

## Coalition on Sexual Violence Prevention Meeting

November 28, 2017

9:00am-10:30am

- Welcome and introductions from Ryan Lombardi and Mary Opperman
- Announcements
  - Sarah Affel, Title IX Coordinator
    - Update on “Not Anymore” online graduate/professional student program
      - Completion rate has been high, and feedback has been positive, despite some annoyance with having a mandatory online program
      - Incorporated specific information and hypothetical scenarios to engage the individual who was viewing the program. This program is not a replacement for the in-person program options offered to grad and professional students and it’s definitely not a replacement for in-person training being done with undergraduates
      - We are looking into the possibility of having a version of the program for continuing education/non-traditional students (those students not captured by traditional orientation/residential programs).
      - The same company is being used to revamp the staff/faculty orientation program
        - In the past, staff and faculty were asked to view a video made at Cornell, but we’re looking forward to using a more professionally-produced option.
  - Jessie Bonney-Burrill, Senior Public Health Fellow, Cornell Health
    - Update on October “Beyond Consent Student Summit” and “Beyond Consent Collaboration”
      - Last spring, student leaders attended the first “Summit on Sexual Violence Prevention”. This October, there was a second day-and-a-half summit, which began with a networking event (students and staff discussing their different roles and lines of work), followed by a screening of *The Mask You Live In*, a documentary about how men are socialized in ways that can potentially lead to violence
      - The next day, various workshops were offered to the participants, including a panel on how the national political climate trickles down and affects our campus climate
      - From this gathering, we have created the “Beyond Consent Collaborative”, comprised of students & staff working together to develop long-term strategic goals to change the campus culture and to recruit new students (looking to broaden and pull in more student groups), work with specific

departments and staff and make lasting contributions to improve our campus climate.

- Eric Acree, Director, Africana Library
    - Eric is interested in working with other men on campus to form a men's movement against sexual violence. Contact Eric if interested (acree@cornell.edu)
  - Nina Cummings, Sexual Violence Prevention Program Director
    - Following Charlene's presentation, there will be a follow-up discussion for campus partners this afternoon at 2:00 pm in Cornell Health.
- **Presentation:** "The Feminist EAAA Sexual Assault Resistance Program for Women Students: How it Works and What it Accomplishes."

Charlene Y. Senn, PhD, University of Windsor, Ontario, CA presented a description of the EAAA Program and her research findings on its effectiveness with first-year students.

- Dr. Senn's presentation included
  - A brief update on the limited evidence-based interventions that exist to prevent sexual assault
  - A description of the logic of resistance education as a stop gap measure while still working on long term cultural change
  - The goal of EAAA (Enhanced Assess, Acknowledge, Act) program is to provide first-year girls/women with information and skills they need to not only intervene on behalf of and defend others, but to help protect themselves (including sensitivity to survivors, elimination of victim-blaming philosophies, the goal of increasing rather than decreasing women's freedom, avoiding unintended consequences)
  - Theories, goals, and sample content associated with each phase of the EAAA program
  - Research findings that demonstrate effectiveness
- Discussion points raised by Coalition members:
  - Logistical questions:
    - When best to offer the program to maximize attendance?
    - How do students find out about the program?
    - Are there different dynamics on different campuses that might promote the program?
    - How do trainers stay engaged and connected to Dr. Senn's group and expertise?
  - Research questions:
    - What was the diversity within the sample of women?
      - Because they were being recruited for research, a lot from intro psychology courses (recruitment not biased towards those who are politically active, involved in feminist movements, etc.)

- Is there a benefit of having diverse participants versus having a single team or organization go through the program together ?(i.e. whether it's better to have a mixed group of people who don't likely know each other as opposed to a group of friends)
  - Because it's offered to first year women, it's serves as opportunity to make friends
  - When program was offered to women who knew each other, they had to establish ground rule about not talking over each other
- When in the year would program be most effective?
  - It should come early/before time at university because first-year and first-semester students appear to be at elevated risk for assault
  - Don't support it being offered during orientation; students feeling social and not usually primed to have this intensive training.
- How are facilitators trained?
  - Campus trainers
    - Week-long training at SARE Center in Windsor
    - Involves behavioral rehearsal
    - Show campus trainer what facilitator training looks like
  - Campus facilitators then trained for 8 full days
    - 2 days of content, theory, facilitation skills
    - Behavioral rehearsal, facilitating program, getting feedback
    - Young near-peers make best facilitators on a campus. Ideally you want people who can facilitate programs for some time (a couple of years)
- Is the program appropriate for graduate students?
  - It would need serious adaptation to the graduate student experience; currently relevant to undergrad experience.
  - Additionally, grad students more likely to be in serious relationships, cohabitating, etc.
  - And the focus on sexual violence prevention would need to shift more towards harassment and power dynamics in the graduate sphere
- How does the training avoid women-blaming?
  - Even amongst those who've been doing this a long time, it's easy to slip with language
  - Facilitators taught to read script "with feeling" and intention
  - Women-blaming responses are planted during the training, and facilitators are trained to be aware and to respond appropriately
  - Facilitators are trained to acknowledge and respond to women-blaming responses without alienating people; goal to keep everyone in the room, not shut down the conversation.
- What kind of qualities should we look for in potential facilitators?
  - Participants are essentially skilled educators by the end of their training period
  - Important to incorporate diversity among facilitators, including amongst co-facilitator pairs

- Try to maximize likelihood of participants seeing themselves in the facilitators
- How do facilitators prepare for participants who've had previous experience with sexual violence, and to respond when participants are triggered?
  - This is where it can actually be a disadvantage to have facilitators involved in psych or social work ; sometimes their training contrasts with this training
  - Make sure facilitators are comfortable with tears
  - Sometimes, you get feedback from survivors indicating that she thought she was ready to confront her feelings, but she's not (way too soon, haven't thought about it for a long time, etc.). Participants may leave the program; sometimes will come back for future program
- Implementation on campuses?
  - Recommend starting small, after which campuses can control the scale
- What are the bystander intervention components?
  - There are moments in sections having to do with intervention, how to help a friend in IPV situation
  - There are resources related to sexual assault in the program
  - We encourage women to share the other knowledge they've learned with each other
  - But this is not a bystander intervention program; it does not focus on intervention skills
- Ways to recognize warning signs, including from non-male perpetrators?
  - For all women, highest risk is from men, regardless of one's personal identity
  - Biggest takeaway in program is "trust yourself" - this can generalize despite the gendered language of the program
- Do you cover why men perpetrate during the EAAA program with students?
  - No; there's past research "categorizing rapists," but this is not a focus, because any thoughts a student has about "why" or "what caused it" is delaying their response to the risk and thus decreasing their safety
  - Program briefly covers broader cultural attitudes because ultimately, it needs to feel personally relevant
  - It is an "imperfect feminist journey" because program can't really focus on broader cultural context; it has to focus on individual action for women and should supplement other work being done on campuses that should be addressing the broader cultural context
- Does program address how different women are socialized?
  - Women are using their own experience in the program's "Acknowledge" phase.
  - Women, when exposed to a hypothetical scenario, imagine responding differently, and these varying first reactions are fleshed out explicitly during the program.

Meeting concluded at 10:30am.