



Enhancing Campus Sexual Assault Prevention Efforts

THROUGH SITUATIONAL INTERVENTIONS

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INTRODUCTION

Sexual violence is a widespread—but preventable—problem in this country. While considerable strides have been made for decades to prevent and respond effectively to sexual violence, recent national figures indicate that sexual assault, harassment, and other forms of sexual violence remain prevalent:

- Over the course of their lifetimes, approximately 1 in 3 women (30–36%) and 1 in 6 men (17%) in the United States experience sexual violence involving physical contact.¹
- Roughly 38% of female victims of completed or attempted rape were 18 - 24 years of age when first victimized.²
- Twenty-one percent of women and 11% of men experienced sexual assault while in college.³
- Ten to fifteen percent of surveyed college males have reported engaging in some form of sexual aggression in a given year.
- Incidents of sexual violence victimization in the community at large—as well as on college and university campuses—are disproportionately high among people who hold marginalized racial and/or ethnic identities, people who are marginalized due to their sexual and/or gender identities and expressions, and individuals with differing abilities.⁴
- Sexual violence is overwhelmingly under-reported to law enforcement or other authorities, with particularly low reporting rates in college and university settings.⁵

Sexual assault on university and colleges campuses has been the focus of feature length films (*The Hunting Ground*), best-selling books (*Missoula*), countless headlines in the nation's news outlets, and over 100,000 comments on Department of Education-proposed Title IX guidelines. As the nation's attention is directed to sexual violence, this is the time to ensure support and protections for those who have been abused, to hold accountable those who commit acts of abuse, and, most importantly, to change the conditions in which sexual violence emerges.

Enhancing Campus Sexual Assault Prevention Efforts through Situational Interventions offers insights on creative and effective strategies to prevent sexual violence on university and college campuses.

This project, *Enhancing Campus Sexual Assault Prevention Efforts through Situational Intervention*, developed a methodology that can be used across a range of college and university settings to: identify specific campus spaces perceived to be unsafe; identify multiple dimensions within those spaces that contribute to safety concerns and create perpetration opportunities; and generate place-based strategies that can address those environmental conditions. This report shares resources that are adaptable for use across diverse college and university campuses.

This resource:

- focuses on a largely unaddressed level of prevention intervention—situational prevention, which emphasizes reducing the environmental opportunities for violence to take place—and its critical importance within a comprehensive sexual violence prevention approach;



- outlines the core elements that can be applied at diverse institutions of higher education to complement existing sexual violence prevention strategies;
- highlights the planning and implementation efforts to incorporate innovative situational prevention approaches at the selected colleges and universities, based on stakeholder-identified interests/needs, strengths, challenges, and capacities at the respective campuses;
- offers tangible guidance, lessons learned, and practical, adaptable tools to support collaborative planning, implementation, and monitoring/evaluation activities for other campuses; and
- encourages policymakers, practitioners, and researchers to recognize and leverage their expertise to shape/contribute to safe, vibrant college/university environments—and communities more broadly—through innovative practices and research on situational prevention.

All community members have a role to play in preventing sexual violence, and all community members benefit from the impacts of situational prevention strategies. In our experience, we found that engaging senior leaders on campus as champions for prevention is critical to setting a “tone at the top.” When campus leaders speak out about sexual violence, their influence is felt across the campus community, and these highly visible campus leaders have an important role in shaping the environmental context and campus tone around prevention.⁶ For this reason, this document is framed largely for stakeholders with roles and responsibilities at institutions of higher education. At the same time, the theories, concepts, and applications have important implications for a wide range of additional stakeholders. Given the importance of collaborative responses within and across disciplines and organizations—and the overarching and comprehensive sexual violence prevention framework—such stakeholders are encouraged to engage in the material and explore potential opportunities and applications in their respective fields and settings. Indeed, an important objective of this initiative and the toolkit is to encourage innovation and help build the evidence in the interests of the shared goal of preventing sexual violence at the outset, and promoting safe and healthy communities.

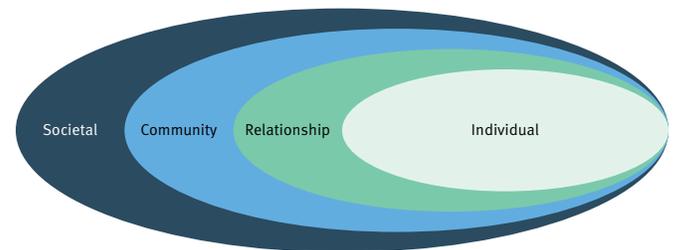
THE THEORETICAL AND EMPIRICAL WORK TO DATE ON PREVENTING SEXUAL VIOLENCE

The sheer incidence and prevalence of sexual violence, coupled with the known harm and impact to victims, partners, families, and communities, necessitate a comprehensive approach to its prevention.⁷ This project draws on multiple theoretical models to provide a foundation for creating changes to the environment in order to reduce and prevent sexual violence on college campuses.

From public health, the Social Ecological Model provides an ideal framework within a public health approach for preventing sexual violence, as it accounts for the complex inter-relationships between risk and protective factors across multiple levels of the social ecology.⁸ The four-level model adopted by the Centers for Disease Control and Prevention (CDC) provides important guidance about the opportunities and types of interventions that can be developed and evaluated at the individual, peer/relationship, community, and societal levels in order to prevent sexual violence.⁹

Building upon the social ecological model, numerous evidence-based frameworks inform environmental strategies at the college and university setting. The Crime Prevention Through Environmental Design (CPTED) movement emerged in the 1970s in response to criticism that sociologists had traditionally overstated the social causes of crime and largely neglected the role of environmental influences. Instead of focusing on the individual, CPTED called for an epidemiological public health approach to reducing violence, where prevention efforts would focus on “situational prevention,” or reducing the environmental opportunities for crime.¹⁰ Examples of situational prevention include removing areas of concealment, increasing light to improve natural surveillance, controlling access to environments to disrupt perpetration opportunities, and reinforcing territory using design elements such as sidewalks, porches, and landscaping, which help convey the message of pride, ownership, and care of property. According to a recent CDC report, the CPTED School Assessment (CSA) conducted in 50 middle schools confirms the relationship between physical attributes of schools and student violence, and states that “the CSA might help guide school environmental modifications to reduce violence.”¹¹

THE SOCIAL ECOLOGICAL MODEL



Today, designers and architects also incorporate biophilia, our innate biological connection with nature, to improve our built environment. Decades of neuroscientific research document the human nervous system response to the natural environment and nature’s ability to alter our stress, mental state, immunity, happiness and resiliency.¹² By incorporating biophilic design principles into our built environments, we can reduce stress, improve cognitive function and creativity, and improve well-being.¹³

Effective situational prevention strategies also change culture by creating social environments where engaging in unhealthy or harmful behaviors is socially undesirable, abstaining from these behaviors is permissible, and engaging in healthy, prosocial behaviors is the community norm. Altering the social environment can happen through modifications both to policy and to the built environment.

Changing the environmental context to one that reduces the risk of crime both changes individual behavior accordingly and benefits all who interact within an environment. In an environmental context where situational prevention strategies have been employed, the healthy majority grows, with more people engaging in healthy behaviors and decreased harm among the minority of those who engage in unhealthy or harmful behaviors despite the environmental cues not to do so.¹⁴



Public Health Model

The public health approach offers a framework that seeks to effect change at the broadest level (i.e., universal interventions for the general population), as well as selected interventions for those at heightened risk for victimization or perpetration, including college-aged students.¹⁵

In public health models, and as applied to sexual violence, prevention interventions take multiple forms.¹⁶

- 1 Primary prevention strategies are designed to promote safe, healthy, and vibrant communities overall (i.e., for the population) and reduce/eliminate the potential for sexual violence at the outset – before it is perpetrated.
- 2 Secondary prevention strategies are implemented after sexual violence has been perpetrated, and are designed to mitigate the myriad immediate and shorter-term effects of sexual violence.
- 3 Tertiary prevention strategies, which are also implemented after sexual violence has been perpetrated, are designed to stop its recurrence, mitigate longer-term effects, and promote lasting change.

Recently, researchers conducted the first systematic review of primary prevention strategies—many of which were implemented in college and university settings—in order to explore the state of the evaluation research in this area and to identify what works (and what does not work) to prevent perpetration at the outset.¹⁷ The investigators identified the following findings, among others:¹⁸

- Comprehensive strategies to address multiple levels of the social ecology were generally absent.
- The overwhelming majority of programs focused on the individual level alone and were not demonstrated to be effective, in and of themselves, in reducing perpetration behaviors.
- Few programs extended beyond the individual level to address peer/relationship-level influences. The programs that did exist commonly took the form of bystander intervention programs, with mixed evidence of effectiveness in increasing knowledge, attitudes, and bystander behaviors or behavioral intentions.
- Strategies targeting community, environmental or societal level influences on sexual violence perpetration were notably absent, with very few exceptions.
- Interventions tend to be limited in scope (oftentimes single sessions) or intent, primarily focusing on increasing knowledge or changing attitudes rather than on behavioral change.
- Socio-cultural relevance was lacking: almost none of the prevention strategies included content tailored for people who hold marginalized racial and/or ethnic identities, and none were developed to be responsive to people who hold marginalized sexual and/or gender identities or expressions.
- Empirically rigorous methodologies were uncommon, and many of the programs did not have sufficient outcome data to demonstrate the extent to which they were effective.

Taken together, these findings underscore a gap in rigorously evaluated prevention strategies that are grounded in evidence-informed principles of effective prevention programs and that promote a more comprehensive approach to preventing sexual violence at the outset.¹⁹

“Individual and relationship-based approaches are likely key pieces of the prevention puzzle given the plethora of risk correlates identified at these levels. But, achieving long-term behavior change with such programs is unlikely when they are delivered in a social, cultural, or physical environment that counteracts those messages and discourages safe, healthy behaviors or rewards violent behavior.”

DeGue et al., 2014, p. 36.



Public Health Model (cont.)

Violence prevention research and practice demonstrate that we prevent violence by changing social conditions, such as reducing risk factors for violence and increasing protective factors within spheres of influence. This is because social conditions are largely responsible for creating environments that either implicitly or explicitly sanction or reject violence.

The four levels of the Social Ecological Model, individual, peer/relationship, community, and societal levels, provide direction on addressing relationships between risk and protective factors across multiple levels of the social ecology.²⁰ In particular, the CDC's STOP SV: A Technical Package to Prevent Sexual Violence describes programs, practices, and policies with evidence of impact on sexual violence victimization, perpetration, or risk factors for sexual violence.²¹ One of the effective prevention strategies is to create protective environments, since "characteristics of the social and physical environment can have a significant influence on individual behavior, creating a context that can promote positive behavior or facilitate harmful behavior."²² One example of creating protective environments cited in STOP SV is Improving safety and monitoring in schools.

"Research has found that modifying the physical environment of schools to increase monitoring in areas perceived as unsafe can have a beneficial impact on rates of sexual harassment, other SV, and dating violence among students. Shifting Boundaries building-level intervention is an example of a school-based intervention that involves (a) revising school protocols for identifying and responding to dating violence and sexual harassment, (b) the use of temporary building-based restraining orders to reinforce respectful boundaries between victims and perpetrators, (c) a poster campaign, and (d) increasing staff monitoring based on "hotspot" mapping that students complete."²³



A rigorous evaluation found that Shifting Boundaries building-level intervention reduces peer sexual violence perpetration by 40% and sexual harassment perpetration by 34% among middle school students in New York City.²⁴ This project was inspired by some of the concepts from Shifting Boundaries as an evidence-based middle school dating violence prevention program that confirms the critical need to modify community and contextual supports for sexual violence in successful prevention efforts.

Other theoretical frameworks and approaches to creating change on a college campus setting provided important contributions toward this approach.



Situational Crime Prevention (SCP) and Crime Prevention Through Environmental Design (CPTED)

Criminology theories indicate that broad scale prevention is contingent on creating environments that reduce opportunities to perpetrate crime and increase pro-social norms and activities. Situational Crime Prevention (SCP) and Crime Prevention Through Environmental Design (CPTED) frameworks emphasize the importance of “place,” not only in terms of locations themselves, but also the characteristics of those spaces that influence decisions to engage or refrain from criminal activity. Without question, these place-based influences have significant implications for preventing sexual violence perpetration in a given setting, including college and university campuses.

In the criminology field, theories underlying crime prevention were historically person-focused, recognizing that factors in an individual’s life increase their propensity for anti-sociality or criminality. Hence, strategies primarily centered around responding to criminal activity and the persons who engaged in such conduct. The focus has since begun to shift toward place-based strategies, which take into account the relationship between crime and place, including elements of the physical environment.

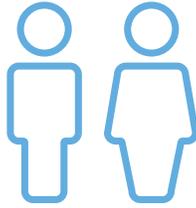
More specifically, Situational Crime Prevention (SCP) theory focuses on the crime-opportunity and highlights the influence of environmental conditions on an individual’s “in the moment” decision to engage in a given type of criminal conduct at a given point and in a given location (i.e., situation).²⁵ The extent to which a potential perpetrator perceives the conditions in a given location to be “favorable” or suitable to engage in a particular type of criminal activity (e.g., sexual assault) varies based on physical or structural features in a location, as well as social norms and activities that occur in that space. As such, SCP strategies are not framed around vulnerabilities of individuals as being victimized, per se. Rather, SCP speaks to the vulnerabilities within the environment that increase opportunities for perpetration, and hence strategies are designed to alter those factors to increase the effort and risk—and reduce the suitability of the environment—for a potential perpetrator.²⁶

Relatedly, the Crime Prevention Through Environmental Design

(CPTED) model provides an important and complementary framework. CPTED strategies focus largely on the characteristics of the built environment, or physical space, such as:

- Territorial definitions of the built environment, which convey the ways in which the space is to be used or not to be used (e.g., signage);
- The presence of individuals who may be perceived as “suitable” targets;
- Sensory variables, such as sight and sound, that can create conditions perceived by a potential perpetrator to be favorable for criminal activity, and that contribute to the ways in which a specific space or environment is perceived as safe or unsafe by users of that space;
- The extent to which the structure of the built environment space allows those who live in, work, or otherwise use the space to “see and be seen.” For example, individuals who perceive themselves to be highly visible in a given location are less likely to consider it as providing a low risk opportunity to engage in criminal behavior, whereas crowd density may support perceived anonymity;
- Access controls that guide who enters or is allowed to use a certain space, control boundaries, or direct where individuals are expected to go within a given space (e.g., gates, locked entries, bushes, railings);
- Image and reputation, or the extent to which those who are present in those spaces assume ownership over or responsibility the reinforcing the ways in which those spaces are used (i.e., for the intended purposes, or misuse), such as social norms or conditions attract persons who may use the space for pro-social behaviors or the converse.

Modifications to the built environment include removing areas of concealment, increasing light to improve natural surveillance, controlling access to environments to disrupt perpetration opportunities, and reinforcing territory using design elements such as sidewalks, porches, and landscaping, which help convey the message of pride, ownership, and care of property. In turn, this can create a culture within a given physical space, such that criminal behaviors are socially undesirable, abstaining from these behaviors is permissible, and healthy, prosocial behaviors are the community norm.



Gendered Use of Public Space

Urban planners use the term “gendered use of public space” to describe space as occupied predominantly by one gender, with an atmosphere reflecting a gender tradition of interests and preferences, and behaviors shaped by traditionally masculine or feminine views.²⁷ For example, bars and nightclubs are typically a masculine-gendered space, where male patrons outnumber females, employees are predominantly female (attracting male patrons), and TV screens typically display traditional masculine attitudes. The concept is an important consideration in efforts designed to prevent sexual assault victimization, as females are significantly more likely than males to be victimized in a masculine-gendered space.

Recent attention has been given to the prevalence of gender-based violence restricting the freedom of women and girls in public spaces, particularly in large cities (for example, women and girls often avoid going out alone after dark or avoid using public transportation for fear of attack and harassment). According to the United Nations, reduced freedom of movement “reduces the ability to study and work, access essential services, participate in public life, and enjoy recreation opportunities.”²⁸

Women’s Safety Audit

In 1989, the Metropolitan Toronto Action Committee on Violence Against Women and Children—based in Ontario, Canada—developed the Women’s Safety Audit (WSA) as a way for women to self-report urban public spaces in which they feel safe and unsafe.²⁹ Specifically, its purpose is to collect detailed and specific information on the safety/inclusion of women in a specific space, capturing data on numerous domains such as lighting, possible assault sites, stairwells, parking, toilets, overall design, movement predictors, and escape routes; generate concrete recommendations for improving safety, and empower women to work with decision-makers to effect change. A college adaptation of the WSA, developed at McGill University, in Montreal, Quebec, expands the assessment from conditions primarily in the physical environment to factors in the social environment.³⁰

Shifting Boundaries

The importance of addressing environmental factors was also highlighted in Shifting Boundaries,³¹ an evidence-based strategy designed to prevent peer sexual harassment and dating violence in middle schools. According to a recent systematic review, Shifting Boundaries is only one of two intervention models categorized as effective in preventing perpetration.³² Shifting Boundaries is comprised of a classroom-based curriculum and a school-wide/building-level intervention, each of which is implemented over a 6-10 week period. The classroom-based intervention/curriculum consists of 6 sessions addressing topics that include setting and communicating personal boundaries, the importance of respecting those boundaries, consequences of sexual harassment and dating violence, and bystander interventions.³³ The school-wide or building-level intervention includes a “hot spot” mapping activity, whereby students color code blueprints/maps of the school to indicate areas perceived to be safe and unsafe from harassment and violence. School administrators then increase the presence of school personnel in the identified “hot spots.” The school-wide/building-level intervention also includes the placement of posters designed to increase awareness about and reporting of sexual harassment and dating violence, and the use of Respecting Boundaries Agreements that act as school-based “restraining orders.”³⁴

Through a rigorous experimental design, Shifting Boundaries—specifically the school-wide/building-level intervention—was found to be effective in reducing sexual harassment and dating violence perpetration, and sexual harassment and dating violence victimization, at a 6-month follow-up period. These positive effects were not realized when only the classroom-based intervention was used.³⁵ This ground-breaking work confirms the critical need to modify community and contextual supports for sexual violence in successful prevention efforts.



Environmental Management Strategies in AOD Misuse Prevention

In alcohol and other drug (AOD) misuse prevention efforts, universities and colleges have used “environmental management strategies” that are strikingly similar to situational prevention strategies. AOD environmental management strategies grew out of the public health socioecological model and typically fall into five different approaches, described by William DeJong and Linda Langford as: **(1) offering alcohol-free opportunities to engage in social, extracurricular, and public service options; (2) creating a health-promoting normative environment; (3) limiting alcohol availability; (4) restricting the marketing and promotion of alcohol; and (5) creating and increasing enforcement of policies and laws.**³⁶ All five strategies involve a wide range of possible program and policy options. For example:

- Students may be taught during orientation that alternating alcoholic beverages with non-alcoholic beverages and eating before and during drinking reduces their risk of alcohol misuse and associated poor health outcomes. When they arrive at a bar, they may see that their beverage options are either alcoholic beverages or fun, attractive non-alcoholic beverages, such as fizzy “mocktails,” soft drinks, and fruit-infused “spa” water. Local alcohol and liquor control boards may also have a policy that bars must offer food options while their doors are open for alcohol sales. The nonalcoholic beverages and food options promote healthy behaviors that prevent alcohol misuse, making the decision for students to engage in positive behaviors much easier.
- Universities and colleges might shift access to alcohol or shift cues or signals related to alcohol. Examples of policy efforts to impact social cues span from institutionalizing substance-free late night campus events to promoting alcohol amnesty policies and requiring Greek life students to undergo yearly risk management training. All of these policies set a social expectation of community responsibility. While the policies themselves do great work to impact student behavior, the greatest strength a student conduct policy can have is by making harmful behaviors socially undesirable, and making the seeking of help and community desirable.
- Given that socialization occurs within a physical context, modifying built spaces can achieve similar social desirability effects as policy approaches. Students and patrons can be more likely to consume alcohol responsibly and to respect other bar goers when the bar “vibe” centers around community and connection, not around alcohol consumption or predatory behaviors. Ways to achieve this through environmental design include not having the serving bar being the central focal point of the space, providing ample seating, limiting areas of low visibility, and keeping background music to a level that allows students and patrons to effectively communicate.

The focus on environmental management strategies in AOD misuse prevention is particularly relevant given that the issues and decisions students face do not happen in silos, and often harmful behaviors co-occur and are affected by each other. Research is clear that alcohol consumption changes risk factors for sexual violence perpetration and victimization, and impacts whether a bystander will intervene if witnessing an unsafe situation. This is not to say that there is a direct causal link between alcohol consumption and sexual violence: survivors and victims of sexual violence are not to blame for alcohol-facilitated assault (or any assault), and alcohol consumption does not excuse a perpetrator’s behaviors. Rather, alcohol’s relationship to sexual assault is explained by other factors that are modifiable by the situational prevention, like bar and party atmosphere.³⁷

Many environmental strategies designed to address AOD misuse also have an implication for sexual violence prevention, demonstrating the link between sexual violence and AOD situational prevention. For example, requiring that organizations that hold off-campus overnight events with alcohol provide safe, **flexible transportation home** prevents both harmful outcomes from alcohol misuse and sexual violence since students are not forced to spend the night in unsafe situations. **Providing coat checks** at parties has several implications for prevention:

- Those working at coat checks are trained in bystander intervention, check in with party-goers on their plans to get home, and are able to assess if a party-goer is heavily intoxicated or if someone is isolating another with a potential impact for sexual violence.

With coat checks, party-goers do not need to throw their coats in a pile in a dark corner; therefore, the opportunity for potential perpetrators to physically corner victims for harassment and groping is removed.

Having a coat check is a social cue to students that an event is “classy”—that, at the event, people consume alcohol responsibly, engage with each other thoughtfully and respectfully, and look out for one another.

Students do not experience their lives in a silo, and prevention efforts should reflect the complex and dynamic interplay between individual knowledge and behaviors, institutional policies, and built and social environment across many aspects of student life. Since there is much overlap between alcohol and other drug misuse and sexual violence perpetration and victimization, finding creative solutions to impact the environment in which both of these harms occur yields an opportunity to create campus environments where students thrive, value others, and develop into engaged community members and leaders.



Situational Prevention in the Context of Campus Settings



Colleges and universities strive to provide educational, cultural, and social opportunities for their students, and all students have an equal right to access the campus environments where these opportunities are offered. Safe, supportive environments can reduce opportunities for sexual violence perpetration.

Most efforts in colleges and universities to address sexual violence have focused on conducting climate surveys; engaging in short-term education efforts, including online training, incoming student orientation, and developing campaigns such as “It’s On Us”; and changing the behavior of potential victims, such as teaching self-defense or suggesting campus “buddy systems.” These efforts focused largely on individuals’ knowledge and skills and on effective institutional responses. These strategies will not, in isolation, change the social conditions that sanction or reject violence.

Preventing sexual violence requires a comprehensive approach that takes into account multiple determinants—including individual, peer, community, environmental, and policy elements—to achieve not only reductions in victimization rates but also reductions in perpetration opportunities and behaviors.³⁸ In order to create safe, supportive environments for all people on campus, sexual violence prevention programs must consider how the campus environment impacts violence perpetration in the first place. This is especially true for the safety of marginalized and disenfranchised people on campus who may be particularly susceptible to experiencing violence.

The importance of campus climate as both a barometer for victimization risk and a springboard from which to build prevention programming is emphasized by the White House Task Force on Campus Sexual Assault in their 2014 Not Alone report.³⁹ Research confirms that all students, regardless of gender identity, who rate their campus climate as more inclusive to “sexual and gender minority people”—which includes low rates of harassment of “sexual and gender minority people”—were significantly less likely to report experiencing sexual assault on campus themselves.⁴⁰



Enhancing Campus Sexual Assault Prevention Efforts through Situational Interventions

Campuses have the unique ability to enact institutional policies and shape the built environment of where students work, live, learn, and socialize, making campuses perfectly positioned for engaging in situational approaches to preventing sexual violence and for creating healthy, safe, equitable spaces for students to grow and thrive.

The Enhancing Campus Sexual Assault Prevention Efforts through Situational Interventions initiative developed strategies and tools for colleges and universities to identify and employ environmental strategies that can change physical, social, and cultural factors that facilitate sexual and gender-based violence on campus. Over the period of 2016-2019, the project authors worked with staff and students from the Massachusetts Institute of Technology (MIT) and Williams College providing both ongoing substantive technical assistance (TA) and research and data collection support from a team of subject matter experts to develop a methodology to conduct situational prevention efforts drawing on the theoretical models described here.

The work with the participating campuses focused on:



Establishing a tone of collaboration, a shared mission, and shared ownership for enhancing each campus' existing campus sexual violence prevention programs;



Promoting a shared understanding of how situational interventions can uniquely complement current prevention programs;



Engaging students to solicit their perspectives about current prevention activities and ideas about potential situation-based interventions that might address environmental, policy, or other variables that may contribute to perpetration opportunities;



Exploring with stakeholders the ways in which situational-focused educational sessions, mapping, and other situational or environmental interventions, might be incorporated; and



Providing training and technical assistance support in planning for and beginning to consider implementation these interventions.

The following sections provide the methodology and spotlight examples of use of these strategies on college campuses.

Embracing Diversity

As with any sexual violence prevention effort, stopping the harmful behaviors and norms is not enough to embolden social change, but promoting positive norms and behaviors encourages the prosocial behaviors that will be replicated and amplified in healthy, safe, thriving communities. A situational prevention strategy within this context would support the emotional well-being of students and provide opportunities, skills, and support for them to make meaningful connections with each other in an environment that promotes diversity, equity, and respect for others.

Policy interventions that create more diversity among students on campus are part of a comprehensive sexual violence prevention effort. Having a more diverse campus increases the likelihood students will engage with others who are different than themselves and reduces groupthink. Students are also more likely to disrupt the social favorability that drives harmful behavior and are more likely to intervene on behalf of others who are not like them. When campuses have an inclusive, diverse community that embraces differences, these campuses are more likely to experience less violence than campuses with less diversity, less inclusivity, and less acceptance. Situational prevention approaches should be intersectional and center the experiences, needs, and impacts on students of all identities across a campus.

METHODOLOGY

10-Step Methodology

The Enhancing Campus Sexual Assault Prevention Efforts through Situational Interventions initiative created a process for identifying environmental strategies to prevent sexual violence that could be adapted and implemented easily across college and university campuses nationwide. The voices of students were critical to defining the problem and identifying the solutions. College campuses vary dramatically in their size, geography, student body, academic focus, and culture. The proactive focus on students' values, beliefs, habits, customs, and traditions (their "culture") ensured campus-specific sexual violence responses that would be both realistic and sustainable.

Williams College and Massachusetts Institute of Technology (MIT) were chosen to participate as project demonstration sites. While each campus project was unique, the methodology used to develop campus-specific situational interventions was the same for all of the campuses as described in the following 10 steps⁴¹. Campus spotlights are provided in a subsequent chapter, along with the mapping tools in Appendix 1.



1 System Scan and Gap Analysis



2 Identify Focus of Environmental/Situational Interventions



3 Develop Mapping Tools to Identify Potential Environmental/Situational Interventions



4 Gather Mapping Data



5 Analyze Mapping Data



6 Report Back on Mapping Data & Generate Intervention Ideas



7 Develop Considerations



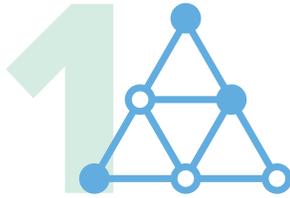
8 Share Considerations



9 Determine Actions—Campus-Driven Activity



10 Plan for Ongoing Evaluation



System Scan and Gap Analysis

The system scan at each campus started with the project team's initial campus visit with the campus point of contact and relevant stakeholders (to include representatives from sexual violence response and prevention, Title IX, student life, students, campus security, athletic directors, faculty, and administration). The visit focused on gathering materials that documented prevention efforts, relevant policies, procedures, and other relevant data. Each campus provided a detailed, written and oral inventory of all prevention efforts currently underway. Meetings with relevant stakeholders provided additional historical context necessary to understand each campus's current prevention efforts and how they evolved over time. Materials downloaded from official university websites included the most recent campus climate survey report, other survey reports (physical and mental health, student subpopulations, etc.), relevant policies, official procedures, and definitions. This inventory and library of materials was augmented as additional data and materials were collected during subsequent site visits.

Together, the following data and materials were used to provide a comprehensive understanding of each campus's efforts to address sexual and gender violence:

- Official policies, procedures, and definition related to the prevention of, and response to, campus sexual assault.
- Printed and electronic materials/reports/surveys and tools/brochures/etc. regarding current efforts to prevent and address sexual and gender violence on campus.
- Printed and electronic materials/reports/surveys and tools/brochures/etc. regarding historical efforts to prevent and address sexual and gender violence on campus.
- Documentation as to the nature and extent of sexual and gender violence on campus (e.g., reports of sexual violence incidents over time, campus climate surveys, other surveys on student physical and mental health or subpopulations).
- Documentation of any high-profile or impactful events that have had significant impact on the campus.
- Documentation of larger campus culture-related issues that bear on sexual and gender violence and/or prevention efforts (e.g., students' sense of entitlement, social capital of certain groups, power of athletes, on and off-campus bars).
- Photographs of key campus locations campus and surrounding community.

Finally, the documentation and interviews allowed for the identification of gaps in the area of environmental or situational prevention efforts.



Identify Focus of Environmental/Situational Interventions

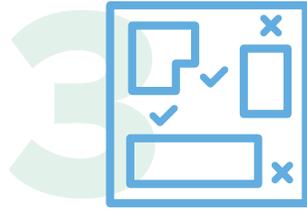
Each campus selected a focus for situational interventions, based on their own unique student population, culture, and environment. The process for identifying each campus focus began with a review of the system scan data, with close attention to the patterns of sexual violence incidents, campus climate surveys, and each campus's evolution of prevention efforts. Project leaders facilitated discussions with student, staff and faculty stakeholders to identify (A) disturbing sexual violence patterns with potential for (B) identifiable opportunities for environmental change. The focus of our two spotlighted demonstration campuses included:

Williams College.

Large numbers of students are repeatedly experiencing unwanted sexual touching in the context of campus parties in campus-controlled event spaces.

MIT.

LGBT students experience sexual violence at rates higher than the general student population.



Develop Mapping Tools to Identify Potential Environmental/Situational Interventions

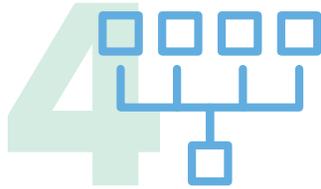
Our data collection tools were inspired by the evidence-based Shifting Boundaries middle school prevention strategy to reduce sexual violence perpetration and victimization, which relied heavily upon a student mapping exercise. Children used red and green crayons to identify safe/unsafe school locations, which informed building-level environmental changes. The current project's challenge was to devise a practical application to college settings while creating adaptable tools to support collaborative prevention planning across a wide variety of campuses.

Our tool development process was informed by the psychological literature on play therapy as an adult appropriate mental health treatment. Our mapping process provided an avenue for young adult college students to discuss in detail emotionally charged and oftentimes difficult experiences within a safe and comfortable setting. The experiences of anxiety and relaxation are incompatible with one another. Discussing a potentially anxiety-laden topic such as sexual assault in the context of a playful activity takes advantage of this inherent incompatibility. Rather than re-activating traumatic memories, play therapy-like experiences provide a relaxing and therapeutic venue to explore traumatic memories and experiences (operating under the principle that in order to entice students to participate in data collection, tools would have to be engaging).

A sticker book mapping tool was designed to allow students to affix red and green sticker "icons" on building floor plans or campus maps. Booklets (11" by 17") were made for specific campus locations, which folded to contain a building or outdoor campus layout on the inside and an instruction page on the front cover. Stickers represented unique dimensions of the space, including environmental conditions (temperature, noise, crowd density, etc.), interactions with others (staring, verbalizing, touching), and personal perception (feels unsafe) and experience (verbal harassment, unwelcomed staring/gawking, unwelcomed touching, physical assault). The map instructions and sticker key were placed on the booklet front page and a blank space for writing comments and suggestions was placed on the back page.

Given the challenge of collecting data in both indoor and outdoor spaces we also drew inspiration from a key urban planning tool, the Women's Safety Audit (WSA). The widely available and validated WSA collects detailed information on the safety and inclusion of women in a specific outdoor space, capturing data on numerous domains to include lighting, possible assault sites, parking lots, toilets, and escape routes. A college adaptation of the WSA, developed at McGill University, in Montreal, Quebec, paved the way for assessments of campus physical and social environments. Comparable methods are utilized in "culture walks," worker-organized events to quantify sexual harassment in the workplace, and "walking interviews" developed by the National Centre for Research Methods at the University of Manchester. Such qualitative research methods require small groups of participants immersed in outdoor urban environments to allow for impactful data collection, organization, categorization, and typology development.

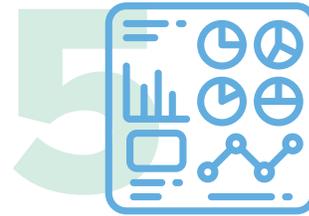
In this initiative, each campus developed a mapping tool to aid in identifying opportunities for environmental or situational interventions to supplement sexual violence prevention efforts. The first step at each campus was to build a culturally-relevant adaptation of a student mapping process utilizing a research-informed adaptation process. The project followed the ADAPT-ITT framework, developed to adapt HIV interventions. That process involved a phased structure, including an assessment of the population and context of interest using semi-structured student and staff discussions, decisions, administration (pre-testing), production (tool creation), integration of feedback from topical experts, and training. The process for developing an appropriate mapping tool per campus was driven organically based on the problem focus.



Gather Mapping Data

The process of gathering mapping data was similar across sites despite the unique campus-selected focus and mapping tool. Data collection strategies were based on consistent themes: they required currently enrolled students or currently employed staff; participants were introduced to the project and invited to participate in the review of findings; participation was voluntary; participants were ensured of data anonymity (demographic but not personal identifying information was captured); and participants were asked to share their personal experiences. Respondent discussions during data collection were neither encouraged nor discouraged but occurred naturally.

At (Williams) the project team took advantage of scheduled activities to serve at data collection points—end of bystander trainings, student orientation leader trainings, student leadership organization meetings. At all sites data collection activities were scheduled to accommodate the academic calendar and maximize opportunities for student participation (avoiding semester start up, breaks, and exam weeks).



Analyze Mapping Data

Regardless of the campus-specific data collection strategy, all mapping data were collated and analyzed by the project Research Partner (ARS) and summarized for each campus team following the same protocol. The data from each map, including demographic data when available, was entered into a spreadsheet. Data entry included sticker types, color (red and green), number placed on each map, demographics, and date of completion. The spreadsheets were imported into commercial statistical analysis software for analysis. Demographic data was coded to permit quantitative analyses. Sticker locations were coded to include building locations (room, hallways, restrooms, entry points, dance floors, kitchens, etc.) or outdoor campus locations (buildings, roads, bus stops, walkways, green/open spaces, etc.). Descriptive univariate and bivariate analyses were conducted to provide data regarding the frequency of each of the variables and the bivariate relationships between certain variables. The bulk of analyses consisted of crosstabs with associated tests of significance focused on examining the sticker type and color by location relationships. Student comments were analyzed using a thematic analysis approach, denoting the frequency with which certain themes emerged in the comments. The final step of map data analysis was identification of the most frequent “red” locations for buildings or areas of campus.

For the walking focus groups, data collection teams met at the end of each walk to review the data and learnings and begin to articulate potential solutions. This process entailed describing perceptions and experiences of the walkers, formulating and documenting recommendations, and organizing recommendations by stakeholder groups. The designated note taker and photographer was responsible for drafting a document that qualitatively described the story and summary of the walk, included pictures, and highlighted issues of concern. The reports were reviewed and edited by the entire audit team.



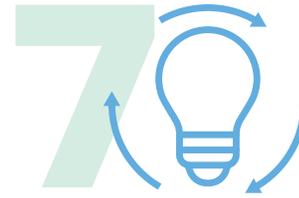
Report Back on Mapping Data & Generate Intervention Ideas

A collaborative process was established for generating intervention ideas that would ensure the stakeholder buy-in necessary to affect change. At each campus, site visits were conducted for the purpose of bringing back the results of mapping data analysis to stakeholder groups and gathering their first round of input for the identification of possible interventions. Meetings took place with a variety of audiences, to include sexual assault prevention/response, Title IX, student life, student groups, and campus safety. Each meeting included a project overview and highlights to date, a review of mapping data analysis, and a facilitated participatory “intervention idea generation” session.

At some sites the facilitator used multiple small colored sticky note pads and either a black or white board to capture ideas. Ideas were described as falling into one of three “buckets” (built environment, policy and procedures, and education and training). Sessions followed the same steps:

- Establishing the ground rules: all ideas are welcome; only rule is 1 idea per sticky note.
- Participants instructed to work in small groups to record all ideas on sticky notes.
- Participants sort sticky notes into the 3 buckets & place notes on the board.
- Facilitator reads each idea, grouping similar ideas within bucket.
- Group discussion generated additional ideas and lead to moving some ideas from one bucket to another.

After the site visit, the project’s Research Partner (ARS) entered all ideas into a spreadsheet organized by bucket and stakeholder group for presentation to the campus teams for their second round of input for the identification of possible interventions.



Develop Considerations

Once the “intervention idea generation” sessions were completed and ideas were organized by bucket (built environment, policy/procedures, education/training), results were presented to multiple stakeholder groups for the purpose of developing potential considerations to build on and add to, rather than replace, existing campuses prevention strategies. Facilitated discussions included an examination of potential roadblocks, impediments, or barriers that could be encountered with each. Finally, activities were identified as being one of four types: comfort work; stretch work; complex work; and off the table. Interventions fell into a category based upon ease of effort, resources for implementation and monitoring/evaluation, existing partnership alignments, and community enthusiasm. The project team and campus staff prioritized considerations by identifying steps that could be taken immediately, in the next school year, and over the longer term.



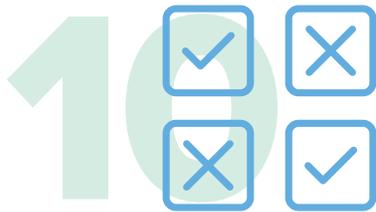
Share Considerations

A description of the process, along with prioritized considerations, were to be shared with key campus decision-makers.⁴²



Determine Actions— Campus-Driven Activity

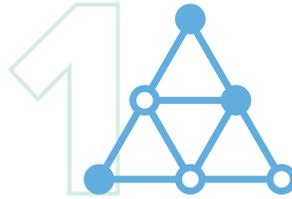
Once key campus decision-makers select and approve a strategy, the campus will begin work to implement the tools and learnings from this process⁴³.



Plan for Ongoing Evaluation

All campus-specific plans and tools require a comprehensive strategy for ongoing evaluation to provide continuous feedback and identify opportunities for improvement, as well as measure impact on immediate, short- and long-term goals⁴⁴.

CAMPUS SPOTLIGHT ON THE 10-STEP METHODOLOGY



System Scan and Gap Analysis

The system scan at each campus started with the project team's initial campus visit with the campus point of contact and relevant stakeholders with a focus on gathering the data and materials which documented prevention efforts, relevant policies, procedures, and other relevant data. The review of data and key stakeholder interviews provided a comprehensive understanding of each campus's efforts to address sexual and gender violence while allowing for the identification of gaps in the area of environmental or situational prevention efforts. It was concluded that while a comprehensive array of initiatives and services were provided, the bulk of prevention efforts at all of the campuses were focused on individual level training (bystander intervention the most popular) and not environmental changes.



Identify Focus of Environmental/Situational Interventions

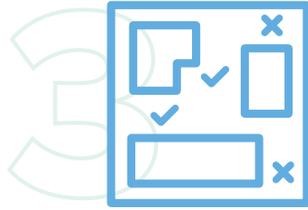
Williams College.

Large numbers of students are repeatedly experiencing unwanted sexual touching in the context of campus parties in campus-controlled event spaces.

MIT.

According to Gallup, over 11 million Americans in 2017 self-identified as lesbian, gay, bisexual or transgender (LGBT), including 8.2% of millennials (born 1980-1998). In nearly every studied environment, research finds that LGBT people have an increased likelihood of experiencing sexual violence. Consistent with nationwide findings from the American Association of University Women (AAUW), 2014 MIT campus climate survey data indicated LGBT students experience sexual violence at rates higher than the general student population. While 32% of undergraduate female students reported unwanted sexual behaviors, figures varied dramatically by sexual orientation – 24% of heterosexual females compared to 53% of bisexual, 40% of pan sexual, and 26% of gay/lesbian females. Among the 14% of undergraduate male students reporting unwanted sexual behaviors, rates varied from 7% of heterosexual compared to 18% of homosexual and 15% of bisexual males.

Campus climate matters, as research confirms that all students, regardless of gender identity, who rate their campus climate as “more inclusive to sexual and gender minority people” were significantly less likely to report experiencing sexual assault on campus themselves. There are specific modifiable factors that place LGBT people on college campuses at increased risk, such as a lack of visibility on campus, a lack of visibility in course materials, and heterosexist and cissexist policies, protocols, and programs. At the start of this initiative, MIT was already focused on these issues as a result of recent LGBT student and staff recommendations that “MIT services that handle issues of sexual violence and sexual misconduct have the proper resources, data, training and awareness to adequately assess and address these existing disparities for LGBTQ+ students and other high risk populations within the student body.” For these reasons, MIT staff sought to partner on this project to strengthen their strategies to increase safety for LGBTQ+ students on campus.



Develop Mapping Tools to Identify Potential Environmental/Situational Interventions

Williams College.

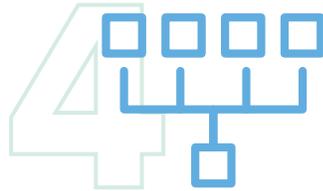
Williams focused on development of a mapping methodology to collect both quantitative and qualitative dimensions of student experiences in social spaces to include on-campus event locations (buildings where parties are hosted), layout of physical space within buildings, dimensions described in student and staff conversations (e.g., soundscape, sightlines, crowd density, ease of locating friends, alcohol consumption), and demographic student information. The team designed a data collection protocol to meet the following criteria: (A) easy for students to understand, (B) accurately reflect the physical layout of the party space, (C) capable of capturing multiple dimensions of social space, and (D) fun enough to entice students to participate.

The mapping tool allowed students to actively participate in the data collection process by affixing red and green sticker “icons” on floor plans (See Appendix 1: Mapping Tools). Booklets (11” by 17”) were made for six campus party locations, which folded to contain a building layout on the inside and an instruction page on the front cover. Stickers represented 10 unique dimensions of the social space, including environmental conditions (temperature, noise, crowd density, etc.) and interactions with others (staring, verbalizing, touching). The map instructions and sticker key were placed on the booklet front page and a space for providing comments and suggestions was placed on the back page.

MIT.

A LGBTQ+ student-led participatory mapping exercise was inspired by United Nations (UN) learnings on the prevalence of gender-based violence restricting the freedom of women and girls using the structured environment assessment known as the Women’s Safety Audit (WSA). The public domain WSA tool captures detailed information on safety/inclusion of women in a specific space with the purpose of generating concrete recommendations for improving safety and empowering women to work with decision-makers to effect change. The WSA quantifies data on numerous domains such as lighting, possible assault sites, stairwells, parking, toilets, overall design, movement predictors, and escape routes. A college adaptation of the WSA at McGill University in Canada expanded the assessment from conditions primarily in the physical environment to include factors in the social environment. McGill’s WSA informed the adaptation of the tool for this project to consider minoritized populations, varying sexualities, and varying disabilities. The MIT WSA-adapted tool was used to capture data during a “walking focus group.”

The “walking focus group” methodology included five steps, based on recommendations published in WSA toolkits (See Appendix 1: Mapping Tools). Students participated in a 3-hour orientation during step one which included 1) an overview of sexual violence prevention, 2) the evidence base for the relationship between sexual violence and LGBTQ+ communities, 3) an overview of situational prevention, and 4) a thorough walkthrough of the data collection tool (“checklist”). Students then selected campus routes to walk and identified a team leader. The second step is the walk using the “checklist” or data collection tool. WSA toolkits recommend 4 to 6 students per walk, inviting a campus stakeholder if desirable, assigning roles to audit team (checklist reader, note taker, photographer), planning walk, speaking to people in the area during the walk, and asking participants to describe personal incidents and stories along the way. Step three is a facilitated discussion immediately following the walk to carefully review notes and recordings and ensure all checklist items are noted on the map. Step four requires walkers to describe perceptions and experiences of the walkers, formulate and document recommendations, and organize recommendations by stakeholder groups. WSA recommendations typically relate to design and planning, usage of space, governance issues (policies), crime prevention resources and training, and community interventions (events, informal mechanisms). The final WSA step requires taking solutions forward – arranging stakeholder meetings, informing communities, monitoring progress, employing media to advocate for change and highlight positive benchmarks.



Gather Mapping Data

Williams College.

The Director of Sexual Assault Prevention and Resources administered the voluntary mapping exercise at the end of selected bystander training sessions and one open resource-desk event. An introductory script was prepared where students were briefly introduced to the project and asked to select a map where they had “some experience” with a campus social event and describe their feelings about that social space during the event(s). A total of 206 student maps were collected between May and June of 2017. The mapping activity was replicated with 10 staff from Student Life and Campus Security in the fall.

MIT.

Two MIT walking focus groups were conducted in 2018, one each during spring and fall semester, to capture variation in campus activities and weather. Each walk had a unique route. The first walk focused on traversing from East to West Campus and included walking through “The Infinite Corridor” (the infamous 800-foot hallway through even connected buildings). The second walk focused on “dorm row” residential areas. There were four to six students and two project team members per walk. Key roles were assigned to include checklist reader, note taker, and photographer. Passersby and other persons were not engaged in conversation during the walks, but students were encouraged to describe incidents and stories along the way. The designated photographer took pictures of noteworthy areas, as selected by the group.

The walks took place over 60 minutes, followed by a 30 minute debrief session where walkers reviewed their notes, discussed their perceptions and experiences, began to formulate and document recommendations, and organized recommendations for stakeholder groups. Recommendations generated related to design and planning, usage of space, governance issues (policies), crime prevention resources and training, and community interventions (events, informal mechanisms). The designated note taker and photographer were responsible for drafting a document that qualitatively described the story of the walk, highlighting issues of concern and describing the wide array of positive and negative thoughts, feelings, and experiences in various spaces. Those reports were reviewed and edited by the entire audit team.



Analyze Mapping Data

Williams College.

The data from each map, including demographic data when available, was entered into a spreadsheet. Data entry included the icon types, color (red and green), number placed on each map, demographics, and date of completion. The spreadsheets were imported into SPSS, a commercial statistical analysis software package, for analysis. Demographic data was coded to permit quantitative analyses. Icon locations were coded specific to each of the six buildings, such as hallways, restrooms, entry points, dance floors, kitchens, etc. Descriptive univariate and bivariate analyses were conducted to provide data regarding the frequency of each of the variables and the bivariate relationships between certain variables. The bulk of analyses consisted of crosstabs with associated tests of significance focused on examining the sticker type and color by location relationships. Student comments were analyzed using a thematic analysis approach, denoting the frequency with which certain themes emerged in the comments.

A total of 206 maps were collected between May and June of 2017 with a total of 4,592 icons placed on the various maps. The range of icon use was wide, as students placed between 3 and 70 icons per map, with an average of 22 icons. One quarter of students used 28 or more icons. The exercise demonstrated that students do not describe party spaces as all positive or all negative. No map included only red icons, and only seven maps included only green icons. While green icons were used more than red, a mixture was typically present. Maps averaged 12 green and 10 red icons each. More red icons were used by students identifying as bisexual, queer and asexual. A wide variety of icons were also used, representing both positive and negative aspects of all 10 dimensions. The mapping activity was replicated with 10 staff from Student Life and Campus Security.

The final step of map data analysis was identification of the most frequent “red icon” locations for each of the six buildings and compared across students and staff. The project team toured the inventory of negative spaces for each building to gain a clearer understanding and then meet with Campus Safety and Student Life representatives to discuss potential options to consider for altering the buildings to decrease perpetration opportunities and increase student safety. Examples included blocking basement access, moving indoor barriers to facilitate cleaner sightlines, non-controllable bathroom lighting, limiting party space options in older buildings, training campus safety officers to break up dance floor perimeter crowds (to reduce “gawking”), and blocking access to laundry facilities and mail boxes (to eliminate alcohol stashing).

MIT.

The walking focus group teams met at the end of each walk to review the data and learnings and begin to articulate potential solutions. This process entailed describing perceptions and experiences of the walkers, formulating and documenting recommendations, and organizing recommendations by stakeholder groups. The designated note taker and photographer was responsible for drafting a document that qualitatively described the story and summary of the walk, included pictures, and highlighted issues of concern. The reports were reviewed and edited by the entire audit team (highlights are provided below).

The initial East to West campus walk included many discussions of locations “off the MIT tour,” referring to areas that do not represent the face of MIT to the public (as the campus accommodates many visitors and tourists). Lighting was of particular concern in those “off tour” locations, such as the dark and narrow corridors of The Infinite basements which students use to avoid tourists and visitors on the main floor. Students also described concerns with navigating urban construction areas with severely reduced sightlines and the need to take alternative (less safe) routes. Feelings of vulnerability are increased when construction occurs in loading areas used by vendors, creating tight spaces where students are forced to walk next to parked vehicles with drivers inside (watching them). Students also identified examples of positive and supportive campus buildings with open hallways and stairways (with glass balconies and walls), creating clear lines of sight where the likelihood of sexual violence is reduced simply with informal surveillance (students looking out for each other). One student noted such locations make the “professor slip the ol’ arm around you trick” harder to pull off. The most frequently discussed topic of the day was the desire for more “student congregational space,” for studying, working, meeting, resting, making, and connecting. Students expressed positive feelings about MIT’s “LGBTQ+ affirming” student space (SPXCE, Rainbow Lounge), yet voice concerns over the exclusivity of study lounge access rooted in the academic structure and the need for more inclusive and inviting student spaces to accommodate the diverse student body.

The “dorm row” residential areas campus walk included numerous discussions of lighting, construction, and poor signage as compounding problems for bicyclists, particularly with blocked, broken and flooded sidewalks and paths. MIT undergraduate students rarely own a car, and MIT does much to support and encourage biking on campus, such as providing locked bike storage and clearly marked bike paths. Unfortunately, good bike paths are less readily available in the areas of most residential halls (East Campus, dorm row, graduate dorms). Residential areas have numerous “nooks and crannies” that lead to a heightened sense of vulnerability, poor sight lines, and feelings of entrapment for walking or biking students. Students point to clear examples of positive housing renovation examples at MIT that reduce this problem, such as the wide sidewalks, green lawns, both open and locked bike stations, and improved sight lines. The importance of green space is noted and the benefits of incorporating such biophilic design criteria in future housing renovations/building are clearly articulated (inclusion of nature, neuroscience-based cues for improving safety and security).



Report Back on Mapping Data & Generate Intervention Ideas

Williams College.

Between the fall 2017 and spring 2018, the project team brought back the results of mapping data analysis to 12 Williams stakeholder groups (students and staff) to facilitate the identification of possible interventions. Colored sticky notepads and a black/white board were used to capture ideas generated during the sessions. Ideas were described as falling into one of three “buckets” drawn in the board: built environment; policy and procedures; and education and training. All sessions followed the same steps: only rule is 1 idea per sticky note; participants worked in small groups to record all ideas on sticky notes, sticky notes were sorted into the 3 buckets and place notes on the board; the facilitator read each idea; group discussion generated additional ideas and lead to moving some ideas from one bucket to another. After the meetings, all ideas were entered into a database for analysis.

A total of 377 unique intervention ideas were identified: 143 for the built environment; 147 for policy; and 87 for education and training. For example, built environment ideas included lighting improvements, open floor plans at party spaces, dance floor interruption designs (DJ at the center), organized coat check/storage, and sober “safe space” in party locations. Policy ideas included new party registrations and enforcement, security reallocation to identified “red” zones, and rethinking alcohol, athletics, and off-campus living policies. Education/training ideas revolved around increased response/bystander skills, teach social behavior, values norming, and increased accountability. With the feedback from those meetings, in the project team and Williams staff identified steps that could be taken immediately, in the next school year, and over the longer term. Activities were identified as being one of four types: comfort work; stretch work; complex work; and off the table. Interventions fell into a category into based upon ease of effort, resources for implementation and monitoring/evaluation, existing partnership alignments, and community enthusiasm.

MIT.

The walking focus group reports served as the basis for identifying thematic questions for semi-structured one-one-one interviews (referred to as “deep dive” discussions) with LGBTQ+ students recruited by the project team. These discussions were designed to hear additional student voices specific to the themes uncovered. The discussions were then followed by “climate and capacity conversations” with MIT project staff. The goal of the staff conversations was to understand, based on what was learned during the walks and follow-up conversations, what considerations suggested by the students would be feasible and complementary to existing strategies on campus. After staff conversations, the project team will produce a report and will share it in person with MIT key stakeholders in order to continue a collaborative process to yield the most sustainable results. The report will feature strategy considerations that fall within one of the three situational prevention categories: the built environment, policy and process, or education and training.

APPENDIX 1: MAPPING TOOLS

Use this space to describe WHY your map looks as it does.

Social Spaces at Williams College

College life provides many opportunities to interact with students in social spaces.

How do you feel in this social space at Williams College?

Please use as many stickers as you wish to illustrate, using **GREEN** for your positive feelings and **RED** for your negative feelings about these issues:

The Environment

Lighting  

Noise  

Temperature  

Crowd Density  

Vision/Sight Lines  

Drunkenness  

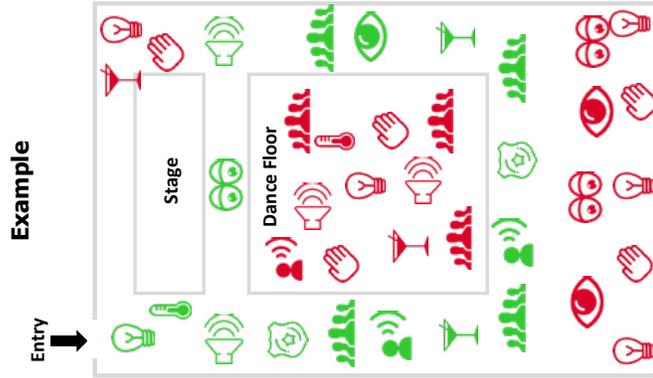
Campus Security  

Interactions with Others

Look  

Talk  

Touch  

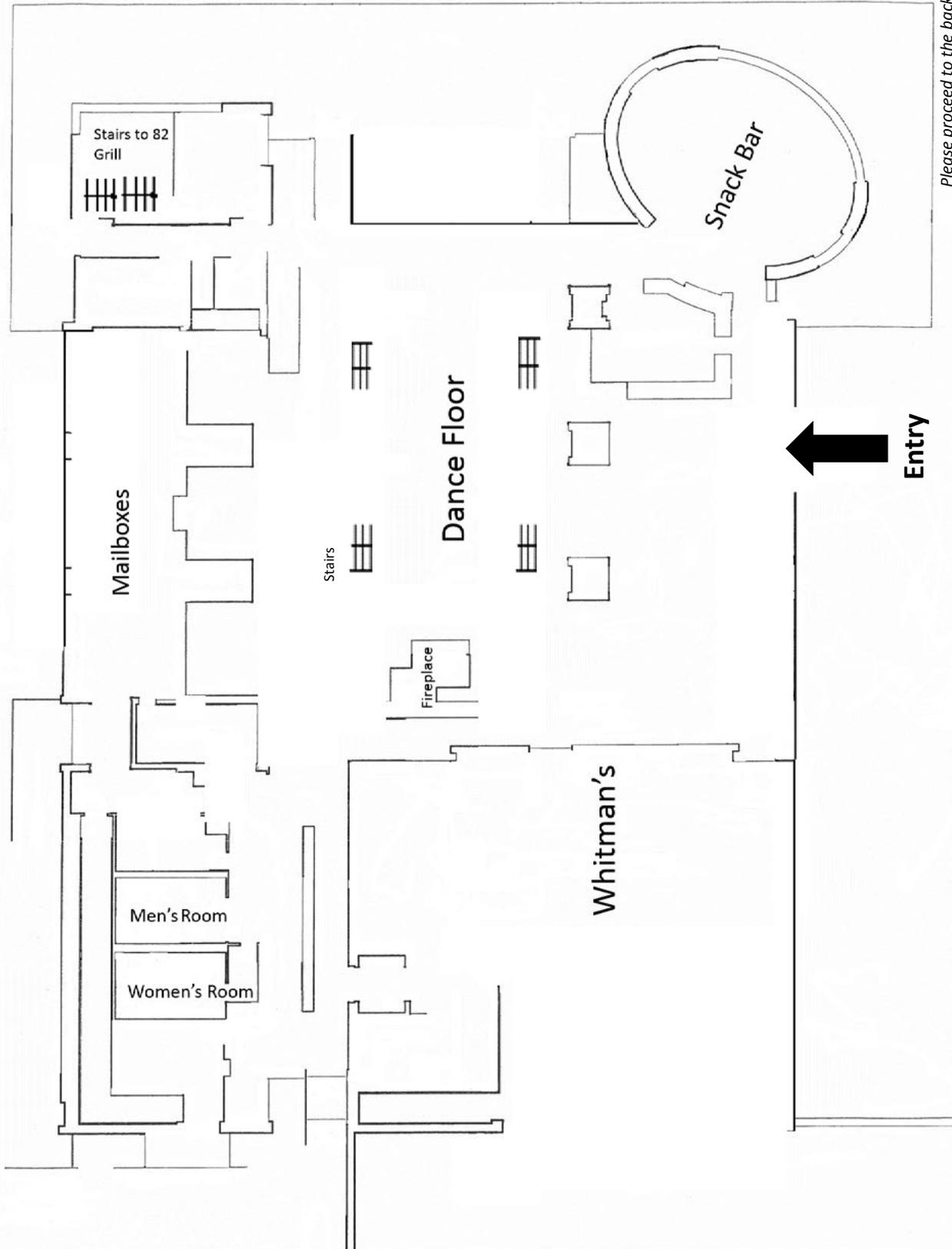


Please describe yourself (circle):

Gender	Sexuality	Race	Class
Male	Hetero/Straight	White	First-Year
Female	Bisexual	Asian/Pacific Islander	Sophomore
Gender Diverse	Gay/Lesbian	Black/African America	Junior
	Queer	Latinx	Senior
	Asexual	First Nations	Staff
		More than 1 Race	Faculty
		Other	

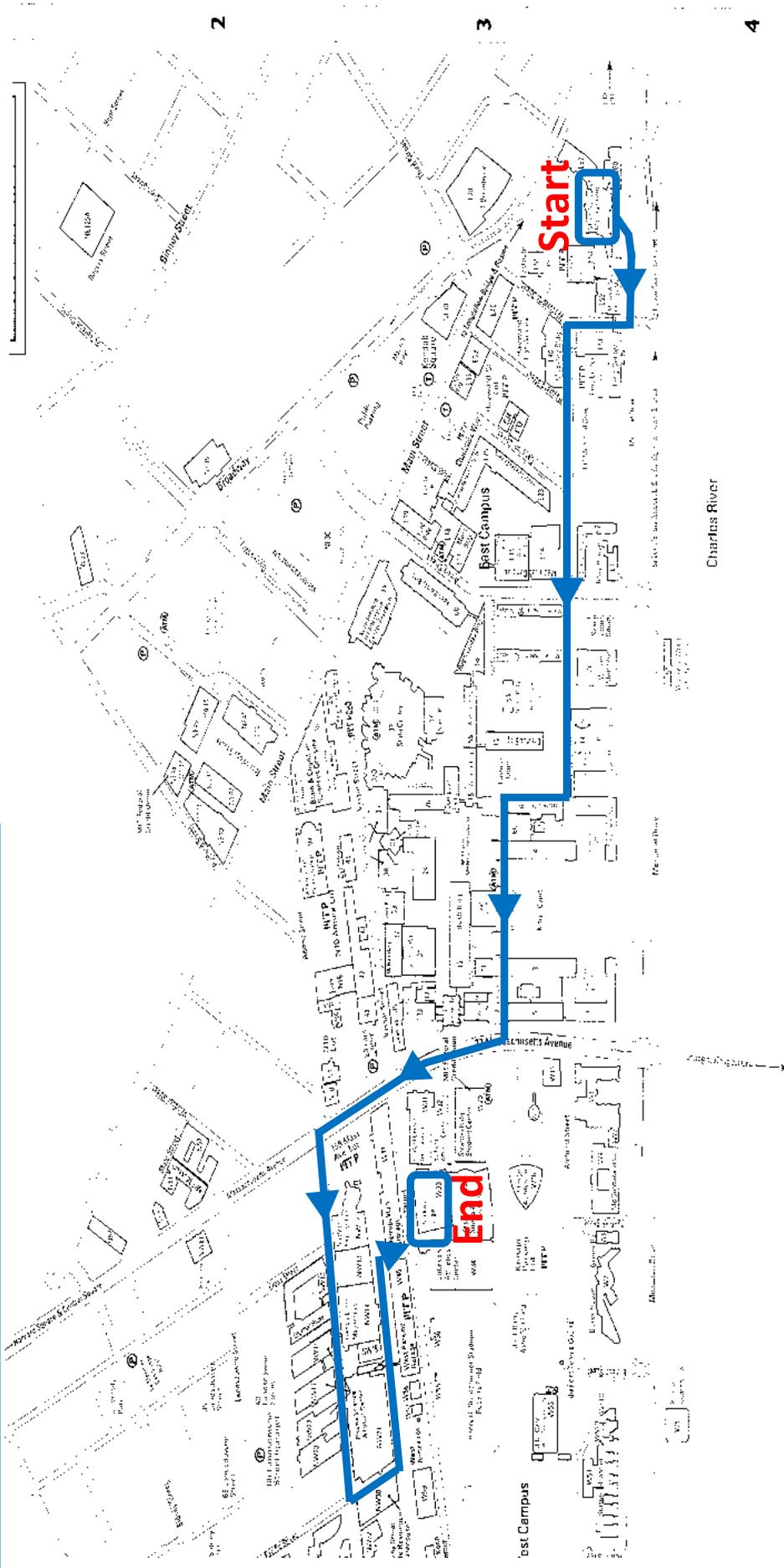
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Williams College Paresky Center



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MIT Walking Focus Group – May 2018 Route



MIT Walking Focus Group Data Collection Tool

rev 8/20/2018

Walk Date _____/_____/_____ (MM/DD/YYYY) Day of Week: _____

Walk Time _____ : _____ AM/PM through _____ : _____ AM/PM

Route _____

Walkers (list first names only): _____

Describe the weather & temperature: _____

RELEVANT TOPICS TO DISCUSS ALONG THE ROUTE

NOTE: For each topic, discuss your experiences with sexual violence (on a continuum from micro-aggressions, staring/gawking, verbal harrassment, physical harrassment and assault)

1. Lighting

(working? in the right locations? sufficient to illuminate walkways?)

2. Signage

(location & directions understood? easy to read? understandable? emergency assistance visible? safe places easy to identify?)

3. Visibility

(how far can you see & be seen? obstructions? is there comfortable/informal surveillance by others?)

4. Maintenance (Outdoors)

(impact of garbage, construction, demolitions, etc.)

5. Accessibility

(for folks with different abilities)

6. Restroom Access

(locations, specific concerns, interactions with others)

7. Labs & Classrooms

(locations, specific concerns, interactions with professors & students)

8. Public Areas of Vulnerability

(entrapment, exits, escape routes, unwanted/uncomfortable visibility, etc.)

9. Access to Help & Support Services

(is there visible evidence of services that YOU would find helpful?)

10. Social Use of Space

(lots of people around? can you relax/reduce stress? bias images/slogans/language? acts of harassment/bullying?
signs/messages/insignia that impact your feeling of safety and support?)

11. Academic Use of Space

(can you study/do homework? bias images/slogans/language? acts of harassment/bullying?
signs/messages/insignia that impact your feeling of safety and support?)

SUMMING UP YOUR FINDINGS

Key Problems

Specific Solutions Offered

APPENDIX 2: ENGAGING ADDITIONAL STAKEHOLDERS IN ADDRESSING CAMPUS SEXUAL ASSAULT

Given the comprehensive nature of campuses, their impact on students' lives, and campuses' ability to shape the environment, identifying and engaging stakeholders across departments, disciplines, sectors, and social circles is crucial to actualizing successful situational prevention. Raising the issue across campus can help gain support for prevention and encourage consistent messaging that shapes the environment, too. Since situational prevention is an environmental approach, it is important to identify stakeholders across multiple spheres of influence and uplift the role they play in creating a campus free of sexual violence. Strategize how reducing sexual violence on campus serves a stakeholder's interests and who will use their sphere of influence to champion sexual violence prevention.

Additional Stakeholder Engagement/Involvement

Sexual violence is not only a university and college campus problem; sexual violence is a social problem that manifests itself on university and college campuses. Students, staff and faculty are involved both on their campuses and in their surrounding communities. As universities and colleges address sexual violence they have the opportunity to strengthen their prevention efforts by collaborating with other sectors and organizations. Approaches that engage the entire community in addressing and preventing sexual assault on college campuses are essential. The PreventConnect report, *Sexual Assault Prevention on U.S. College Campuses: A National Scan*, identified community engagement and collaborations as one of the three essential principles of addressing and preventing sexual assault on college campuses (along with trauma-informed practices and comprehensive prevention).⁴⁵ The CDC's *Sexual Violence on Campus: Strategies for Prevention* identified "partnerships and sustainability" as one of the five components of Campus Sexual Violence Prevention Efforts: "Development of healthy working relationships with community stakeholders and partners can strengthen, coordinate, and align prevention efforts in order for them to be more sustainable over time."⁴⁶ There are many potential community partners in sexual violence prevention efforts. Examples include:

Local Rape Crisis Centers, Domestic Violence Shelters, and Victim Service Centers:

Agencies such as these have staff expertise in providing services to survivors of violence and can be a valuable service provider for those who do not want to utilize campus services. Many universities and colleges rely on these programs to provide training to university and college staff who work with survivors and some develop Memos of Understanding and engage in contracts for these agencies to provide services to members of the university and college community. Many local programs have community-wide prevention efforts, including events for Sexual Assault Awareness Month in April and Domestic Violence Awareness Month (in October) that through coordination can provide community-wide prevention messages.

Local Criminal Justice System (Law Enforcement, Prosecution, Victim Witness):

Each of the programs address responding to sexual violence in the community. In addition to their services, these services may be involved in community sexual violence awareness and education efforts conducted in order to reduce the incidence of sexual violence.

Local Health, Medical and Social Services:

Organizations that provide services such as health care, reproductive health, food stamps, housing assistance, and legal assistance, can be part of community partnerships to promote sexual violence prevention messaging.

Community Centers:

Community based centers (such as LGBTQ centers, community centers) can provide culturally specific insights in sexual violence prevention efforts.

City, County, and State Health Departments:

With sexual violence being recognized as a public health issue, many health departments are engaged in sexual violence prevention efforts. Every state health department receives federal Rape Prevention & Education funding that may be a resource for sexual violence prevention.

State and Territory Sexual Violence Coalitions:

Each state and territory has a sexual violence coalition that often has statewide prevention programs and staff that can support universities and campuses in their prevention efforts. The National Sexual Violence Resource Center maintains a listing of state and territory sexual violence coalitions.⁴⁷

Local Entertainment Businesses:

Off campus night clubs and bars are often important social centers for university and college students. Recently many bars and night clubs have become involved in sexual violence prevention efforts by promoting healthy bystander behaviors and promoting consent.⁴⁸

Transportation:

Local transportation, including public transportation, taxi, ride sharing services (such as Uber and Lyft), have begun to demonstrate their interest in advancing sexual assault prevention messages. Many university and college students, especially in urban setting, are frequent users of public transportation. With pervasive sexual harassment taking place on public transportation, there is an increase of prevention efforts through transportation. In Washington DC, the Washington Metropolitan Area Transit Authority (WMATA) has worked with Collective Action for Safe Spaces to advance policy and promote sexual violence prevention on the Metro system.⁴⁹ In late 2018, Uber piloted its #DontStandBy campaign to encourage bystander action to prevent sexual violence.⁵⁰

Intersections with “Sex Offender Management” Field

The following are among many opportunities to collaboratively advance sexual violence prevention—at primary and tertiary levels in particular—for stakeholders who operate/practice in criminal justice systems and institutions of higher education.

Expand knowledge about emerging adults who engage in sexually abusive behavior.

Published research about emerging adults in the criminal or juvenile justice system for sexually offending behaviors is virtually non-existent, and law enforcement and justice system statistics do not detail offense-related information (e.g., offense types, victim or perpetrator characteristics) specific to emerging adults who have offended sexually. Furthermore, researchers have not examined the extent to which justice-involved emerging adults are similar to or different from juveniles or adults adjudicated or convicted of sex offenses—or to students found responsible for perpetrating sexual violence and sexual misconduct in college and university settings. A substantial body of research demonstrates that juveniles and adults who are adjudicated for or convicted of sex offenses (in the juvenile or adult criminal justice systems) are diverse populations; as such, emerging adults entering the justice system with similar offenses are presumably diverse as well.⁵¹ Some research specific to college males who have reported engaging in sexual assaultive behavior during their tenure in college suggests heterogeneity as well, but there is a clear need for further empirical study.⁵² This is an opportunity to forge partnerships to develop high quality research about these populations in ways that can enhance sexual violence prevention in communities more broadly and college and campus settings more specifically.

Enhance capacity for effective decision-making through evidence-informed assessments.

The diversity of persons who perpetrate sexually warrants differential system responses that are based on risk and protective factors, intervention needs, and victims’ needs and interests. Effective criminal justice system responses for emerging adults who perpetrate sexually (e.g., evidence-based sentencing, treatment and supervision strategies) and effective system responses for students found responsible for campus sexual assault (e.g., evidence-informed sanctioning decisions, educational and treatment interventions) are contingent upon being able to reliably assess risk among these populations. An artifact of the limited research above, however, risk and protective factors for sexual perpetration among emerging adults have not been clearly illuminated, whether for justice-involved emerging adults or students in college and university settings. Hence, evidence-informed risk-need assessment tools have not been available for justice system professionals who work with emerging adults who have committed sex offenses or with college students found responsible for campus sexual assault. Currently, through a multi-phased campus sexual assault response and prevention initiative, such a tool is being developed collaboratively by experts in the “sex offender management” and campus sexual assault fields and will begin to fill a much-needed gap.⁵³ In addition, as part of that initiative, an evidence-based treatment curriculum is being developed for students found responsible for campus sexual assault, which has the potential to inform treatment interventions for justice-involved emerging adults who have been adjudicated for or convicted of sex offenses.

Advance sexual violence prevention by reducing perpetration opportunities.

In the criminal justice sphere, for example, law enforcement practices are found to be more effective in preventing crime when they engage community residents, are proactive versus reactive, and identify and address environmental factors that contribute to perpetration opportunities (e.g., through hot spot mapping data, Women’s Safety Audits). Professionals who provide treatment for or supervise persons convicted of sex offenses can contribute to situational prevention through supporting clients with “safety planning” and “relapse prevention” strategies (e.g., identifying conditions, situations, locations that heighten their potential to offend sexually, developing and practicing healthy coping strategies and putting into place other safeguards to reduce or manage risk). Situational prevention theories, principles, and strategies for broader crime prevention have been tailored specifically to reduce sexual abuse perpetration opportunities in youth-serving settings and organizations,⁵⁴ are reflected in “place-based” environmental strategies for preventing sexual violence among middle- and high-school students;⁵⁵ and shape environmental approaches that complement individual, peer/relational, and community-level sexual violence prevention strategies at university and college campuses.

APPENDIX 3: IMPLEMENTATION DEEP DIVE: WILLIAMS COLLEGE

Authored by Meg Bossong of Williams College

Moving along the Spectrum of Prevention from Individual Skill-Building to Community- and Structural-Level Approaches

As we discuss more thoroughly in the main text, the use of situational prevention of sexual violence can incorporate some elements of individual skill-building—for example, training staff who work in a space, how to set up that space, or engage with individuals in it—but it is fundamentally an environmental-level intervention.

Our field tends to be both more highly trained in, and better resourced for, assessing and implementing individual skill-building, and so this raises an important question: when assembling a range of interventions, how does one identify the opportunity for an environmental, or structural, intervention?

In Williams' case, we used the following indicators:

- **The problem behavior is common, but responsibility for it is diffuse:** In most circumstances of unwanted sexual touching in campus event space, the behavior was so common and pervasive, that it was coming to be an “expected” part of being in campus event spaces. That language raised two issues: one was of the presumed inevitability of the behavior, that is as something “sketchy” or “awkward” that happened, but one which was outside the prevention realm of other types of sexual violence. That is, students were describing this behavior differently from a situation where one person transgressed the boundaries of consent with another person in a private setting. Second, students raised the concept of “implied consent”: though they would rarely go so far as to say that by being present at a particular event that someone affirmatively consented to unwanted touching, they were suggesting that by knowing the environment of all-campus parties, one was at least assuming a certain level of risk by attending and therefore needed to engage a certain level of tolerance for unwanted touching behaviors.

This language and framing is very similar to that used by transit riders during the Boston Area Rape Crisis Center's work with the MBTA Boston-area transit system in the early 2010s. In these circumstances, an environmental intervention is most appropriate because it is not possible to:

- accurately identify an audience for a skill-based training, or to identify a structure in which to train them: in this case, the behaviors seemed to emanate from an opportunistic sense that different social norms were in place at campus events than at other times, but it would have been impossible to determine who was at high-risk for these beliefs or behaviors, and to find a training structure to address them, and
 - accurately identify exactly which skills need to be built within a training setting: because the issue in this circumstance was social norms around party spaces, and the behavior was often happening below the level of awareness of bystanders, it was a mismatch for a bystander training.
- **The behaviors were directly related to the environment itself:** there are no dedicated “dance party” spaces on the Williams campus, so nearly every space had a dual daytime use: a student center lounge, a coffee bar/performance venue, and a dorm common space. Because these were not areas that were generally identified as sketchy or unsafe except when parties were happening in them, the focus should be on what kinds of environmental changes take place that “transform” the space from one type of usage to another.

Non-Traditional Partnerships are Key to Success

Within a campus setting, prevention offices tend to form programming partnerships with the offices most closely related topically: residential life, student organizations, athletics and/or Greek life, campus safety or police, and depending where the office is located in a campus's organizational structure, diversity/identity centers and wellness/health services. While those offices—particularly residential life, student organizations, and campus safety—played a critical role in the implementation work, the implementation would not have been possible without three other non-traditional partnerships: planning, design and construction; the environmental and sustainability center; and development/fundraising. The reason for the centrality of these partnerships has to do with the different strategies involved in implementing a structural-level intervention specifically related to the built environment.

- **Embracing tools that are new to the sexual violence prevention field, but not necessarily to others:** As we have laid out elsewhere in this toolkit, the concepts of situational prevention, influencing behavior through environmental design, and the combination of the two have a complex relationship to the sexual violence prevention field, but are widely accepted practice in many other fields.

Planning, design, and construction offices are very familiar with the use of architectural and landscape design principles to shape the experience of a built space and to the notion that program and intended use should drive design. Williams involved our planning, design, and construction team in conversations as soon as we had intelligible data from the mapping tool, and found them to be eager partners: the Sexual Assault Prevention and Response office has been included in the design committee meetings of every dorm and student center renovation plan since the project's outset (which has included two major dorm renovations, a dorm build, and a student center renovation). One of the most critical policy-level interventions of this project was adopting a series of design principles that would be included in the request for proposals from architectural firms seeking design contracts for institutional projects, in a way that mirrors the standards documents the institution has for both sustainability and disability access.

Similarly, this project has fostered significant dialogue between sexual assault prevention and response and the environmental and sustainability center. This is primarily because the environmental and sustainability center has been more historically grounded in and familiar with strategies for using environmental design to change behaviors around sustainability (for example, how to increase composting behavior or decrease preference for single-use packaging material for food and drinks). To the extent that each center is also looking at root cause issues, there is an overlapping interest in how to use equity in the built environment to think about the issue of environmental justice in a broad way.

Finally, the involvement of the development/fundraising office offers critical opportunities. Capital campaigns like building projects are often identified opportunities for major donors, even as sexual violence prevention work is not often recognized as a programmatic area that is an opportunity for leadership giving stewardship. This project offered the opportunity for development staff to highlight a giving opportunity for donors who might be interested in giving to both a capital project, like a building, but also to become acquainted with the opportunity to invest in programmatic sexual violence work. For example, the Williams Development office worked with a major donor to give with the following language: "The fund shall be used for expenses associated with the College's program to support sexual assault prevention & education on campus. Annual expenditures [...] may be spent for, but not limited to, the following purposes: on-campus research and evaluation; renovations of spaces on campus for personal safety at social events; and programs that educate students, faculty & staff about sexual assault."

- **Working on a long institutional time horizon:** Because some of the most significant work involved physical changes to the built environment, it is essential to think about working on a long institutional time horizon, some examples of which include:
 - **Factoring in evaluation plans that may take years to come to fruition.** The background research for this effort began in 2014-2015. The first significant student center renovation using the sound and lighting principles did not come online until Fall, 2018, and the first dorm build using these design principles will come online for student occupancy in Fall, 2019 for the 2019-2020 school year. One of the evaluation challenges has been how to continue to evaluate student experiences of these spaces with the consideration that the student population occupying them may have turned over completely from the population present on campus when the conversations about the spaces were in the forefront. That has included mechanisms for asking in real time for feedback using a customer service console, working with the residential life staff who control those spaces, and embedding some of the training principles into party planning toolkits.
 - **Working with institutional partners who work on this timeline to design thoughtfully.** When we work on the scale of building design, most residential buildings on the Williams campus are on a 25-year major renovation schedule, which can fluctuate based on the economic outlook of the institution, as well as unforeseen repair needs that may move a building up or down in the schedule. One example of thinking on a longer time horizon is that one of the building renovations was for a dorm which currently houses the cohort for a small graduate program. While we know that graduate students organize events and socialize differently than undergraduates, there is a possibility that the building may change function and become undergraduate housing at some point in the future, so it was essential to design the renovation with the same principles in place.

Managing Student Expectations/Desires in Relationship to Prevailing Prevention Literature

Because the core function of the social space in question was for student social events, much of the conversation in the training and policy “buckets” focused on institutional alcohol and party policy. Many students strongly endorsed a free agency approach to alcohol use, arguing that strict institutional alcohol policy and complicated party registration processes were the proximate cause of negative behaviors in campus event spaces. Those students argued that if they were allowed to drink without restriction, students would naturally modulate their drinking and not engage in evasive drinking behaviors. Though this is an attractive line of thinking for young people, it is in no way borne out in the public health literature.⁵⁶ As such, it was necessary to both do some topical education about what is in the prevention literature, as well as to manage expectations about what was possible (streamlining and clarifying the space usage policies) and what was not (expanded access to alcohol for students of all ages).

Mapping as a Factor in Visibility of Microaggressions and Root Causes of Violence

As the sexual violence prevention field has sought to move farther upstream toward root causes of violence—sexism, heterosexism, racism, ableism, classism—we have encountered the challenge that many people with majoritized identities are responsible for enacting microaggressions that serve as a supportive foundation for more readily identifiable acts of acute violence, but these microaggressions are often occurring below the level of active, individual awareness by those who are responsible for them. Further, the effect on those who experience them is typically cumulative over the course of a day or a school year or a lifetime, such that the field has struggled to coherently tie subtle interpersonal interactions directly to specific acts of violence and in turn to how those subtle interpersonal relations inform systemic functioning.

Mapping presents us with a strategy for making visible these experiences, and provides a pathway for how to transform them. One of the themes that each site team repeatedly encountered in early focus groups and interviews was marginalized groups’ experiences of microaggressions within campus spaces. This included how majoritized people occupy space or minoritized people are subtly excluded from it; the ways that avoiding experiences of microaggressions or othering cause people to change how they move through, enter, or avoid spaces, or how they experience the interactions within them.

For example, students of color and/or queer students articulated that they would often avoid party or leadership or lab spaces primarily occupied by white and/or male and/or heterosexual students because of how they experienced those spaces. While those disparate experiences may eventually surface in conversations with peers or advisors or lab supervisors, it is powerful to have an aggregated map of the space that we can look at across difference and see precisely how those micro-interactions manifest. The field can explore mapping as an intermediate tool to connecting individual experiences with systemic practices.

Mapping as a Critical Tool, Not an Endpoint

As the project developed and moved through implementation and early dissemination, the mapping tools were the subject of some of the greatest excitement and engagement. Certainly, all of the mapping activities across the sites are highly interactive, produce visually interesting and insightful visualizations, and allow for the gathering and layering of experience in a way that a tool like a survey is unlikely to capture.

Having acknowledged that, it is essential to properly locate the mapping activities within the project: they are a tool for assessment, not the end intervention.

As described elsewhere, mapping activities are an intermediate step to inform policy change, the architecture and organization of the built environment, and campaigns to shift social norms about how a community populates and utilizes spaces.

APPENDIX 4: BIOPHILIC DESIGN

There is a strong movement in the design and architectural world to reduce opportunities for crime perpetration by incorporating the principals of crime prevention through environmental design (CPTED) and, more recently, improve health and well-being through the built environment by incorporating the principals of biophilia. Biophilia refers to our innate biological connection with nature.

In two million years humans have moved from fearing nature (essential for our survival) to understanding the neuroscience of nature’s profound impact on our health. Plants, animals, water, sights, and smells affect our physical and mental health. On a college campus, nature can be a significant protective factor for student well-being. Decades of neuroscientific research document the human nervous system response to the natural environment and nature’s ability to improve cognitive function, lower stress hormones, and strengthen our immune system’s ability to battle disease.⁵⁷ Biophilic design can significantly inform campus strategies to address mental health disorders, sleep deprivation, alcohol/drug abuse, as well as sexual violence on a continuum from micro-aggressions to harassment to physical assault. By incorporating biophilic design into the building of college campus spaces we can directly improve student well-being.

To translate lessons from neuroscience into actual principles of design, the most helpful reference describes “14 Patterns of Biophilic Design” organized into three categories that can improve health and well-being in the built environment:⁵⁸ The principles of Prospect and Refuge are described by author Bill Browning as the most specific to campus safety. Each is described, with recommendations provided:

Prospect.

“Prospect is an unimpeded view over a distance for surveillance and planning. A space with good prospect condition feels open and freeing, yet imparts a sense of safety and control, particularly when alone or in unfamiliar environments.”⁵⁹ Research on this principal focuses on human visual preferences, including the evolutionary psychology theory that we prefer distant views or elevation to enhance awareness and comfort. Both interior and exterior features can create good prospect. These include long focal points (20 feet or more; 100 feet or more if outdoors) and low “partitions” (42 inches or less) which could be indoor partial walls or outdoor hedges. Examples of good prospect include the use of transparent materials (to improve visual capacity), open floor plans, high ceilings, elevated spaces (12-18 inches), staircase landings, glass stairwells, views of indoor and outdoor activity, and views with shade trees and water (evidence of human habitation as on the savanna).

Refuge.

“Refuge is a place for withdrawal, from environmental conditions or the main flow of activity, in which the individual is protected from behind and overhead. A space with good refuge condition feels safe, providing a sense of retreat and withdrawal – for work, protection, rest or healing – whether alone or in small groups.”⁶⁰ Often combined and balanced with prospect elements, the access to a refuge space supports restoration. Restoration in turn improves our attention and cognitive functioning while decreasing stress, anxiety, anger and depression. Indoor spaces would have lower ceilings or suspended fabric, outdoor spaces could include alcoves or mezzanines. Examples of good refuge include the use of reading nooks, bay window seats, gazebos, canopy trees, and covered walkways or porches. Spaces could incorporate weather protection, reserved areas for rest/reflection or reading/cognitive tasks and provide adjustable shade and light.

Built Environment Recommendations

To move beyond campus safety to improving overall student well-being, all 14 patterns of biophilic design can inform campus environment planning, design, construction, renovation, and use policy.⁶¹ Organically arising from this student participatory data collection process across all of the college campuses are themes consistent with the principals and research described above. Those recommendations are sorted by outdoor and indoor space and are listed below.

OUTDOOR SPACE	INDOOR SPACE
More green space	Improved lighting
Improved lighting	Open floor plans
Improved sightlines (prospect)	Improved social space design
Accessibility (different abilities/modes of transportation)	Blocking/changing access
Pride/care of property	Creating “safe space” (refuge)
	Temperature and sound control
	Clear location markings (entrance/exit/current location)
	Access control

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61. For an example of the possibilities for the built environment to positively influence the college experience the reader is encouraged to explore the Kalamazoo College ARCUS Center for Social Justice and Leadership. From the open and daylight interior, to the “convening” meeting space configurations, to the environmentally conscious and diversity-minded practices in design and construction, the ARCUS Center embodies the possibilities of how a building can affect change in social interactions. The Center provides a wonderful example of the intersection of unique professions addressing issues of social justice on college campuses.