employees receive information at the orientation and annually about relevant policies</i>
Support victims/survivors	<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• <u>Retain an external evaluator to collect, analyze, and share campus-wide data on the need for and impact of prevention programs every other year</u>• <u>Retain an external evaluator to collect, analyze, and share campus-wide data on the knowledge, attitudes, beliefs, behaviors, and experiences of faculty and staff every other year</u>• Incentivize faculty/staff participation in prevention trainings• <i>Ensure prioritization and completion of these recommendations and establish an organizational structure for prevention across UNC by charging a Violence Prevention Advisory Group</i>
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