



Michigan Roadmap for Sexual Assault Prevention

For Michigan Institutions of Higher Education

*Recommendations from the Campus Sexual Assault Working Group
Convened by First Lady Sue Snyder*



Friends,

I hope you find this roadmap to be a helpful guide in developing comprehensive and thoughtful approaches to sexual assault prevention on your campuses. Some of Michigan's top experts have created this resource, and I hope you find it useful in implementing your own plans for prevention.

I believe these best practices are critical in forming a safer, more inclusive environment for students and survivors. Thank you for your ongoing partnership to help make Michigan's campuses—our students' homes away from home—as safe and supportive as possible.

Sue Snyder, First Lady - State of Michigan

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The Michigan Domestic and Sexual Violence Prevention and Treatment Board, Department of Health and Human Services provided staffing and support to the working group. The Michigan Women's Commission, Department of Civil Rights provided graphic design for this document.

**Governor Appointed Campus Sexual Assault Working Group Members 2017 and 2018*



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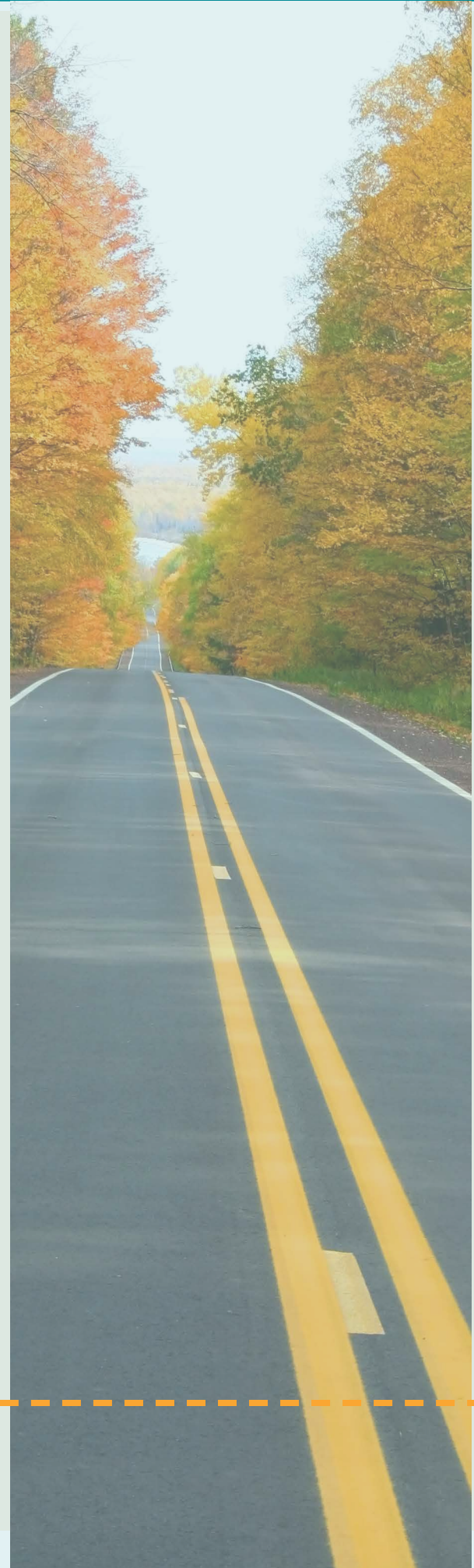
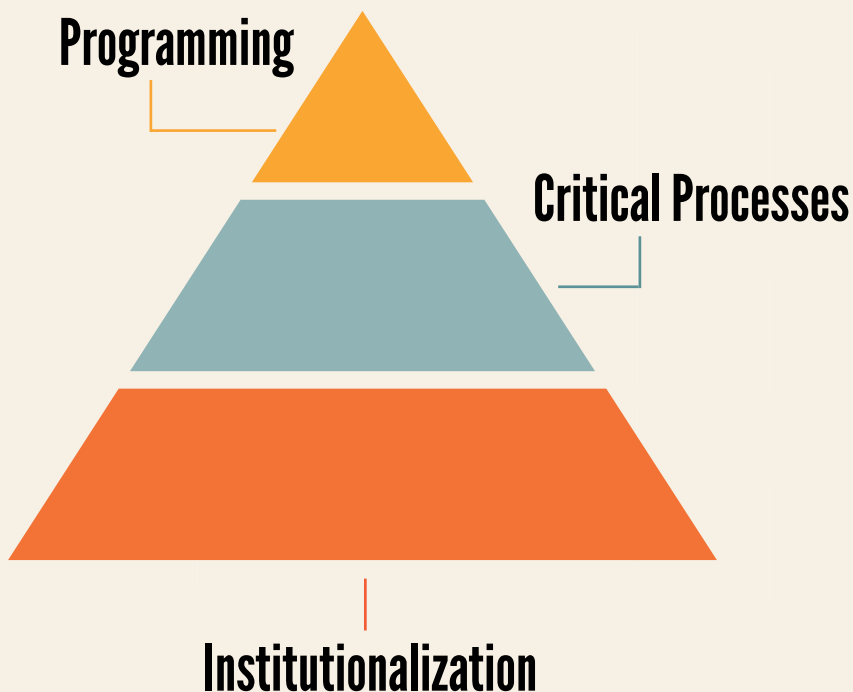
This roadmap is a guide for Michigan colleges and universities as they develop their comprehensive campus sexual violence prevention plans. A comprehensive strategy includes programs and institutional policies and practices that address the continuum of sexual violence at all levels of the social ecology. This plan may be supported by campus resources for sexual violence response, including trauma-informed crisis intervention plans and counseling services for survivors.

This roadmap is shaped by recommendations from the nation's leading public health agency, the Centers for Disease Control and Prevention (CDC), which describes effective sexual violence prevention as comprised of five strategies:

1. Promoting social norms that protect against violence
2. Teaching skills to prevent sexual violence
3. Providing opportunities to empower and support girls and women
4. Creating protective environments
5. Supporting survivors to lessen harm

Roadmap for Prevention: Where Do You Begin?

Developing a comprehensive sexual violence prevention strategy is an iterative, multi-step process, rooted in securing system-wide commitment (i.e. institutionalization) and investing in infrastructure to support prevention efforts. Critical processes must be developed or augmented, including trauma-informed sexual violence policies, recruiting and training staff, building collaborative partnerships across and outside of the college or university, and investing in research and evaluation. With this foundation, theory-and evidence-based programming may be implemented and evaluated across the student body, faculty and staff.



Sexual Violence Prevention Plans are Driven By the Following Steps:

Step 6:

Share outcomes and recommendations with senior leadership and with community stakeholders. Celebrate your progress, incorporate your successes, and address your challenges in the next phase of your prevention plan.

Step 5:

Evaluate your prevention plan.

Step 4:

Implement your prevention plan.

Step 1:

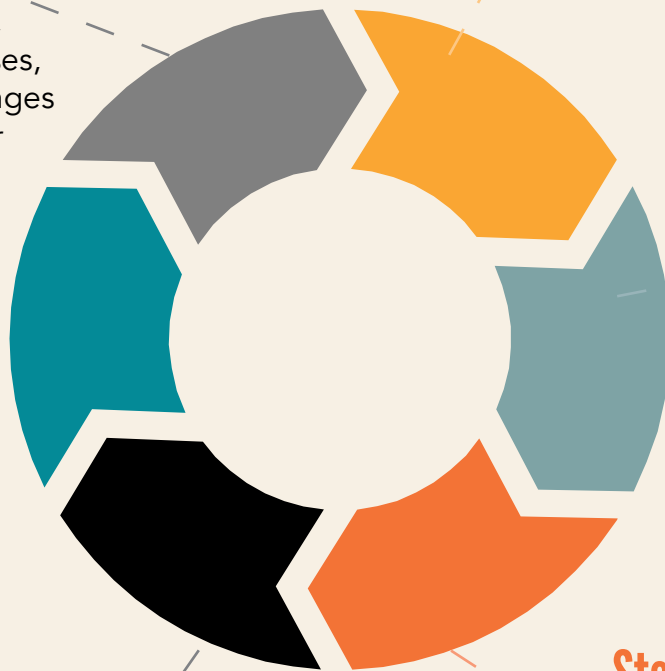
Secure senior leadership commitment and engage community stakeholders.

Step 2:

Assess current strengths and areas for targeted improvement related to policies, programs, and procedures for sexual assault prevention and response.

Step 3:

Solidify strategic SMART (specific, measurable, achievable, results-focused, time-bound) goals to drive your prevention plan.



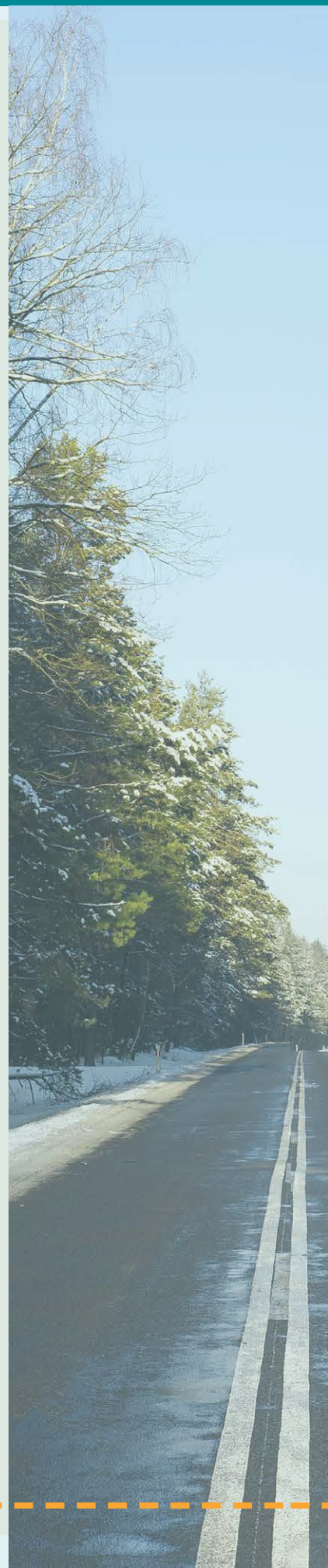
Careful Considerations

Prevention strategies are strongest when they are comprehensive, theory-driven, developmentally appropriate, and socioculturally relevant. As you choose the combination of policies and programs that work best for your campus, carefully consider the following factors:

- **What is the scope of your efforts?** A comprehensive prevention strategy includes more than any one program. Your plan should align policies, practices and programs to address a range of risk and protective factors across the continuum of sexual violence and promote respectful, diverse and inclusive campus climates.
- **Are your efforts trauma-informed?** Many students come to campus having already experienced sexual violence. Consider how survivors would experience a prevention program, policy or practice. Training staff in the neurobiology of trauma and building strong partnerships between sexual violence prevention and response teams will promote trauma-informed practices.
- **Are your efforts strategic and sustainable?** Comprehensive sexual violence prevention requires investment from college and university administration to ensure long-term sustainability. Who is at the table? Who should be?

Policies

- **Are your policies trauma-informed?** Trauma-informed policies are those that promote safety, transparency, collaboration, empowerment, choice and intersectionality. How do your policies reflect these domains? A critical step in making your policies more trauma-informed is recognizing and addressing how your policies differentially impact students of color, LGBTQ students, and others with minoritized identities.
- **How do policies on your campus intersect with sexual violence prevention and response?** Policies across multiple domains (even those which are not explicitly focused on sexual violence) impact survivors' recovery. These policies may include housing policies, academic codes of conduct, youth policies, financial aid policies, human resources policies, health insurance, and others. Collaboration across departments will facilitate trauma-informed processes and procedures.
- **Do your policies actively promote healthy, positive and respectful behavior across the campus community?** Consider whether your policies actively encourage the behaviors you are trying to create in your campus community such as bystander intervention. Comprehensive policies would encourage these behaviors for students, faculty, staff and administration.



Practices

- **What are your college's or university's strategic communication efforts around sexual assault prevention, services and response?** Comprehensive communication plans about sexual violence should be trauma-informed, reflect the educational mission and values of your campus, convey respect and be affirming.
- **Who is responsible for the work?** Faculty, staff, students and administrators responsible for carrying out the prevention plan should be at the table from the beginning as you develop your strategy. These key stakeholders have critical information regarding campus social norms, student climate, and the infrastructure necessary for your prevention plan to be successful.
- **Are you evaluating your program and are you collecting the data you need to inform your prevention strategy?** Program evaluation is an important component of your prevention strategy as data regarding your program's activities, characteristics and outcomes will allow you to tailor your efforts and make future programming decisions. Consider what information would be helpful to inform your long-term prevention strategy.

Programs

- **What do you need to make a prevention program happen?** Consider the resources – time, talent and financial – necessary to put your plan into action. Effective sexual violence prevention requires the long-term commitment and financial investment of a college or university in policies, programs and evaluation of these efforts.
- **Are your efforts inclusive and accessible?** Programs should reflect the lived experiences of LGBTQ students, students of color, students with disabilities, international students and more, recognizing the intersection of our students' multiple identities. Most sexual violence prevention programs, to date, have not been designed for or evaluated among underrepresented populations. What adaptations might be needed? Consider your ADA coordinators and other student life professionals as partners in sexual violence prevention.
- **How much do students need?** The Clery Act mandates education be offered to incoming students and employees, and for campuses to provide ongoing awareness and education opportunities for all. Research has found that effective programs are, on average, two to three times longer than programs with no or mixed effects, and effects tend to wane over time. Strategies that carry sexual violence prevention messages across a student's time on campus are ideal. Consider whether specific programs or practices are needed (including whether they should be mandatory) for athletics, Greek Life, etc.
- **How do you adapt a program while maintaining integrity to the original design?** Program adaptation is a multi-step process that includes determining essential elements of a program – the "who" (characteristics of the person or entity delivering the program), the "what" (knowledge, skills, and messages delivered through program activities), and the "how" (instructional methods, setting, and timing) – and the fit between these essential elements and campus needs and capabilities.

A Deeper Dive

The CDC recommends evidence-based, promising programs as components of a larger prevention strategy. Ideally, campuses would offer a series of programs that include bystander intervention strategies to help students recognize and intervene with unhealthy and disrespectful behavior, healthy relationships education to promote communication and consent, engaging men and boys as allies in violence prevention, and awareness campaigns to make sexual violence a campus-issue and mobilize communities to action.

For a deeper dive and to learn more about example programs, campuses may visit <https://www.michigan.gov/campussexualassault> or the CDC STOP SV technical package (<https://www.cdc.gov/violenceprevention/pdf/sv-prevention-technical-package.pdf>).



Michigan.gov/campussexualassault/

Sexual Assault Hotline
855-VOICES4
24/7. Free. Confidential.

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