

Good Morning Mr. Chairman and members of the Senate HELP Committee:

My name is Jane Stapleton and I am the Co-director of Prevention Innovations: Research and Practices for Ending Violence Against Women at the University of New Hampshire. It is an honor to be asked to testify before the HELP Committee on an issue that has been an important part of both my personal and professional life for nearly 30 years. I began my work as a student activist responding to a well-publicized gang rape that was perpetrated on the UNH campus in 1987. It was a time when we didn't have words such as "date rape," "acquaintance rape" or "gang rape" and these crimes were often committed as dozen of people could have stepped in to stop the perpetrators, but didn't. The university held administrative hearings where the three men sat with their lawyers in front of a standing room only crowd and the survivor, whose name was published in the local and campus papers, sat silently with her victim advocate. The men were found responsible of "disrespectful behavior" and their punishment was summer suspension. In the criminal justice proceedings, two of the men were found guilty of sexual assault misdemeanors and spent two months in the county house of corrections. They returned to the University the following year; one of them became the president of his fraternity; one of them was a bartender at a popular bar; and both of them had their criminal records annulled. The survivor dropped out of school, never to be heard of again. I often wonder where and how she is, if she ever finished college, how she makes meaning of what was perpetrated against her. I would like her to know that things have changed even though more change is needed and that I and many other women and men have dedicated our lives to stopping very preventable crimes. I dedicate my testimony today to her in the hope that she has healed from the pain that perpetrators and those that re-victimized her caused.

Prevention Innovations

I am fortunate to be part of the movements to prevent sexual and relationship violence and stalking on campus. Over the past 10 years, I have been an active member of Prevention Innovations and I currently serve as the Co-director,

with Dr. Sharyn Potter. Prevention Innovations is made up of researchers and practitioners who work together to create, evaluate and disseminate evidence-based prevention and responses to sexual and relationship violence and stalking. We are invested in building practitioners capacities to respond to survivors, prevent violence and comply with recent federal laws and mandates. Our research, practice and technical assistance are firmly grounded in the belief that prevention and response strategies that are developed on one campus or community, do not always easily translate to another campus. As many of us know, college and universities differ greatly, in size, mission, demographics of students, geographic location and much more. Thus, we do not advocate a “one size fits all” solution to the problems of sexual and relationship violence and stalking.

Bystander Intervention

During my career, I have had the opportunity to witness a dramatic shift in prevention approaches. In the early days, we attempted to end the problem of sexual assault on campus by educating people about the facts, and risk reduction: talking with women about how to stay safe and asking men not to rape. Bystander intervention is a different approach where women are not approached as victims or potential victims and men are not approached as perpetrators or potential perpetrators. Instead, we utilize a community approach to prevention, where everyone has a role to play in ending sexual and relationship violence and stalking.

Together, my colleagues and I have developed, evaluated and implemented bystander intervention prevention strategies where we teach college students, staff, faculty and administrators to safely intervene before, during and after instances of sexual and relationship violence and stalking. Prevention Innovations’ evidence-based bystander intervention prevention strategies include Bringing in the Bystander ®, an in-person prevention program and the Know Your Power ® bystander intervention social marketing campaign. Both have been proven reduce participants’ rape myth acceptance; increase knowledge of the problems of sexual and relationship violence and stalking and bystander behaviors; increases people’s willingness to intervene before, during and after instances of sexual and relationship violence and stalking; and increases people’s self-reported bystander

behaviors. Our prevention strategies have been developed with considerable input from students, staff, and faculty representing a diversity of backgrounds and have been adopted by colleges and universities across the U.S. and adapted for the U.S. Army. We regularly train students, faculty and staff on campuses across the country to facilitate Bringing in the Bystander and are currently working with several colleges and universities to adapt Know Your Power using photos and scenarios from their campuses.

Measuring the Problems of Sexual and Relationship and Stalking on Campus

Several members of Prevention Innovations and other UNH faculty colleagues have administered an “Unwanted Sexual Experiences Survey” ¹ every five years since 1988. The campus-wide survey measures our male and female undergraduates experiences of unwanted sexual intercourse and contact. In 2012, the survey also incorporated questions related to relationship violence and stalking and included participants from eight colleges and universities. Additionally, my colleagues have developed and evaluated a “Community Readiness to Engage” ², modeled after the Tri-Ethnic Center at the University of Colorado, survey for campuses to measure their communities’ readiness to change behaviors, social norms, policies and practices to prevent sexual and relationship violence and stalking. The prevention strategies for a particular community are dependent on where the community is at with readiness to change/engage. Thus, “prevention in a box” is not always the most appropriate approach to community change, as we can’t assume that prevention strategies developed for one community will naturally transfer and translate to another community.

Helping colleges and universities prevent sexual and relationship violence and stalking on campus, effectively respond to survivors, comply with federal laws and mandates

Prevention Innovations has just launched the *Campus Sexual and Relationship Violence Prevention Consortium* in an effort to provide technical assistance to

¹ <http://cola.unh.edu/justiceworks/reports>

² Modeled after the “Community Readiness to Change” Tri-Ethnic Center at the University of Colorado

colleges and universities as they work to meet the legislative requirements and reduce campus sexual and relationship violence. The Consortium is a project between Prevention Innovations university and college campuses across the United States that provides members with training, prevention strategies, technical assistance and evaluation tools to assess and effectively address sexual and relationship violence and stalking in their communities. Technical assistance is provided by leading researchers and practitioners in the prevention, direct services and compliance fields and is grounded in research, theory and evidence based evaluation. Consortium goals include assessment, implementation and sustainability of compliance, response and prevention strategies to create violence free university and college campuses.

Prevention Innovations is also working with the 14 member programs of the New Hampshire Coalition Against Domestic and Sexual Violence to build local community-based crisis centers' capacities to respond to the recent federal legislation related to campus sexual and relationship violence and stalking. Community-based programs have the potential to provide important support to campus survivors and campus communities, both in terms of crisis response and prevention. Unfortunately, many community-based programs do not have in-depth knowledge of recent changes in federal laws related to campus violence and there are not strong models of community and campus partnerships in this area. Community-based programs need to increase their understanding of recent reforms and identify ways that they can meet the needs of campus survivors and campus prevention requirements. Likewise, campuses need to see community-based programs as partners in meeting new requirements. We are piloting this project in New Hampshire and are currently outlining plans to implement this technical assistance nationally.

How Federal Law is working to help prevent campus sexual assault

I am delighted to see the extent to which the US Department of Education, through Title IX and VAWA Amendments to the Clery Act, have prioritized campus safety, not only related to sexual assault, but also dating and domestic violence and stalking. When we discuss these important reforms, it is important for us to

remember multiple forms of violence and not just focus on sexual assault. The recent mandates for campuses to ensure swift and effective responses to reports of sexual and relationship violence and stalking, sensitive and confidential support services for survivors and prevention education are essential to stopping these preventable offenses. All of the recent federal mandates hold colleges and universities accountable for ensuring safety and accountability on campus. For some campuses, these mandates build upon work, services and policies that they have already begun to develop and implement. For many other campuses, these mandates provide an opportunity to begin this work in formal ways. Prevention Innovations has had the opportunity to work with many colleges and universities across the country. While campuses are diverse on many levels, our advice to them is structured around the following framework. I believe that these suggestions can also be applied to reform and strengthen federal laws related to campus dating and domestic violence, sexual assault and stalking.

If Federal Law needs to be reformed and strengthened to better address these issues

- Build comprehensive prevention strategies and responses that focus on a continuum of violence that includes dating and domestic violence, sexual assault and stalking.
- Conduct regular and appropriate and community-wide prevention that engages all members of the campus community, including undergraduate and graduate students, staff, faculty, administrators, parents, community members/businesses, and alumni. Prevention strategies should be comprehensive and occur with students during every year of their college experience.
- Conduct regular and appropriate climate studies to measure the extent and nature of the problems of sexual and relationship violence and stalking on campus.
- Prevention strategies should be scientifically evaluated and evidence-based/research informed. Too many non-research based “quick solution” programs are popping up have not been evaluated at all. For profit companies, with no subject matter experts, are seizing the opportunity to make money off of recent federal mandates. A number of these “solutions” to recent mandates are not research informed or evidence-based. This is problematic.
- Prevention and response approaches need to be translated for a diversity of campuses. For example social marketing campaign images developed at the University of New Hampshire, even though they are effective, will not easily translate to an HBCU campus.

- Campuses fall along a continuum of readiness to engage in prevention and response. Thus, it makes sense that some campuses need different approaches themselves.
- While bystander intervention is important, it is also essential to teach students about sexual consent and healthy relationships, We expect them to be bystanders in instances of sexual and relationship violence if they don't know how to identify sexual consent and healthy relationships. Ideally, this formal education should occur at least in high school.
- Bystanders need to assess the situation for safety. Bystanders need to be safe in order to help others.
- Survivors need access to confidential support services and advocacy. Campuses need to identify and advertise on-campus confidential support AND partner with community-based crisis centers to provide confidential support for survivors and evidence-based/research informed prevention.

Bystander Intervention Resources

Engaging communities to end sexual violence: Current research on bystander focused prevention [Special issue]. Potter, S. J., & Banyard, V. (Eds.). (2011). *Violence Against Women*, 17(6).

Using a Multimedia Social Marketing Campaign to Increase Active Bystanders on the College Campus. Potter S. (2012). *Journal of American College Health*, 60(4): 282-295.

Bringing in the target audience in bystander social marketing materials for communities: Suggestions for practitioners. Potter S. J. & Stapleton J. G. (2011). *Violence Against Women*, 17: 797-812.

Using Social Self-Identification in Social Marketing Materials Aimed at Reducing Violence Against Women on Campus. Potter, S. J., Moynihan, M. M., & Stapleton, J. G. (2011). *Journal Of Interpersonal Violence*, 26(5), 971-990.

Designing, Implementing, and Evaluating a Media Campaign Illustrating the Bystander Role. Potter, S. J., Stapleton, J. G., & Moynihan, M. M. (2008). *Journal of Prevention & Intervention in the Community*, 36(1), 39 - 55.

Unwanted Sexual Experiences – Reports

<http://cola.unh.edu/justiceworks/reports>

How do we know if it works? Measuring outcomes in bystander-focused abuse prevention on campuses. Banyard, V.L., Moynihan, M. M., Cares, A. C., & Warner, B. (2014). *Psychology of Violence*, 4(1), 101-115.

Who Are You? <http://whoareyou.co.nz/>

Stepping Up to Stop Sexual Assault NY Times

<http://www.nytimes.com/2014/02/09/education/edlife/stepping-up-to-stop-sexual-assault.html?ref=us>.

Improving College Campus-Based Prevention of Violence Against Women: A Strategic Plan for Research Built on Multipronged Practices and Policies.

Banyard, V. B. (2014). *Trauma Violence Abuse*

<http://tva.sagepub.com/content/early/2014/02/04/1524838014521027>

The Evaluation of Campus-Based Gender Violence Prevention Programming: What We Know about Program Effectiveness and Implications for Practitioners, Roberta E. Gibbons and Julie Evans

Practitioners, Roberta E. Gibbons and Julie Evans

http://vawnet.org/Assoc_Files_VAWnet/AR_EvaluationCampusProgramming.pdf

Changing Perceptions of Sexual Violence Over Time, Sarah McMahon and Karen Baker http://vawnet.org/Assoc_Files_VAWnet/AR_ChangingPerceptions.pdf

What Works in Prevention. Nation, M., Crusto, C., Wandersman, A., Kumofor, K.L., Seybolt, D., Morrissey-Kane, E., & Davino, K. (2003). *American Psychologist*, 58(6/7).

Engaging Bystanders to Prevent Sexual Violence Packet, National Sexual Violence Resource Center This online resource collection offers advocates and preventionists information and resources on bystander intervention. It includes resources to use with community members, as well as information and research on the effectiveness of bystander intervention. This 4-part collection was developed for use by advocates, preventionists, and community members.

<http://www.nsvrc.org/projects/engaging-bystanders-sexual-violence-prevention/bystander-intervention-resources>