

I'd like to thank the staff and peer educators at Project S.A.F.E. for the year long support.

The professional staff of other liberal arts institutions, you were instrumental in seeing this

through.

Thank you.

College campuses are places where violence unfortunately occurs. Sexual assault is a pervasive issue not only on college campuses, but globally. College campuses have a unique opportunity to change the culture around violence through the work of violence prevention and education offices. These offices are necessary for college campuses if they'd like to see positive culture change. Violence prevention and education offices provide many opportunities to explore issues that arise in communities (e.g. racism, classism, sexism..). For the purpose of this research, liberal arts institutions were examined across the country, similar to Occidental College, then interviews with staff of and reviews of their violence prevention offices were conducted. The campuses that use these offices can change culture by creating inclusive spaces, engaging the community on a regular basis, laying out clear goals and policies, and also giving m

College campuses around the country have been making strides to create comprehensive violence prevention and education programs for their students, faculty, and staff members. Violence prevention and education has been a highly considered topic over the years regarding the measures and protocols put in place by institutions. Sexual violence is a problem that has impacted college campuses for years; all institutions need to prioritize this type of work on their campuses because of the positive impacts these offices have had on colleges. Many institutions have implemented an office on campus that is dedicated to addressing the issues of sexual violence and teaching the community. Typically, the violence prevention offices work in conjunction with the Title IX offices, student affairs and even the medical services at an institution. The need for offices dedicated to handling sexual violence education and advocacy on college campuses has become more and more evident as we live in a society where rape and assaults still occur. Violence prevention and education holds a unique place on college campuses as a catalyst for community culture change. Violence prevention offices and the professionals in the field of violence prevention do not only function as a resource to define rape, consent, stalking, and sexual assault; although these are the things that are seen on an external level, the impact of these office is deeper than that.. The programs and offices that do this work on college campuses are unique because they function as an agent of change on college campuses which is not always visible. Being offices and programs that work very closely with the student body, they have the ability to change the culture of an institution through constant education and dialogue around issues of violence. Normalizing behaviors is just one of the ways that these offices can instill change into their community, another is modeling healthy interactions.

Violence prevention offices and educators have the opportunity to impact their communities in various ways and around issues that do not directly pertain to sexual violence. All offices are different, some even engage their communities with discussions that cover topics including gender, race, sexuality, class and intersectionality. Having these types of discussions as a community raises the consciousness of the entire group as these topics become normal conversations daily in the community.

The impact of these offices on college campuses has the potential to be enormous. What does it take for that influence to take root in the culture of an institution? The reality is that there is still violence in our communities and there is always something new that can be done to support our community members. I look to examine the efficacy of policy, protocols, and programs in place on college campuses that have had success in changing behavior while also gaining an understanding of what it takes for this cultural change to be sustained on college campuses. The efforts of the violence prevention offices need the full support of their respective institutions. Priority should be placed on developing and implementing new programs or protocols that better serve and educate the campus community.

Sexual violence is an issue that has become pervasive in our society. This is not just an issue experienced by college age individuals, but an issue that can impact people of all ages. Violence prevention efforts and initiatives have the ability to be transformative for not only individuals but entire communities. These spaces create survivor-centered resources on campus

in the country. Those campaigns included equal pay rights, reproductive rights, women's suffrage and they mobilized to raise awareness of domestic violence, sexual harassment and sexual violence (Humm 1990). This movement was necessary to raise awareness because prior to 1967, sexual assault as an issue received little attention until the advent of radical feminism. Radical feminism is a branch of feminism that aimed to dismantle traditional societal views and restructure community thinking (Zerilli 2005). These feminists worked in small grassroots organizing units trying to create consciousness that sexual assault was a problem that deserved recognition. As these women began doing this work, telling their stories, educating and

The 1980s was a period in which researchers set out to break down and change the way sexual violence was talked about around the country. First, by discussing how demonizing men and particular groups was detrimental to where we want to be as a society. There begins to be a shift thinking about how sexual assaults occur at this time, shifting from the stranger ideology to the idea of date rape or acquaintance rape. This shift in thinking was eye opening to the scholars of the time, especially for college campuses. Studies began to produce the results that the highest

In the 1990s college campus began to introduce support offices for survivors. In some cases this tripled numbers of students seeking support services on campus. This statistic is shown not to say the rates of sexual violence increased on college campuses, but to show that the rise in reports was associated with students having access to resources and places to report an incident. This decade began to implement prevention education on college campuses which were proven to be successful in changing the students' attitudes about sexual assault. Gender-segregated peer education was new at this time, and provided great results especially when engaging in the discussion of sexual violence (Lenihan, 1992). The 2000s and forward produced another interesting stance on sexual assault- shifting our attention from individuals that are victimized, no longer making rape an individual problem, but a community problem. Violence prevention efforts shifted from asking why or how an individual was raped to the idea of what could the people around do in that situation to intervene. The prevention efforts of sexual assault began to focus less on risk reduction strategies for potential victims and more on intervention techniques for concerned bystanders. Equipping the entire community with tools to intervene in instances of sexual violence is a more effective model as it places the responsibility on the community to help stop this pervasive issue (Gidycz, 2011). Bystander intervention has been the model many institutions are educating their students, faculty, and staff on to create a sense of community and understanding that everyone should be looking out. Now that our understanding of this issue has been reshaped in a sense, the efforts in the field have been geared towards preventing acquaintance rape and educating students about bystander intervention.

The Legal Framework

Laws around sexual violence and rape continue to change as our society becomes more aware of this issue that plagues many communities around the world. The 1970s was one of the first times where we saw legislation passed regarding rape which in that time equated rape to murder and sometimes perpetrators could get the death penalty. This was overturned in a court case a few years after its implementation, this led to less severe punishments for perpetrators (Kaminer, 1972). The supreme court judge did not see rape as an equivalent to murder and left punishment up to the state where sexual assault cases were concerned. Title IX plays a role in sexual assault, but only when an act of sexual violence is considered an act of discrimination. Title IX offices developed a role in handling reports of sexual violence and tracking numbers of occurrences of assault on college campuses along with campus safety authorities. Colleges were under scrutiny as they were forced in the 1980s to begin developing comprehensive policies and response protocol for instances of sexual assault (Bohmer & Parrot, 1993). Many institutions failed to comply and the 1990s presented an amendment to the Donahoe Higher Education Act which mandated that all colleges must comply in providing sexual assault education. This amendment included minimum as to what that education was to like, but necessary to include content on the prevalence of rape and the role of alcohol and substances. The amendment also specifies that specific groups of students are required to go through these programs, athletes and other high risk student organizations in particular. To take it a step further the 1990s also introduced the Violence Against Women Act and Campus Sexual Assault Victims' Bill of Rights, that mandated institutions provide educational program and policies available to all

students regarding Sexual Violence. Policies were to include possible sanctions, disciplinary actions, victim services, and notifications. The 2000s introduces Violence Prevention and Sexual Assault professionals on college campuses to oversee the implementation of policy and education of the students, faculty and staff regarding the issue. There is relevance to bring attention to the stress that President Obama and his administration have placed on sexual violence and supporting survivors. Obama raised awareness about this pervasive issue in our society in response to the rates that people were reporting sexual violence on college campuses. The former president in a way challenged colleges and other organizations to raise their efforts in violence prevention and education around the country. With the recent election that has put Donald Trump in office, the future for violence prevention and education is unclear. The uncertainty stems from the allegations raised during the election about him being a perpetrator of violence against women. People that work in this field are anxiously anticipating what funding will look like for these nationwide programs, resources and support services for survivors. Currently VAWA (Violence Against Women Act) funds shelter, services and resources for survivors off of college campuses, but some violence and prevention offices receiving direct funding from VAWA that allows them to operate and be an immediate on campus resource for the community. The future is currently unclear regarding the policies that Trump will put in place and possible changes that will be made.

The understanding of sexual assault has increased and laws have changed, propelling us forward in the movement to combat sexual violence on college campuses. We've gone from a system that had no prevention efforts to having comprehensive programs around the country

around the issues of acquaintance rape, consent, effective communication and bystander intervention. Education efforts have changed to educate all communities in a comprehensive manner, tailoring education programs and efforts to specific demographics has proven to be a great tool in getting messages to resonate with other communities. We have come a long way, but it is important to understand as college campuses we are working in a microcosm. There is not one right way to educate and put these ideas into practice and as college communities we will not rid the world of rape, but we can lead the way. Eradicating something so deeply rooted in our culture is a fight that will continue to be tough. It is evident that violence prevention can spur culture change as we look at the evolution of sexual assault and thinking around the issue. Our culture has taken great strides to understand and think critically about this issue. Violence prevention and education has been able to change the minds of not only individuals, but entire institutions that have access to vast numbers of students, faculty and staff. The evolution of the discussions and research around sexual assault has been a step in the right direction for a cultural shift in our communities.

Research shows that culture change is created and sustained in communities when there is clear intention about what is being done in four key areas. David Knott (2008) lays the framework for culture change in institutions, giving analysis of major contributors to cultural change in all environments. Knott lays out this framework to be effective in corporations, businesses and even academic institutions. The first of the four areas examined is *identifying a problem*, usually the first step when approaching any type of obstacle. The second area is *creating consciousness*,

teaching people and getting a conversation started about the problem in the community. The third area of interest is *engaging the community* on a consistent basis. Conversations and learning

which led to the successful execution of something so momentous. When it comes to trying to change culture it is important to constantly remember what the movement is for. Having a guiding mission that is easily understandable to the community allows for the message to resonate (Kotter, 1996). After the problem is clearly laid out, urgency must be generated around the issue. Urgency does not mean there must be panic generated around an issue, rather it is establishing that there is something that needs to be immediately addressed within the community (Kotter, 1996). After a problem is identified it is important to think about the issues can be addressed when engaging with the problem. Lashonda Brown (2016) uses the phrase *connecting the dots*, meaning that problems stem from different areas and manifest in different ways, as we identify the problem we need to come at it with a holistic approach. No cultural issues exist in isolation, cultural problems are connected like a web (Lashonda Brown, 2016). Having the understanding that the target issue has the ability to trickle over into to other areas that may impact communities provides a stable foundation as beginning stages commence to tackle an issue. All problems do not stand alone, there is overlap in many areas. Battele makes a point that as agents of change and those attempting to generate culture change, it can be helpful to take a step back and not look at your problem as “one more thing” that has come up (Battele, 2007). Instead, of it being just another issue, come at the problem with the understanding that these things are occurring in our communities due to underlying problems that have not been corrected for some time. When embarking on a course to change culture there is the opportunity to engage the community directly or indirectly on different levels. Using the platform and voice of a movement or in the case of an office on college campuses to affect change in a multitude of ways.

Creating Consciousness

Culture change cannot be achieved unless the community acknowledges there is an issue that needs to be changed. This goes hand in hand with what was discussed earlier by Kotter, a leading scholar in the way we began understanding culture change, with regard to creating urgency around the issue. To begin changing culture, people must first find a way to capture the attention of the audience, the community members. Community members have to be engaged and have a voice in the issues that are being discussed. The first way to gain the attention or support of the community with your topic is to have a clear statement. This statement must be short and concise, the statement needs to sum up your values and be meaningful to the community members (Kronley, 2014). When developing this statement we have to consider whether people can actually see themselves in the statement. If people cannot connect themselves in some way to the issue, whether that be on an emotional or even academic level, the support will not be there from the community. People have to see themselves in the values of the movement and how it can have an impact on themselves and the community (Clemmer Group, 2009). This is a crucial component to creating positive culture change within a community.

Clemmer argues, people must feel connected to an issue to participate in changing it. That is, why being intentional about the messaging displayed to the community is so important. Sometimes these value statements are the first thing people see and think of when doing research about the problem in the community. These bits of information be meaningful to the individuals participating in the cause can be a main driver in community engagement. Another component to

creating consciousness is finding individuals that will help lead the movement. We must strive to find individuals that are not only passionate about the issues being discussed, but are a part of the target community/population. Using peer leadership and teaching is a great tool to encourage participation in the discussion. The responses are better when people are educated by their peers (Lenihan, 1992). Tapping into the community and finding individuals that will be in a position to lead and sustain the cultural shift is crucial to successfully instilling new values into a community (Kotter, 1996). There is this idea of collaborative leadership a useful practice when trying to change culture. The idea is to have everyone at all levels involved in the change initiative from conception to the implementation (Kezar, Eckel, 2002). This is a tool that invites people to actively participate in the conversation and discussions pertaining to where they want to see their community instead of it being a solely administrative responsibility. It is important to create a coalition of people that will work towards spreading awareness from all identities in the community. As we continue thinking about creating consciousness around an issue, there is opportunity to begin thinking about beneficial partnerships and resources. These should be resources and partners outside the community that can come in and be a support to the community. In some case outside resources should be brought in to teach something to the target community to bring in different perspectives and contribute to the learning process (Battele, 2007). Campuses should utilize a widespread awareness and communication campaign in synergy with training and other initiatives to help shift culture. Staying visible is important when trying to change culture, constantly reiterating the messages and values you want to instill into the community. Then, it is just about reaching the community through innovative means. In this

age social media is the easiest way to have massive amounts of people exposed to your message in the shortest amount of time.

Ongoing Exposure

Knott brings us to the next part about being consistent with engaging the community. One time exposure to an issue is not enough for an idea to take root in a community. He argues that there needs to be this continued exposure to the topic of discussion. This can take place in several forms including community meetings or standing in high traffic areas to create awareness and hand out information. Constantly communicating the vision is key to creating awareness about an issue. The reason that ongoing exposure is crucial is because as agents of change, the interest is not one instance of change, but change sustained over time. “If long term culture change is the objective, then everything done needs to show the direction is consistent and the intention credible - otherwise the signal is mixed.” (Knott, 2008) Knott touches on long term change rather briefly, but it provides great insights. For example, without being intentional about what is being done or projected to the community constantly, the message and goals can be lost. The image of the movement is important, maintaining credibility and perception play a role in the way people respond to outreach efforts. Another way to sustain cultural change is by continued innovation and embracing collaboration as community members have the ability to provide meaningful insights that can help the community move forward together. “Refresh and invigorate”, a phrase from the Clemmer Group meaning to reinforce the vision regularly, while considering suggestions that have been brought up that may be beneficial. The leaders or the individuals that have become the face of the movement need to display the values formed daily. Having the

leaders displaying the desired behaviors on a daily basis is crucial so that the community knows what they need to live up to and what is expected (Kotter, 1996). Those that are identified as leaders need to model the proper behavior to begin normalizing new behavior of the community. As mentioned earlier visibility is important, especially when it comes to sustaining a movement. Hosting regular events and activities for the community to get involved with allows for more learning and dialogue around a particular topic. Regular programs also signals to the community that change is still happening and we are not yet where we desire to be as a community. Important to let the community know that work is not done and there is more that can be done to see the community move forward. (Kezar, Eckel, 2002) Language must be understood exceptionally well when trying to put a message out to a large amount of people. When posting messages or disclaimers out to the community, making sure that the language is understandable is a crucial component. Sometimes the simpler the language, the easier it is for an idea or movement to resonate with the people that are targeted. Equally important, is to know the audience which you are targeting. Thinking about tailoring the materials or means of communication could prove to be a vital tactic that allows messages to take hold within the community (Changefirst, 2007).

Space

Possibly the most important part of creating culture change is creating spaces that are not only inclusive, but geared towards learning. Creation of safe spaces (for college campuses) is crucial to having individuals feel safe enough to share their personal experiences, knowledge, and for those to ask questions that may not be the most educated on certain topics. This is tough to

achieve especially since we are now moving more and more into a non traditional and non

support services may prove to be valuable and lead to a more informed community. In addition to the physical spaces, providing easily accessible resources online is also a good method to reach a multitude of people (Battele, 2007).

coast, but it was important when choosing the final colleges that there was diversity and the regions ranged. The participating institutions (Emerson College, Claremont Colleges, Reed College, SUNY Oneonta) were selected based on their efforts regarding violence prevention and education. To get a different perspective I located institutions in different regions of the United States doing work in violence prevention. To get information that would be most similar to Occidental College, each college is a liberal arts institution. Gathering data from large institutions with over 10,000 did not seem realistic with the size difference in the institution and the feasibility of implementing some programs on these campuses. Smaller institutions, such as liberal arts colleges, can take advantage of the smaller student body and carry out different types of programs and training on the campus. Liberal arts colleges also occupy an interesting space and typically have a distinct progressive culture. Being progressive institutions, and also smaller colleges, there was anticipation that these institutions would have some programs unique to their campus.

The interviews were probably the most critical part of the research I did. I conducted several narrative semi-structured interviews with Violence Prevention Coordinators from four liberal arts colleges across the country. The goal of these interviews was to get a hands-on perspective of the impact that violence prevention efforts have had on their campus. Going into the interviews I established a base definition of what culture change is, but wanted to allow for the interviewees to give their own definition of success and culture change to gain deeper understanding. Conducting these interviews I was interested to hear their perspective because

they do the work daily. Getting down to specific policies, protocols and teaching methods implemented and stuck for their community. The conversations are not meant to be scripted, hence the semi-structured style; the goal is rich dialogue around the efficacy of the efforts by the campus in the area of violence prevention. I also examined what success is in the field of violence prevention, once again going in with a base definition but allowing the professionals to give their own personal definitions.

In addition to interviews, I was able to review climate surveys that were publicly available from the institutions. The climate surveys displayed the students' perspective on the efforts and policies on their campus. These climate surveys were used as another measure of the quality and success of the violence prevention offices at the selected schools.

This portion of the research is where each participating college was examined in depth in three categories: implemented policy and protocols, education programs and the climate surveys each school administers. The reason I have examined the policies and protocols in place at these institutions to examine if there is a correlation in a cultural shift on the campuses. I also went on to examine each institution's programs regarding education and training to see if there is something there that resonates with that community and has had success. The climate surveys from each campus are directly related to the first two categories. The response from these surveys serve as a tool to help measure the progress of the community as time goes on.

It was important for me to identify what success looked like in this work on college campuses. Best practices are based on the campuses ability to implement programs, policies and educational trainings that have changed the behavior on college campuses. I have examined the methods used on each campus to continually engage their community around the issue of sexual

programs/initiatives/policy, student feedback and climate survey data. The section following the case studies analyzes the data and interprets the significant findings relevant to the research questions.

The Claremont Colleges have recently introduced their violence prevention office, called the EmPower Center. The Claremont Colleges are comprised of seven different schools in extremely close proximity to one another. The EmPower Center is located in an area easily accessible to all students and provides services and support located in a room

In order to promote growth through education, Claremont's EmPower Center has implemented several programs that have had success in permeating knowledge throughout the community. Important to note, many of the initiatives and programs that have been started at this institution have been student driven. Students recognized the need for services on their campus, and actively went out into the community and received training to become advocates. The students understood the importance of an issue like this and since they were proactive they were able to make the college react and create what is now known as the EmPower Center. Students were driving force that got these programs and the office up and running, consulting with state M M M M M M M M M M professional staff as support and guidance for ideas they had. The institution has implemented a program that allows students to go out into the community and receive training and become certified advocates to act as a peer confidential resources for the student body. The students did this on their own before the college created the EmPower Center, but now they work in tandem with the center and are recognized as an accessibu M M M M M M M M M M

director of the EmPower Center uses this time to gain feedback from the staff and faculty on what has been working, what hasn't, or what has been difficult implementing or remembering. The director shared that, "understanding that everyone is still learning is crucial to the growth of any campus." This quote remains central to the EmPower Center as they make plans to innovate the way they engage and educate the community.

As Claremont has been exploring more ways to engage the community through education, they have started the Healthy Masculinity Coalition open to all the campuses. This is a group that invites those that identify as males to learn more about masculinity, and ways that they can become involved in preventing violence and changing culture. In the early stages in this field of work, it was widely thought and accepted that men were always the ones perpetrating some sort of violence. The colleges realize that this thinking is detrimental and men must be included into the conversation to "not only learn, but heal as well." Also throughout the year, there a

The Claremont College's most recent climate survey provided positive results; these results came right around the time the EmPower Center was introduced to the campus. Overall safety was a huge positive among the students graded on a 5 point scale, the average feeling of safety on campus a 4.34. Another finding from the climate survey was that students that did not identify as heterosexual males or females felt slightly lower rates of safety on campus, their numbers dropping slightly below 4 (agree). The institution has had great success when it comes to education and retention almost 86% of undergraduate students know how to identify sexual assault and around 77% of individuals remember actions that can be taken to prevent an assault. A promising finding from this climate survey was that individuals who identify outside the heterosexual gender binary have begun to report instances of violence at higher rates, higher than any other group on campus. Other than these significant findings, this campus still experiences rates of sexual violence similar to the reports of other institutions nationwide. Examples include, women being the most targeted group, women receiving unwanted sexual contact, men being labeled as the perpetrator, coercion, physical force and drugs being involved in the incident. The rates and overall response by the students at this institution match up with other similar colleges across the country.

Emerson has been successful in creating the culture they want to see in their community due to a bottom up approach. "Usually changes occur from the top down coming from the administration and to be implemented by those underneath them.", said the violence prevention specialist. At Emerson, The students play an active role ensuring that the institution continues to

evolve. The students at Emerson forced their college administrators to react; the students were not satisfied with the way the administration handled instances of violence and demanded

changes be made. The violence prevention office at Emerson came into existence as a result of students speaking up and demanding things be changed. The college hired a full-time violence

and prevention specialist to help ensure the protocol for handling reports is fair and that the

students voices are heard on campus. The violence prevention office at Emerson has committed to going beyond the minimum requirements of violence prevention and education. The normal or

at the beginning of the semester, violence prevention and education is one large session at the beginning

collaborative with the office, trust has been able to grow between the administration and the community. Trust and establishing relationships is imperative to any movement's success.

Emerson strives to sustain their cultural change by going past what is considered the norm when it comes to violence prevention and education. By collaborating closely with students, the office at this institution is able to stay relevant and up to date with nuanced ideas and understandings of these issues. The office holds space for students to just have dialogue around violence that takes place on college campuses. The office hosts meetings or forums where the students can voice their opinions in a semi-formal, respectful setting. Students are allowed and encouraged to critique the initiatives and programs that the violence prevention office is putting on throughout the year. This space is about learning and formulating a community understanding of the issues that are prevalent in the community. Introducing this space to the community proved to be beneficial as it allowed students from all backgrounds to have a voice in what education and prevention efforts consist of on campus. The greatest purpose that these spaces provide is that it allows the students to make decisions on what they'd like to see the campus and violence prevention office cover and explore in more depth. On top of teaching bystander intervention skills to the campus, the office has found ways to ensure that the college's policies around sexual violence are clear and understandable. The policies have been slightly revamped and are constantly under examination to ensure that the policies in place are in no way overlooking the experiences of individuals on the campus. The violence prevention office at Emerson was able to meet with the legal team of the institution and collaborate to construct a readable version of the college's policy around violence. Readability was huge for the student population, as they were not able to fully comprehend and understand the policies

due to the legal jargon. The violence prevention office found a way to work with the legal team to ensure that all necessary language was included, but the real goal was comprehension. The administration has been an ally in this area as they are open to examining the policy and changing anything that may be unclear to the students. In particular, one of the Vice Presidents of the institution has been very vocal about their stance on the issue of sexual violence on college campuses. They have been a vital part in ensuring that staff and faculty are competently trained and educated. Protocol has also been huge for the administration, they have been making efforts and helping to put protocol in place that is fair for all student and gives continued support to survivors.

Emerson conducted a climate survey in 2014, this was prior to the office of violence prevention being fully implemented into the community. Not all students were able to receive the newly implemented education and trainings, only the first year student of Fall 2014. The next climate survey will be administered in the fall of 2017, hoping to provide results for the efforts that the office has been pushing for the past few years. This will be the first time that all students on campus will have gone through a first year orientation session and have had year long exposure and discussion around sexual violence.

Reed College exhibited a similar style of cultural change to Emerson, the bottom up approach rather than the top down. This institution is “progressive, and due to student activism they have been able to mold their campus into the space that they desire,” (Reed College Specialist). Progressive in this sense means that the students are very active and the overall

crucial part of what this college tries to do, meeting people where they are when it comes to going into more depth about the topics of sexual assault and violence. Language has also been crucial to the movement of becoming a more informed campus. The campus administration and legal team have come up with a way to simplify the language that discusses policy and conduct to ensure more apprehension by the students. Collaboration and inclusivity have also proven to help the office and movement to keep shifting. The office at this institution strives to make lasting relationships across different departments on the campus, whether it be teaming up to create programs or just spreading information campus-wide.

After conducting interviews and reviewing the climate surveys that were available for release, the findings have concluded that there are five factors that are conducive to creating and sustaining culture on college campuses. The factors that presented themselves through the research were all mentioned in the preliminary literary review, but the thinking behind some of these categories has shifted. Below are the factors that the findings have presented:

1. Spaces
2. Programs
3. Administrative Role
4. Policy
5. Approach to Cultural Change

Each of these has proven to be instrumental in gaining momentum and effectively changing the culture at the colleges examined.

Spaces

When talking about spaces in this context, it is not about spaces that can be visually seen, rather there is a feeling or overall climate to the campus. As colleges aim towards changing culture through violence prevention and education efforts there must be explicit attention to acceptance and inclusivity. When entering into spaces, preconceived notions must be left at the door. These spaces need to value collaboration, differences, and learning. For college campuses in particular the violence prevention and education offices need to act as a space for students to have dialogue about the issues of violence on their campus. It is important that students are given time to properly discuss and learn not only from professional staff, but each other. In many cases students learn better from peer-to-peer interaction; this is a more comfortable form of communication for most because power dynamics are eliminated. Comfort is essential, that is why it is important to approach things holistically when creating these spaces for students. As educators and professionals working on violence prevention initiatives there must be extreme mindfulness and caution when dealing with students. Students come to college from all sorts of places, and there is no way to account for everyone's experiences. What can be done though is educators paying close attention to the language they are using and ensuring there is a level of cultural competence and understanding. The colleges that have been examined for this particular project have created some interesting spaces on their campuses. Claremont for example has started the Healthy Masculinity Coalition. Reed College hosts meetings and forums with their students to discuss issues that manifest on their campus. These are just two examples of constructive spaces that foster environments of growth and learning. Those are the things that should be valued when trying to create culture change on college campuses. It has become evident that violence prevention and education offices on college campuses have the ability and

capacity to bring students into spaces and shift their thinking. It is important to note that these institutions were not able to create and have students enter into these spaces immediately. It is a process. students must feel comfortable and trust the people that are in these spaces. This is why creating relationships is so crucial to effectively creating cultural change on college campuses. Being a student, I understand that there is this unspoken distrust between students and administration, but when we are able to break through that and develop transparency and a relationship that values dialogue and conversation we are able to move forward as a community. The reason these institutions studied are having success is because of trust and open communication that values criticism and listens to the voices of the students. The spaces that are created on college campuses do not have to be visual, but more of an unspoken respect and acknowledgement of difference.

Programs

Every college that was examined hosted different programs. Each institution had their orientation session in common where the violence prevention specialist holds an introductory session introducing people to the ideas of sexual violence on college campuses. All students have to go through some sort of training and informational sessions that are mandated by the college. The difference comes when we talk about programming throughout the year. This links directly to what was mentioned in the literature review section that involved exposure. After going through each college separately they all understand that in order to sustain and create culture change there needs to be constant and ongoing exposure to the community of that topic. What was learned is that it is not necessarily about the type of program or initiative, rather it is more

about the intent behind the programming. Meaning, whenever institutions decide to host programs throughout the year, the idea behind the program is more important than the program itself. Whether that be a guest lecture or a community partner coming in and doing some sort of workshop with the students, that activity or program has to be about community building and bringing individuals together to learn. This ties back into spaces and the idea of inclusivity in particular. When these programs are in the developmental stages it is important to be mindful of the different experiences and attitudes that may be coming into these programs. Mindful programming is essential to culture change, if individuals do not feel a connection or their identity represented in the program there can be a total disconnect from the topic altogether. When constructing programs it is crucial to ensure that all identities are equally represented and welcome, so it is not about the program in particular but the way in which it is constructed and displayed to the community.

Occidental College has begun to pilot programs that introduce a new form of education to the campus. This education still involves peer to peer education, but actually brings in individuals from the target group or community to help with the facilitation of material. This program is another way that colleges can involve everyone in the conversation and meet everyone where they are in regards to this topic. This co facilitation is in place to allow for the material resonate with the community a little easier because the information is coming directly from someone that interacts with them consistently. Rather than having a peer representative or professional staff member come in and talk once, that group can now have a trained person within their community to address some of these issues. This type of program has been tested

with greek organizations on campus and has provided tremendous feedback from the groups.

After traditional avenues of education are exhausted, I recommend this approach because there are different possibilities and tactics that can be used to engage the group.

Administrative Role

On college campuses the administration plays a vital role in creating and sustaining cultural change. The administration must first establish trust between the student body and the staff of the college. Important to understand that trust is not something that comes immediately and is a process that has to be worked at. Transparency is the best way to build a relationship with students. Students must feel that the administration supports them and hears their needs. Just like any type of relationship, there must be respect for each other's ideas. There needs to be open communication; both sides need to be receptive to each other. Students must be empowered by their administrators, and administration and staff must always work in the best interest of the students. For these institutions, those in administrative roles understand the importance of this issue and make it a priority. They are on the same page as a whole, their messages, goals and stance is clear for the community to see so there is no confusion on what is trying to be accomplished as an institution. These institutions of study presented something interesting all across the board. Unlike Occidental's violence prevention and education office, these other institutions are funded directly through the institution's budget. Project S.A.F.E. at Oxy has to receive a grant in order for the office to hire additional full-time staff who have proven essential to the office's day-to-day operations. With a possible change in the way funds are disbursed under this new presidential administration, Oxy's administrative team needs to reconsider the

budget for this office. Granting this office more funds would allow for them to continue doing the necessary work to change culture on campus.

Policy

Interestingly, the findings did not prove to be what was anticipated. Each institution has their own policies and protocols that address issues of sexual violence in compliance with the state laws. These policies are also under review constantly to ensure that processes are fair. Each institution strives to provide a fair process for handling acts of violence and providing adequate support services for those that have been impacted. This was all expected it came as a surprise what SUNY Oneata and Emerson College presented in the interviews. When iqtMM# culMMMqM

easily read and accessible online is a much more efficient way to engage students. The SUNY

see that change does indeed come from within. At colleges this concept applies as well, changes cannot just be made at the top and expected to transition smoothly and be implemented flawlessly. Feedback and critiques from the targeted community is necessary for long last cultural change.

Violence prevention and education offices and programs have the ability to change the culture of college campuses for the better. Through normalizing behavior, creating inclusive spaces, clearly representing policy, bridging gaps and more, these offices are able to have a substantial impact on the campus community and climate. Students are the driving force for colleges, their impact is substantial and they deserve a seat at the table when it comes to institutional changes. It is the students that will propel the college forward and a top down approach to culture change is not the most successful. Using violence prevention offices as a framework is a great way to examine the concept of culture change. This framework is new, where a lot of the literature on cultural change discusses big businesses and corporations, there is not much out there on how colleges create cultural change. It is important to note that our new White House Administration team has spoken of removing college's ability to deal with sexual violence on their campuses. This is not the solution. College administrations need to recognize the impact that these offices have on the community and prioritize their existence on campus. Having these entities on college campuses has helped several campuses, but the work is not done. Sexual violence being such a pervasive issue around the world, we must continue to strive for creating a more educated society where certain behaviors are not condoned.

