

THE CENTER FOR VIOLENCE PREVENTION AND EDUCATION (CVPE)

From 2016-2018, as reported in the American College Health Association-National College Health Assessment-II (ACHA-NCHA) survey, attempts of sexual assaults decreased at BGSU but completed sexual assaults increased. BGSU students report experience more instances of violence during the day and on campus more than off campus. Women are more likely to experience physical violence, sexual assault, or attempted sexual assault where as men are more likely to be stalked, groped, and emotionally abused (ACHA-NCHA II, 2018). The initial Healthy Minds Survey conducted in the spring of 2020 with both undergraduate and graduate students indicated that 11% of those surveyed had unwanted sexual contact with someone without their consent. The majority of those who had the unwanted sexual contact were people that surveyed students knew. A little over 21% were strangers.

As reported in the Ohio Department of Education (ODHE) Campus Climate Survey students expressed needing more education, confidential resources, and knowledge of policies related to gender and power-based violence. Including defining sexual assault, how to report an incident, confidential resources, and a better understanding of who is a mandated reporter. Students also reported a lack of understanding of opportunities available to be part of this work. Over the past four years we have remained the same or decreased in almost all areas while many other campuses in the state and region have seen positive growth in these areas.

The 2020 Healthy Minds BGSU Survey asked both undergraduate and graduate students if they saw someone was at risk of being sexually assaulted, would they intervene. A majority of 56% of students surveyed said they strongly agreed that they would intervene and just over 33% of students agreed with that statement. A little less than 10% said they somewhat agreed. Students were also asked if they would intervene if they saw someone using hurtful language, including sexist language. A smaller percentage of students surveyed strongly agreed than if they saw someone at risk of being sexually assaulted, almost 32% strongly agreed, 35% agreed, and 22% somewhat agreed they would intervene.

In response to these findings and the President's Taskforce on Sexual Assault Prevention, the Center for Violence Prevention and Education (CVPE) was founded in 2018, as a Center within the Center for Women and Gender Equity (CWGE). The CVPE seeks to organize BGSU's efforts through coordinating awareness and education campaigns across the University. This Center is Co-directed by the Director of the CWGE and the Director of The Wellness Connection. The CVPE fosters a culture that prioritizes consent and respect and actively responds to victim / survivors by supporting them and their allies, educating the community on many related topics, including the ability to assist the community in identifying the role that alcohol and substance abuse plays in to acts of sexual violence, a recommendation from the Alcohol and Other Drugs Task Force. In response to the recommendations that came out of the Diversity and Inclusion Task Force, a new division was formed in July 2019: The Division of Diversity and Belonging. The CVPE continues to operate as usual, but is a collective effort between the Division of Diversity and Belonging and the Division of Student Affairs. As part of these efforts, CVPE works to engage students, faculty, staff (BGSU Main Campus and BGSU Firelands), and community partners, including The Cocoon, to create an environment where violence of any kind will not be tolerated.

Vision

CVPE envisions a community at BGSU and in Ohio, the nation, and the world free of power-based violence.

Mission

CVPE is dedicated to preventing, educating, and addressing power-based personal violence (including sexual assault, relationship violence, and stalking on campus) by promoting healthy relationships, bystander intervention, and challenging traditional forms of masculinities.

Learning Outcomes

Participants in Center for Violence Prevention and Education programming will be able to:

- define key terms and identify the root causes of power and gender-based violence;
- implement strategies to intervene as a bystander utilizing the Green Dot strategy;
- identify the role that traditional masculinities play in our culture as it relates to the CVPE;
- identify resources and provide referrals that may assist victim / survivors; and
- understand the role that all members of our community play in ending violence.

Strategic Goals

Enhance campus communities' ability to respond to power and gender-based violence through:

- building campus coalitions;
- men's engagement;
- creating heightened awareness;
- conducting prevention education; and
- advocacy / providing resources.

Strategies

- Awareness Campaign
- Prevention and Bystander Education
- Maintain MOU with Cocoon to provide Victim / Survivor Services, prevention, and education
- Events and Programs

5 Year Plan

Year One (Spring 2019 through Summer 2019): Coalition Building

1. Hire Student Engagement Coordinator by the start of spring term.
2. Form a partnership with all existing awareness campaigns and education initiatives, including: It's on Us, Step Up, Step In Bystander Education, Mustache for Consent, Informed-U, BGSU Cares, and One Love.
3. Connect and focus on relationship building with community resources: identify and create MOU's with local agency that provide prevention education as well as advocacy and support groups to victim / survivors of violence; apply for Department of Justice Campus Program Grant.
4. Begin to cultivate relationships with groups/organizations that are specifically geared towards men-identified students, such as: Brother to Brother, and meeting with coaches and Greek advisors two (2) times each to build relationships and gain an understanding of wants, needs, and expectations for CVPE programming.
5. Lead focus groups with men-identified students, student athletes, Greek students, USG/GSS, administrators, faculty, staff members, Res Life, and EDI

6. Create peer education program specifically focused on violence prevention and train four (4) Peer Educators in already existing education programs; ensure that two (2) of the four (4) Peer Educators recruited identify as men.
7. Engage Peer Educators in facilitating education programs; tabling two (2) times a month during the academic year at BTSU, presenting resources and information on upcoming events, initiatives, information on focus groups, and resources; and develop curriculum for men's engagement programming to be launched in Fall 2019.
8. Create a steering committee with key partners including: faculty, staff, students, and community partners including, a men's engagement subcommittee, developed out of the steering committee: Greek Life, Athletics, DOS, Vanguard, and Residence Life.
9. Start annual fundraising initiative including Sexual Assault Awareness Month 5k and Dog Walk to raise funds for initiatives out of the CVPE.
10. Increase training for key staff, including: Green Dot Bystander Intervention Program and ODHE on the connection between sexual violence and alcohol and other drug use.
11. Update the CVPE materials and website annually, including creating a "navigation" handout for students, faculty, and staff to have information on confidential resources, mandatory reporters, services offered, and resources available that is inclusive of all campus populations.

Year Two (Year 20) : Launch Educational, Awareness, and Prevention Programs

1. Review and make changes to awareness, prevention education, and bystander programs to fill in gaps in current initiatives based on BGSU focus groups, Peer Educators, and ODHE/Green Dot Training.
2. Recruit four (4) new Peer Educators, receive training by "senior" Peer Educators. With a target of five to seven (5-7) active peer educators annually.
3. Peer Educators pilot programs around men/masculinities and violence including: "Expanding on Empathy/Healthy Masculinities" series and awareness campaign and address men-identified victim / survivors and concerns that men-identified students at BGSU have disclosed: more likely to experience stalking, groping, and emotional abuse compared to physical abuse (ACHA-NCHA-II 2018). Evaluate learning outcomes with pre and post-tests.
4. Educate 500 students in bystander intervention/violence prevention increasing by 10% annually including collaboration with Title IX, DOS, and Res Life with a goal of reaching 50% of students in 5 years. Evaluate CVPE learning outcomes with pre and post-tests.
5. Educate 100 staff and faculty in bystander intervention/violence prevention increasing by 10% annually including collaboration with Title IX, DOS, and Res Life with a goal of reaching 50% of staff and faculty in 5 years. Evaluate CVPE learning outcomes with pre and post-tests.
6. Develop and execute four (4) one-off programs to connect with 40 men-identified students on violence prevention and awareness who are not part of Greek Life or student athletes.
7. CVPE will grow existing community partnerships and continue to collaborate on prevention education, advocacy, support groups, and professional development. Including re-initiate past successful campus awareness programs, including: T-shirt making day for the clothesline project, and display Silent Witnesses and engage with students during passive programming.
8. Engage 500 students and 50 faculty and staff increasing by 10% annually in events such as the Clothesline Project. What You Were Wearing, and the Teach-In. In addition, engage 100 students and 20 faculty and staff through collaboration with CWGE and other campus partners for men's engagement including: Masculinities Month, Mustache for Consent, Athletics (launch

half-time messages for fans utilizing key-players), Greek Life, ROTC, Military Students, Flight School.

9. Partner with faculty to utilize courses to deliver prevention education; specifically target courses that engage men-identified students (ex 1910: Masculinities in College) and cultivate relationships for students to volunteer for masculinities month and become Peer Educators.
10. Engage with 50 men-identified students through social media activity each term (ex. Twitter Town Hall)

Year Three (Year 21): Expanding Student Engagement Through Population Specific Initiatives

Plan A (On Campus)

1. Cultivate relationships with students, faculty, and staff who continue to be underrepresented in the Campus Climate Survey and ACHA-NCHA reports to ensure that members of the BGSU community are receiving relevant support, resources, education, and awareness programming.
2. Continue to provide education for the BGSU community surrounding healthy masculinities and empowering male engagement; launch #MenUnmasked social media campaign and collaborate with the campus community to hold ongoing photo/video shoot sessions for campaign.
3. Train 2,000 (13%) early adopters across different sub-groups on campus in Green Dot Overview.
4. Train 50 students in the Green Dot Bystander Training (full).
5. Host four Green Dot booster events.
6. Work with University Advancement to identify potential donors in an effort to get the CVPE named.
7. Reevaluate current work related to advocacy and the Survivor Emergency Fund using best practice to support the BGSU community.
8. Explore grant opportunities to support the Center.
9. Develop and bring two Domestic Violence Awareness Month campaigns to campus: Empty Plate at the Table and the Red Flag Campaign.
10. Support, promote, and sponsor student engagement at one off-campus awareness event ie: Human Sex Trafficking Awareness Day.
11. Release Green Dot environmental installments throughout campus and at BGSU Firelands.

Plan B (Remote)

1. Continue to provide education for the BGSU community surrounding healthy masculinities and empowering male engagement.
2. Continue to provide education for the BGSU community surrounding healthy masculinities and empowering male engagement; launch #MenUnmasked social media campaign.
3. Offer ten Green Dot Overview trainings for BGSU students.
4. Host two Green Dot booster events
5. Work with University Advancement to identify potential donors.
6. Reevaluate current work related to advocacy and the Survivor Emergency Fund using best practice to support the BGSU community.
7. Promote two Domestic Violence Awareness Month campaigns virtually: Empty Plate at the Table and Red Flag Campaign.
8. Work with University Advancement to identify potential donors in an effort to get the CVPE named.
9. Explore grant opportunities to support the Center.

10. Work with current men's engagement organizations to bring virtual speakers/programming to BGSU community.

Year Four (Year 22): Stewarding Relationships and Programming Initiatives

1. Evaluate program, materials, services, and partnerships based on student, staff, and faculty feedback and make changes to programs as necessary.
2. Begin working on new strategic plan and create University-wide report on the first five and next five years of the Center for Violence Prevention and Education.
3. Train 1,820 (13%) of the general student population in the Green Dot Overview.
4. Train 75 students in the Green Dot Bystander Training (full).
5. Host four Green Dot booster events.
6. Further explore possibility of getting the CVPE named by working with University Advancement to locate potential donors.

Year Five (Year 23): Focus on Institutionalize Programs Through Student, Staff, and Faculty Commitment

1. Train 1,580 (13%) of the general student population in the Green Dot Overview.
2. Train 100 students in the Green Dot Bystander Training (full).
3. Host five Green Dot booster events.
4. Utilize CVPE Steering Committee, Peer Educators, University offices, and key students to plan and execute prevention education, programs, events, and advocacy.
5. Complete strategic plan and release University-wide report on the first five and next five years of the Center for Violence Prevention and Education.
6. Establish an independent Center for Violence Prevention and Education.

ⁱ Key Definitions:

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- **Power-based Personal Violence:** includes stalking, dating and domestic violence, and sexual assault. This affects many lives, both directly and indirectly, regardless of one's gender identity, sexual orientation, age, race, ethnicity, socioeconomic background, religion, citizenship status, marital status, ability, education level or affiliation.
 - **Stalking:** a pattern of conduct toward another person that would cause a reasonable person to fear bodily injury (to themselves or to a family or household member) or to experience substantial emotional distress.
 - **Dating/Domestic Violence:** committed by a current or former spouse/intimate partner of the victim; by a person whom the victim shares a child with in common; by a person who is cohabitating with, or has cohabitated with.
 - **Sexual Assault:** having sexual intercourse, oral sex, or sexual contact without consent. Sexual assault also includes touching of an erogenous zone (thigh, genitals, buttock, female breast) without consent. Sexual intercourse means anal or vaginal penetration by a penis, tongue, digit, or any inanimate object.
 - **Sexual Harassment/Gender-based Harassment:** Sexual harassment is any unwelcome sexual advance, request for sexual favors or any other unwanted conduct of a sexual nature whether

verbal, non-verbal, physical or graphic, when the conditions set forth in this policy are present. Gender-based harassment is unwelcome harassment that is based on actual or perceived gender, sexual orientation, or gender identity or expression.

- Green Dot Strategy: bystander intervention is a bystander education approach that aims to prevent violence with the help of bystander. This strategy was developed by Alteristic to incorporate the community to systematically reduce violence.