



**Thank you for joining us.
The webinar will begin soon.**

Sexual Assault Prevention to Meet the Needs of Today's Students: *Insights from the University of Michigan*

Wednesday, March 20, 2024

Before We Begin

- **All attendees are in listen-only mode.** If you run into any audio issues during the webinar, please try another method of listening in, such as computer audio or calling in by phone.
- All registrants and attendees will receive a link to the recorded version of this webinar in a follow up email.
- If you have questions during the presentation, **please let us know by typing your question into the Q&A panel.** We will address these at the end of the presentation.





Anne Huhman

Director of the University of Michigan's Sexual Assault Prevention & Awareness Center (SAPAC), Situated in Student Life, Reporting to the Dean of Students

- SAPAC offers prevention education for students, confidential support for survivors (students, faculty, and staff), and innovative community engagement and training strategies.
- SAPAC opened its doors in 1986 as a result of student activism.
- Started with 1 Director and 2 peer educators.
- Today we have 11 full-time staff members, 5 grad student interns, 45 paid student staff, and 100+ student volunteers.
- 18 years in SAPAC and 7 different roles.

Agenda


- About me and my journey in SAPAC.
- Research, frameworks, and practices that have inspired our recent prevention programming.
- Case example that illustrates how we were able to successfully advocate for increased funding to support the expansion of our prevention programming with graduate students.
- Example of how prevention programming can be integrated into the fabric of an academic department.
- Q & A

- **Past Five Years:**

- COVID impact on so many levels across so many domains.
 - Shifting from in-person to online.
 - Impact on mental health and interpersonal relationships.
 - So much pain, loss, and compounded trauma.
- On U-M's campus, several high-profile, highly visible cases of sexual misconduct leading to high levels of mistrust.
- Engaged in a year-long process to understand current research, best practices, and U-M students' needs.

Moment of Shift



A background image showing three young adults (two men and one woman) walking down a modern, light-colored concrete staircase. They are dressed in casual attire, including t-shirts, jeans, and backpacks. The scene is brightly lit, suggesting an outdoor or well-lit indoor environment. The text "Grounding Research and Frameworks" is overlaid in large, white, bold letters on the left side of the image.

Grounding Research and Frameworks

- Nine Principles of Effective Prevention Programming:
 - Comprehensive
 - Varied Teaching Methods
 - Sufficient Dosage
 - Theory Driven
 - Positive Relationships
 - Appropriately Timed for Developmental Stage
 - Socio-Culturally Relevant
 - Well-Trained Presenters / Facilitators
 - Outcome Evaluation

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.

- Socioecological Model that provides a framework for a comprehensive sexual violence prevention approach that involves strategies on multiple levels:
 - Individual
 - Interpersonal
 - Community, Organizations, Institutions
 - Policies
 - Culture

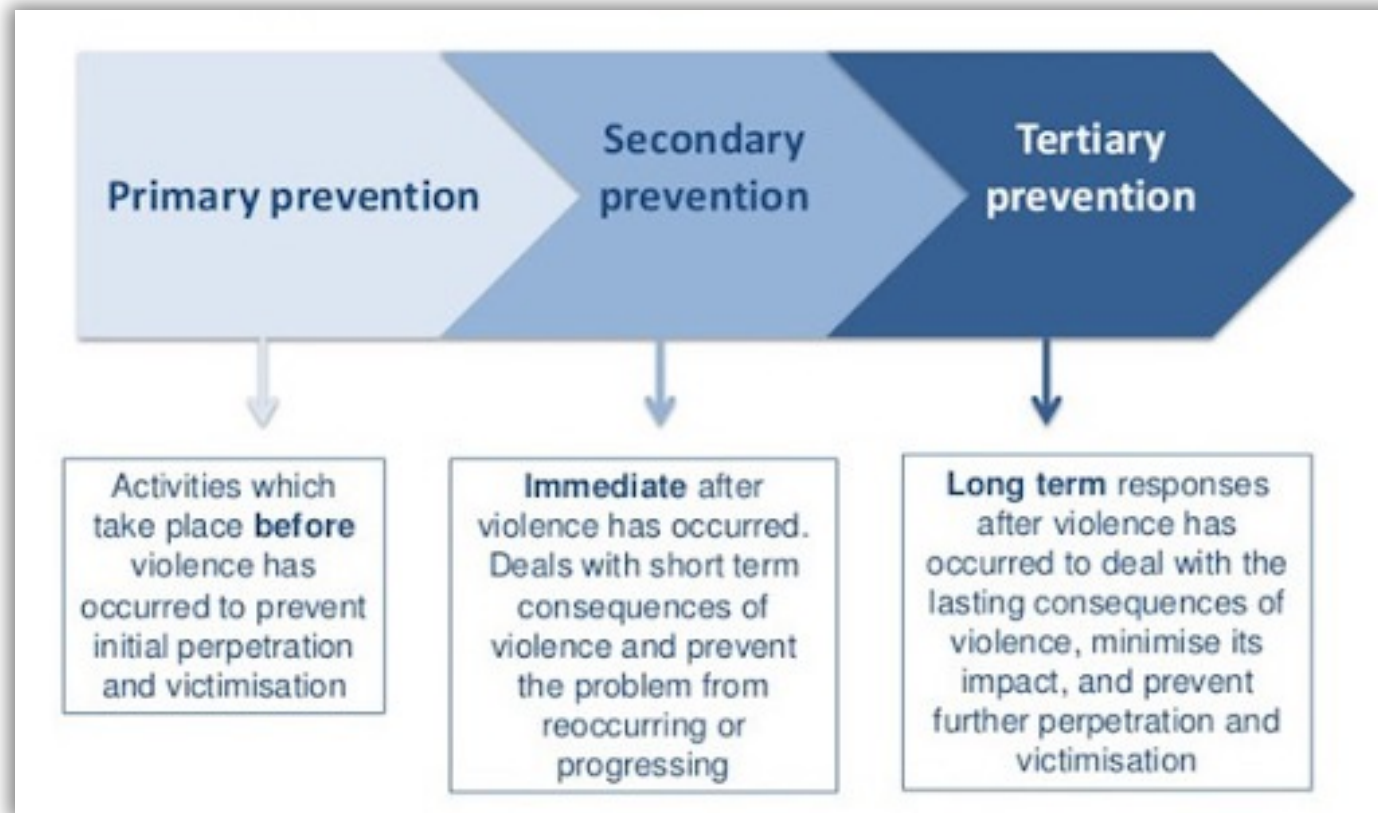


Grounding Research and Frameworks

Grounding Research and Frameworks

- Kimberle Crenshaw's theory of intersectionality that describes the ways in which systems of inequality based on gender, race, ethnicity, sexual orientation, gender identity, disability, class, and other forms of discrimination intersect to create unique dynamics and effects.
- We can't end one form of violence without ending all forms of violence
- Our responsibility to address all of the conditions that our students are living with.

- Public Health Model of prevention that outlines primary, secondary, and tertiary prevention approaches.



Grounding Research and Frameworks

Newer Research & Frameworks

- NASPA's Charting the Future of Student Affairs 2022 report.
- Addresses the complex and evolving needs and expectations of today's students (have to understand those first!)
 - Identity-Affirming Programs and Supports
 - Equity Mindset and Equal Access to Supports
 - Operationalize Student-Centered Commitments to DEI
 - Focus on Building Community and Sense of Belonging
 - Focus on Mental Health and Basic Needs
 - Cross Institutional Partnerships between Student Affairs and Academic Affairs Are Critical

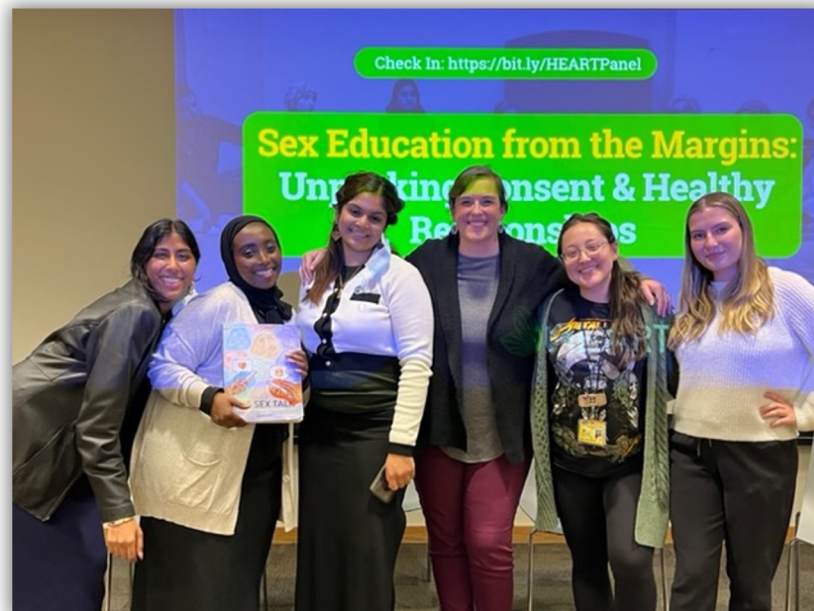


Newer Research & Frameworks

"If the student affairs profession wants to affect the lives of students in the best way possible, leaders must forge strong relationships with colleagues and cabinet members outside their divisions. Student affairs professionals who truly are committed to meeting student needs must forge these strong relationships throughout the institution."

"Students simply want their needs met; they do not care what organizational function can address their needs. Student affairs must be able to blur those organizational lines and move outside functional boxes to build relationships and meet student needs."

- HEART organization: Health Education Advocacy Research Training.
- Mission is to “promote sexual health, uproot gendered violence, and advance reproductive justice by establishing choice and access for the most impacted Muslims.”
- Aliza Kazmi, alumna of the University of Michigan’s Ford School of Public Policy.

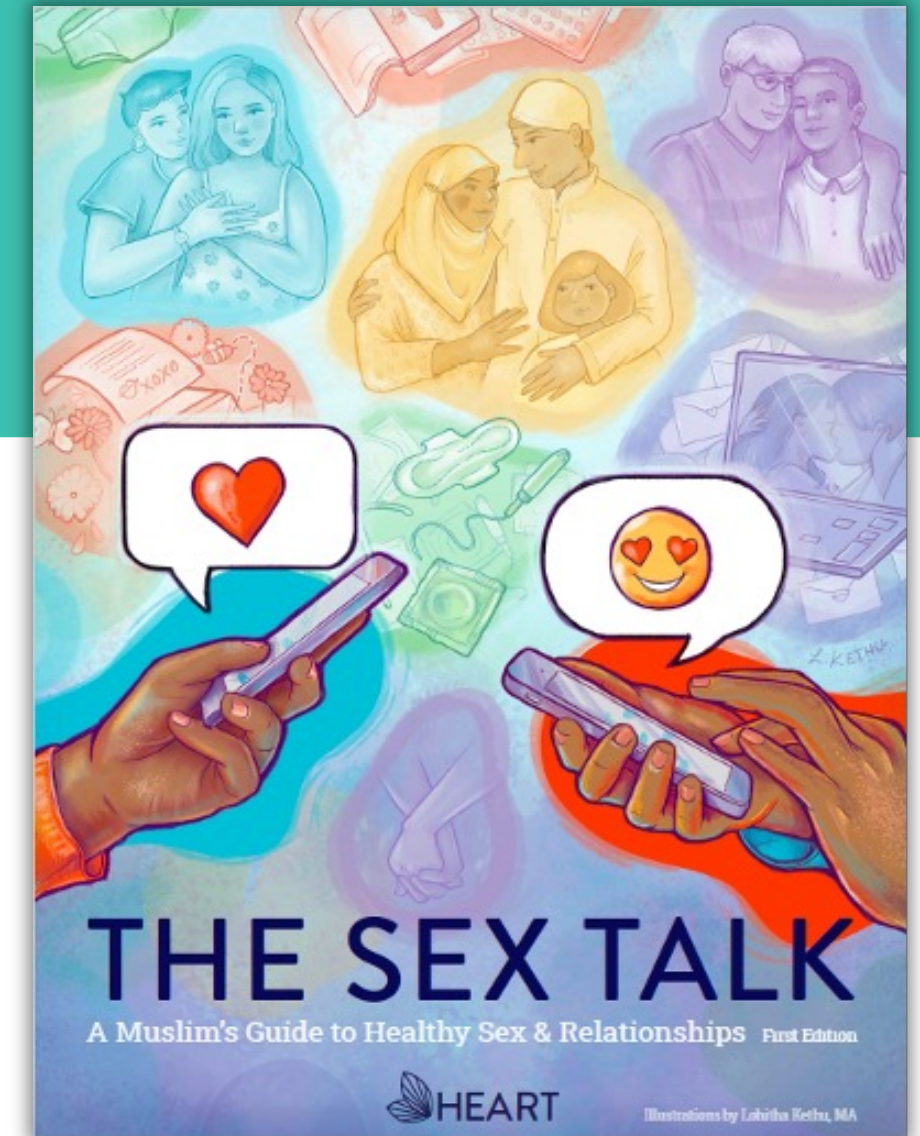


<https://hearttogrow.org/>

Newer Research & Frameworks

Newer Research & Frameworks

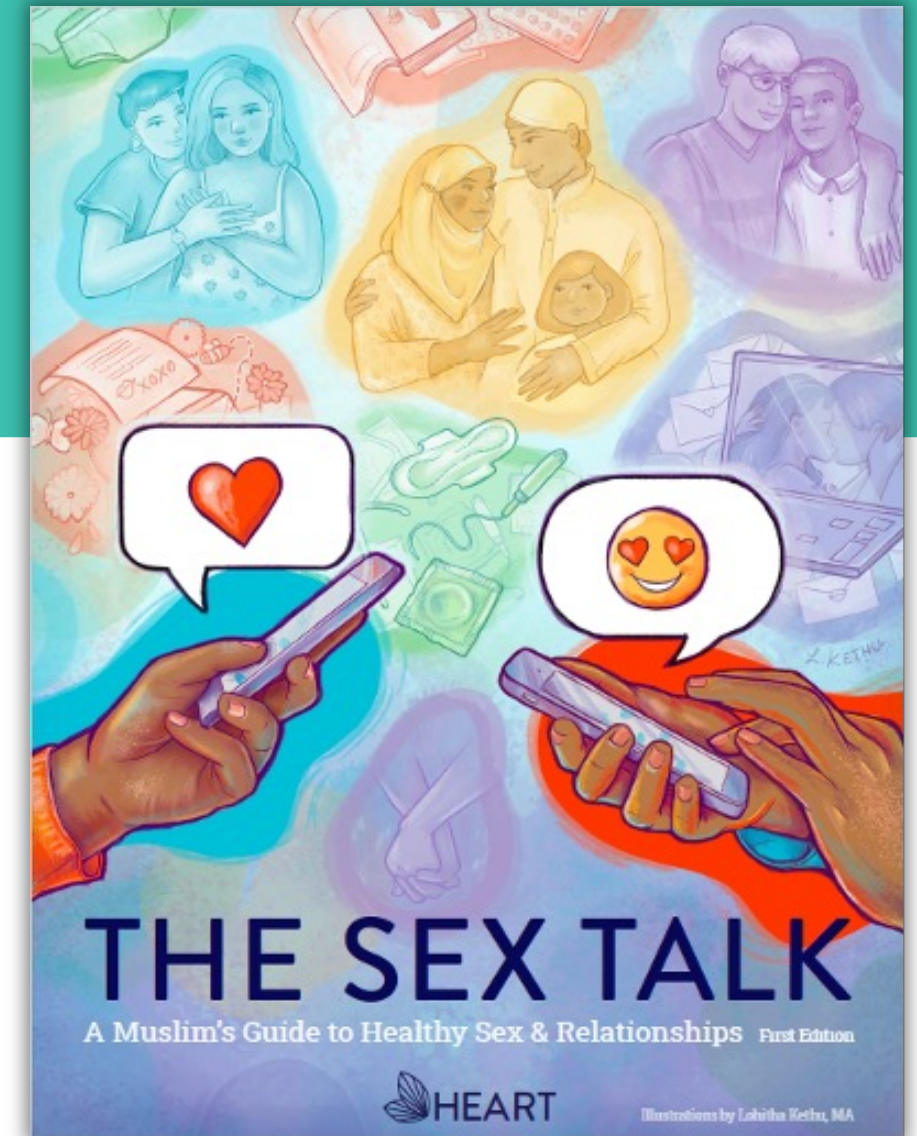
- Two-thirds of U-M students identify with a religious identity.
- Hosted members of HEART on University of Michigan's campus.
- Discussed their workbook, "The Sex Talk: A Muslim's Guide to Healthy Sex and Relationships."
- Workbook is beautiful example of weaving faith / spiritual values and principles into our conversations about consent.
- Compassion, mutual pleasure, fairness, communication, safety, commitment, etc.



Newer Research & Frameworks

“This resource will allow you to think critically not just about the topics of sex and healthy relationships, and violence, but also deeply reflect on how our faith and cultural identities intersect with our sexuality and the decisions we make regarding sex and relationships.”

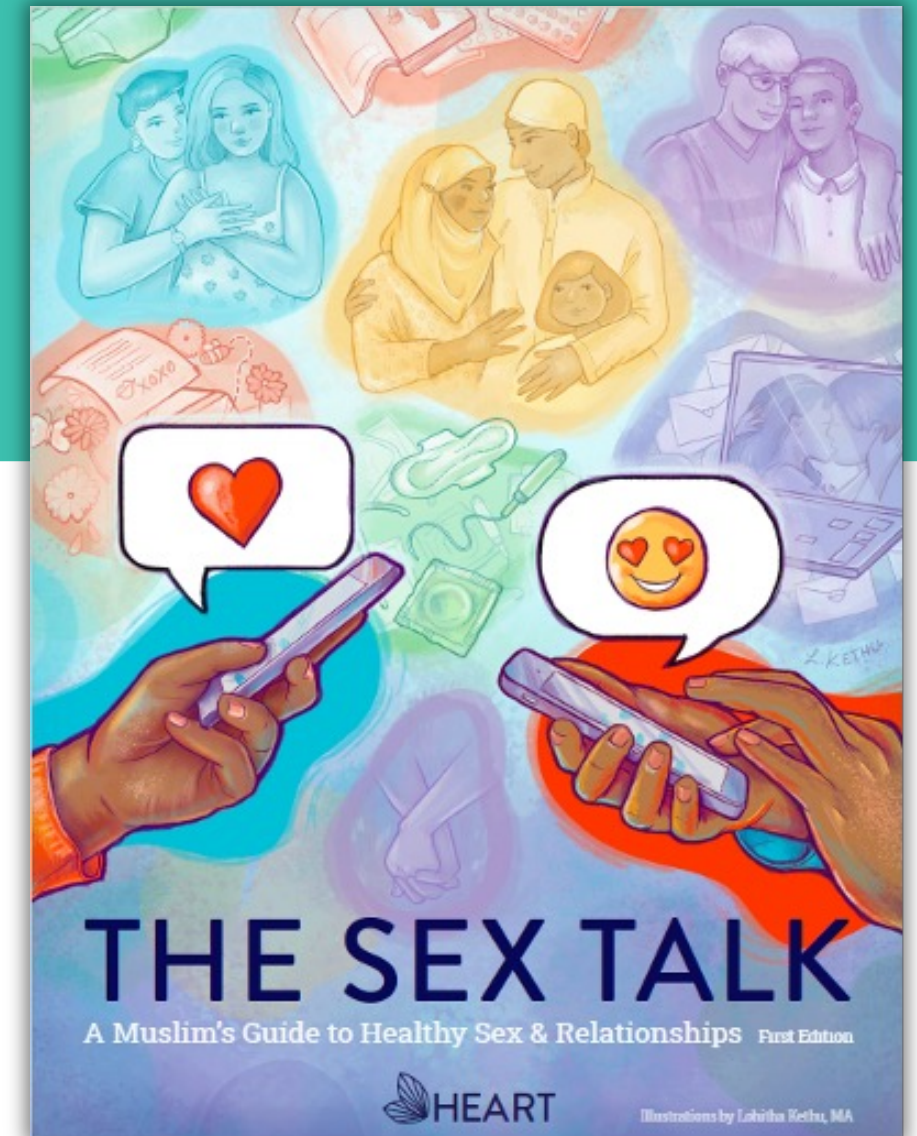
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Newer Research & Frameworks

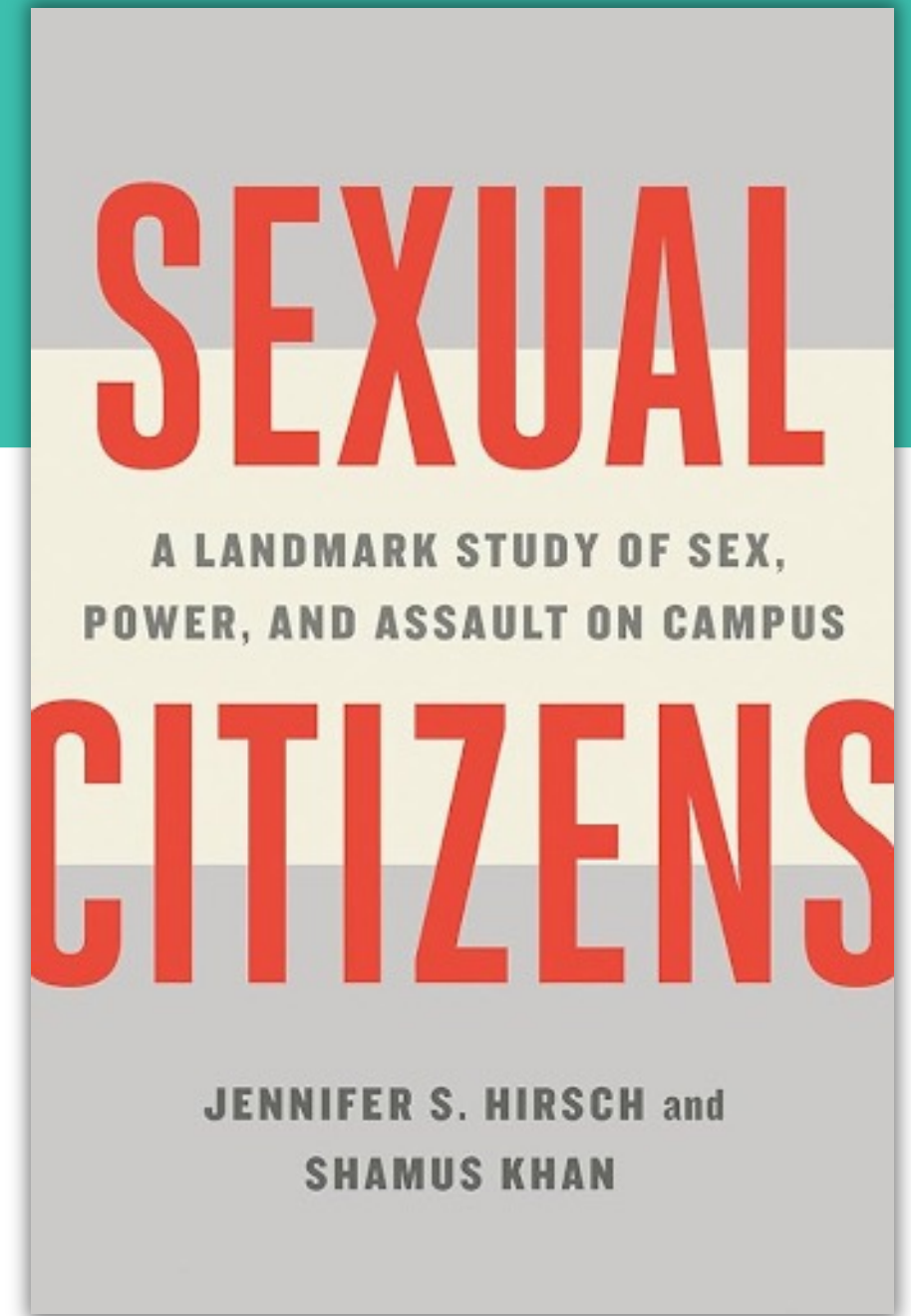
- *“This book is a comprehensive, medically aligned, and culturally responsive overview of diverse sexual and spiritual experiences among Muslim communities. It is an invaluable resource that nuances the conversations around sex to account for the **complexity of lived realities** that are often conflated with cultural influences and colonial legacies. By grounding sex in Islamic values and challenging cultural notions of shame and stigma, this book reimagines sex as an empowering act of worship by initiating an open and judgment-free dialogue around sexual experiences.”*

- *Maheen Kaleem, Vice President of Programs and Operations, Grantmakers for Girls of Color*



Newer Research & Frameworks

- Sexual Citizens: A Landmark Study of Sex, Power, and Assault on Campus by Jennifer Hirsch & Shamus Khan
- Sexual Citizenship, Sexual Projects, & Sexual Geography



Sexual Citizenship

As a sexual citizen, I denote the acknowledgment of my own right to sexual self-determination & importantly, recognize the equivalent right in others.

Sexual Projects

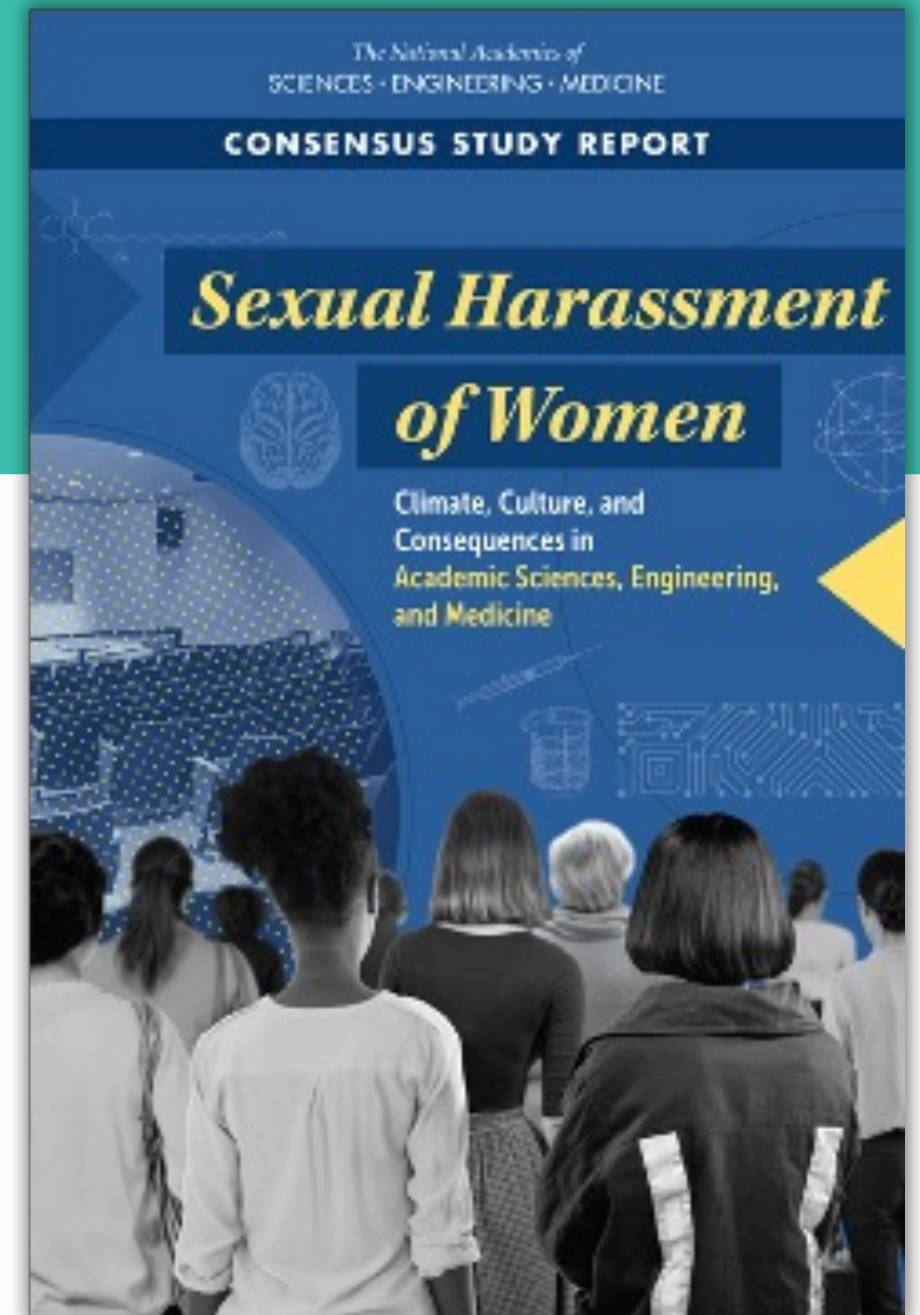
My sexual project encompasses the reasons why I might seek a particular sexual interaction or experience (i.e. reinvent oneself, advance status, intimacy, exploration, be desired, keep a relationship alive).

Sexual Geographies

Encompasses the spatial contexts through which people move, & the peer networks that can regulate access to those spaces (i.e. you will probably act differently in a mosque than at your best friend's house).

Newer Research

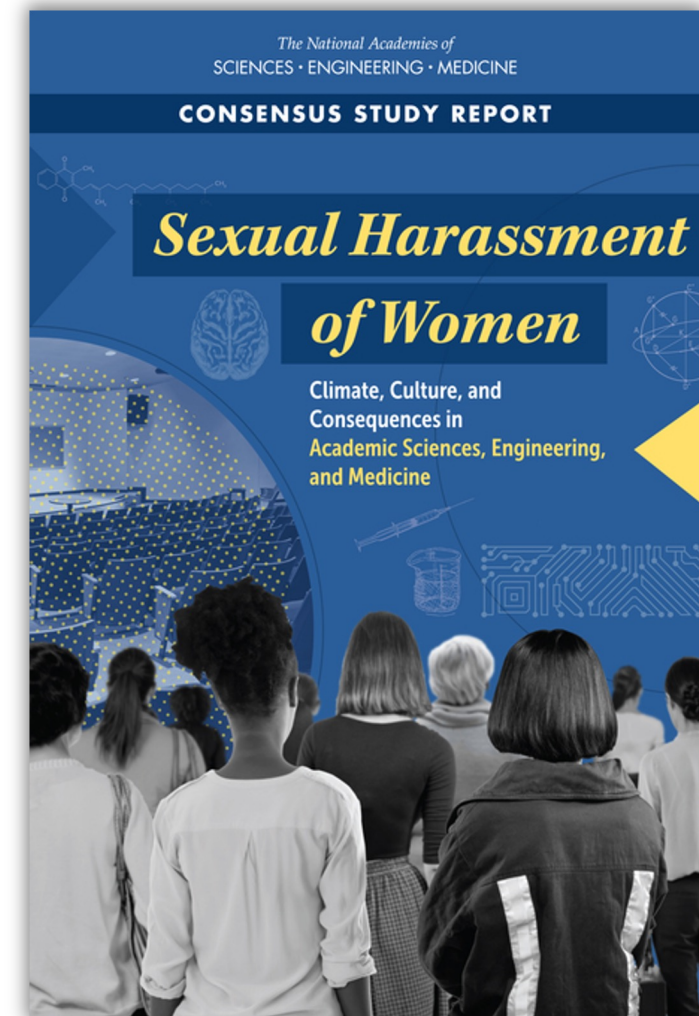
- 2018 National Academies of Sciences, Engineering, and Medicine (NASEM) report entitled, *"Sexual Harassment of Women: Climate, Culture, and Consequences in Academic Sciences, Engineering, and Medicine,"* co-authored by several University of Michigan faculty members.
- Concluded that the cumulative result of sexual harassment in academic sciences, engineering, and medicine causes significant damage to research integrity and a costly loss of talent in these fields.
- Provides a series of recommendations for systemwide changes to the culture and climate in higher education to prevent and effectively address all forms of sexual harassment.





Unwanted sexual attention includes sexual coercion, quid pro quo harassment, groping, sexual assault, relentless pressure for dates.

Gender harassment includes sexist insults, gender slurs, sexual teasing, graphic sexual images at work, obscene gestures, vulgar name calling, crude comments about bodies, insulting comments about pregnancy.



A group of five diverse students (three women and two men) are sitting on a wide set of stone steps outdoors. They are all smiling and looking towards each other, appearing to be in a friendly conversation. The background shows a hazy landscape with mountains and some trees. The text "Newer Research" is overlaid in large white letters on the left side of the image.

Newer Research

- Findings from the AAU campus climate survey conducted at U-M in 2019 demonstrated that 11% of graduate students who identify as women had experienced some form of nonconsensual sexual activity.
- SAPAC began to focus on deepening its understanding of the needs of the graduate student population specifically and creating spaces and cultures that are resistant to these harmful behaviors.

- COVID effect on students' ability to connect in person and form friendships.
- Loss of social skills and lack of confidence to navigate social spaces in person.
- Higher levels of social isolation, loneliness, anxiety.
- Fewer students expressing interest in engaging in sexual or romantic relationships.
- 68% of incoming U-M students had already accessed mental health support prior to coming to college.
- Highlighted needs around communication and relationship building.
- Want power dynamics on campus addressed.
- Higher bar for identity-affirming, intersectional programming.
- Lack of institutional trust.



Student Focus Groups

Take-Aways

- 18 + years of complex messaging and socialization through peers, family, culture, faith, media, institutions that shape our understanding and experiences.
- Prevention and survivor support need to respond with the same level of nuance and complexity.
- Must provide spaces for students to unpack that messaging and make sense of it in order to build agency and sexual citizenship.
- Need to create inclusive, culturally-responsive, tailored prevention programming that focuses on:
 - Community and Trust-Building
 - Unpacking Power Dynamics and Skill Building around That
 - Building Social Emotional Skills
 - Building Skills around Bodily Autonomy and Agency

SAPAC's FYRST Program

- First year relationship and sexuality talk.
- Required, in-person, peer-led sexual assault prevention program for all 9,000 first-year and transfer students.
- Individual reflection on who or what influenced their understanding of sex, relationships, and sexuality growing up and what feelings they have associated with those topics.
- Exploration of values as it relates to these topics.
- Emphasis on a spectrum of relationships.
- Students leave with an understanding that they can practice giving and receiving consent in daily, non-sexual interactions.
- Students are introduced to a model created by SAPAC to help them navigate power dynamics in different situations they may encounter with more clarity.

- Power, Agency, Culture, and Expectations model can help students be aware of and evaluate power differences as they navigate the campus community, highlight their level of agency, and choose a course of action that supports their long-term mental and emotional health.
- Students are provided scenarios that incorporate different types of relationships, identities, and power differentials, answer questions about how PACE shows up, and then think through different options for navigation.

PACE Model





FYRST 2.0

- After having attended the required FYRST workshop in the fall, students can opt into smaller, more tailored opportunities during the Winter semester.
 - Exploring Identity: Film Screening and Dialogue on Race, Ethnicity, and Sexuality
 - Queer Sex Ed
 - Disability and Sexuality
 - Intersection of Identity and Online Dating
 - Healthy Hookups and Sexual Citizenship
 - Faith and Sexuality

- In 2018 the Dean of Rackham Graduate School and Vice-Provost for Academic Affairs – Graduate Studies requested SAPAC's assistance in creating a new sexual misconduct prevention training for graduate students.
- NASEM report instrumental.
- SAPAC partnered with Rackham and others to create a new workshop, Engendering Respectful Communities (ERC) - 1st vs. 2nd version.
- ERC is peer-facilitated, makes use of the circle modality, and centers the unique role of grad students and the power dynamics they navigate.
- Rackham supported the creation of this pilot program with seed funding.
- Evaluations showed positive gains in bystander intervention skills and knowledge of campus supports.



SAPAC's Graduate Student Prevention Work

SAPAC's Graduate Student Prevention Work

- During budget request season, we were able to demonstrate:
 - A strong Student Life / Academic partnership.
 - Data showing the unique needs of the grad student population and the effectiveness of the ERC pilot program.
 - Signed letter of support from the Dean of Rackham Graduate School and Vice Provost for Academic Affairs to scale up the program for broader reach.
 - Budget was approved for new, permanent funding to pay a team of 10 graduate student facilitators.

- Now partnering with LSA, largest academic dept on campus, to require the ERC workshop for all grad students in LSA for fall 2024.
- Working with the Manager of Graduate Education in LSA to integrate ERC into the classroom as part of graduate students' Ethics course requirement.
- Created language for Dept Chairs on how the ERC content aligns with Ethics course learning outcomes – and how it is an essential skill set in the professional world.



SAPAC's Graduate Student Prevention Work

A young woman with curly hair and glasses, wearing a pink hoodie, is smiling and holding several books and a tablet. She is standing in front of a large window with a view of a city. The image is overlaid with a blue gradient and the title text.

Community Support Connectors Program

- After experiencing a crisis on campus, the School of Public Health reached out to SAPAC for support.
- Their goal was to break down barriers for the SPH community in accessing survivor support.
- People are more likely to access support from a place they are most familiar.

- Identifies a student, faculty, and staff member from within SPH to serve as a “bridge to care” for survivors seeking support.
- Worked with Title IX Coordinator to give these folks confidentiality status so that when they are operating with their CSC hat on, they are confidential.
- SAPAC trains them on trauma-informed response and active connection to our office.
- Current partnerships with SPH and Pharmacy School.
- Serves as a way to work with a decentralized campus structure.



Community Support Connectors Program

Inspiring Words

- “I want a future where we are curious, adaptive, interested, and visionary”: Adrienne Marie Brown, Emergent Strategy
- “Hope is essential to any struggle for radical change,” Bell Hooks





Anne Huhman

Director of the University of Michigan's Sexual Assault
Prevention & Awareness Center (SAPAC)

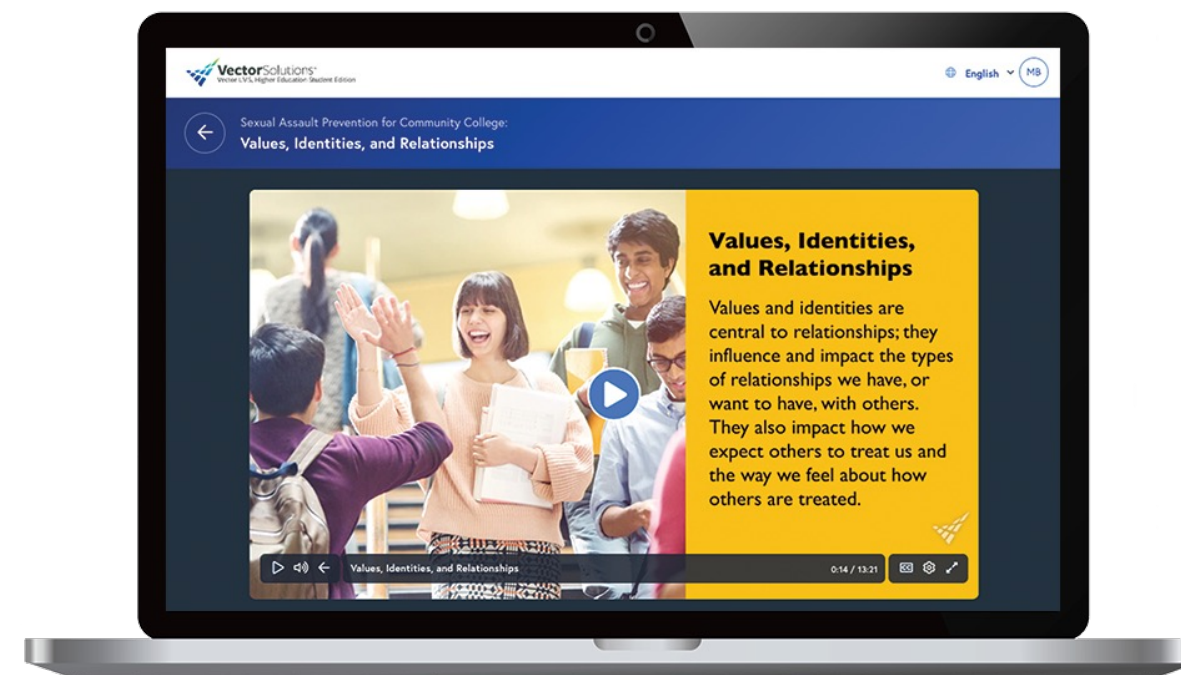
annekh@umich.edu

How Vector Solutions Can Help

Prepare students to develop healthy relationships, prevent harassment and assault, and support survivors.

Student Courses:

- Sexual Assault Prevention: (Undergraduates, Graduates, Community Colleges, Adult Learners)
- Sexual Assault Prevention Ongoing: Healthy Relationships
- Sexual Assault Prevention Ongoing: Taking Action
- Clarifying Consent
- Consent and Bystander Intervention
- Title IX Essentials for International Students
- Title IX Rights and Protections

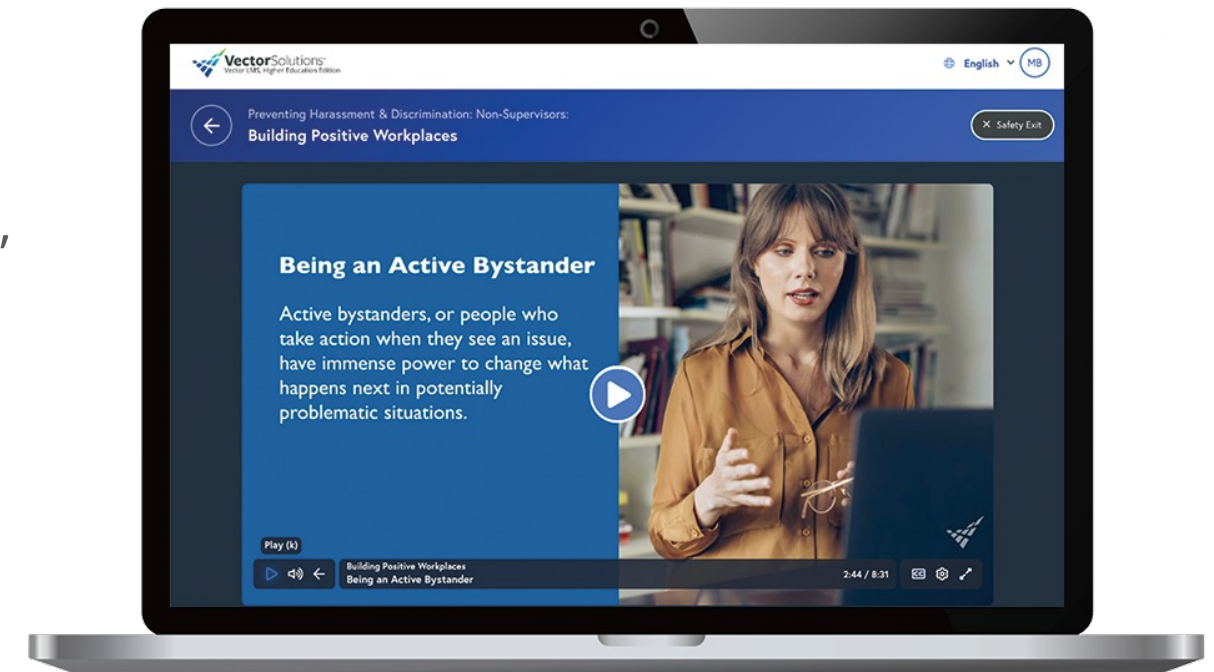


How Vector Solutions Can Help

Foster a safe, accepting campus environment and help comply with Title IX and Clery Act requirements.

Faculty and Staff Courses:

- Building Supportive Communities: Clery Act and Title IX
- Building Supportive Communities: Taking Action
- Preventing Harassment and Discrimination: (Non-Supervisors, Supervisors, Gateway)
- Clery Act Overview
- Dating Violence: Identification and Prevention
- Discrimination Awareness in the Workplace
- Discrimination: Avoiding Discriminatory Practices





Q&A

Note: If your question doesn't get answered during the allotted time, we will follow up by email.

Additional Questions? Visit us at VectorSolutions.com/HE



Thank You!