Culture Change: the impact of violence prevention and education efforts on liberal arts

college campuses

Jay Miller

Urban Environmental Policy

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Abstract

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

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INTRODUCTION

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

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

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

PURPOSE

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

and create partnerships off campus that can be of service to survivors. Having violence prevention offices on campuses give students a more clear idea of the resources available to them. These offices exist on college campuses to educate the community while spreading awareness about an issue that can impact anyone. Violence prevention offices work towards changing culture on campus by engaging students and other community members on ways to create a safer environment for everyone. Creating a safe and welcoming space for students is the top priority of these offices, so it is crucial to establish lasting relationships and developing an understanding of the type of inclusive survivor-centered approach to instances of violence. College campuses must continue to innovate and implement new methods of teaching, protocol, and training in this area to continue challenging rape culture on college campuses. These offices and initiatives hold a special place on college campuses as they have the means to create lasting cultural change through education and spreading awareness. By having more people educated and engaged in discussions as a community, it makes it easier for the values and behaviors that people want in the community become clearly understood by all. These offices have the capacity to change thinking and challenge beliefs that people may hold on to. Additionally, these spaces on college campuses have the opportunity to introduce students to this type of thinking for the first time and engage in social norming.

The space occupied by violence prevention offices is necessary for college campuses. The work done in these offices is not only about talking about consent and healthy behaviors, but goes even deeper into shifting thinking and challenging cultural norms deeply rooted in our society. This paper will examine the programs and initiatives of liberal arts institutions across the

country that have seen cultural shifts on their campuses. The paper will also address what makes these institutions successful in sustaining and continuing cultural change. Finally, this paper aims to highlight the importance of violence prevention offices on college campuses and why they should be a priority for every campus.

LITERATURE REVIEW

Violence prevention and sexual assault in general has gained significant attention over the past few decades. As society as whole gains a new understanding of this issue, the field has had many breakthroughs. Our understanding of this complex issue must start not with laws and programs, but the cultural ideals that promote violence which all are exposed to and may subconsciously perpetuate. Rape culture and acts of violence stem all the way back to the 1800s when women were recognized as property to the men that they married (Hasday 2000). There is also the idea that stems from thinking long ago that equates women to a prize or spoil of war, completely objectifying women all together (Kaminer 1990). Also, the past provides evidence that rape and sex was used as a means to exert power and dominance over other individuals, both male and female. The ideas about rape culture are deeply rooted into our society. Before looking at the development of prevention efforts it is important to understand the messages that are so deeply embedded into our consciousness whether we recognize they are there or not.

Sexual Assault Evolving Ideology

In 1967 the United States was shaken by the rise of the feminist movement and a series of political campaigns that brought women and supporters together to address issues of inequality

in the country. Those campaigns included equal pay rights, reproductive rights, women's suffrage and they mobilized to raise awareness of domestic violence, sexual harassment and sexual violence (Humm 1990). This movement was necessary to raise awareness because prior to 1967, sexual assault as an issue received little attention until the advent of radical feminism. Radical feminism is a branch of feminism that aimed to dismantle traditional societal views and restructure community thinking (Zerilli 2005). These feminists worked in small grassroots organizing units trying to create consciousness that sexual assault was a problem that deserved recognition. As these women began doing this work, telling their stories, educating and empowering other women, there was this new attention to violence prevention. People were beginning to accept that rape was a widespread issue by the 1970s. The 70s was not the first time these issues had been talked about, but this this is really when the dominant culture started taking notice as academic literature begans to come out focusing on the topic. In its early understanding sexual assaults were committed by a specific type of person. Typically, that individual was a male of lower class and a stranger to the survivor or victim of the assault (Brownmiller, 1976). Common thinking at the time especially in regard to college campuses, was that those that raped were strangers that fit specific demographic and class-based characteristics. Here we see finger pointing to black males as the biggest perpetrator of sexual violence (Davis, 1983). Scholar and activist Angela Davis discussed how this thinking was limiting and detrimental to not just the black community, but to all people. More research went into dismantling this belief that specific demographics of people are predisposed to becoming perpetrators of violence.

The 1980s was a period in which researchers set out to break down and change the way sexual violence was talked about around the country. First, by discussing how demonizing men and particular groups was detrimental to where we want to be as a society. There begins to be a shift thinking about how sexual assaults occur at this time, shifting from the stranger ideology to the idea of date rape or acquaintance rape. This shift in thinking was eye opening to the scholars of the time, especially for college campuses. Studies began to produce the results that the highest instances of violence were perpetrated by an individual that the survivor or victim knew (Koss & Oros, 1982). These studies were limited in what they were able to achieve because they only examined men in the role of the perpetrator and the women as the victim. There is still some ways to go concerning creating a holistic approach to violence prevention. It is important to understand the social climate was different in this time where there was little understanding of LGBTQIA+ communities as there was a disconnect at the time. Gaining a new understanding of what rape looked like and who commonly perpetrated it changed the thinking of higher education institutions. Acquaintance rape happens at much higher rates than stranger rape (American Association of Colleges Project on the Status and Education of Women, 1978), meaning that victims of an assault are much more likely to know the person that assaults them, which required new thinking on ways to prevent acts of violence. Also, alcohol and other substances were found to be present or used prior to an instance of sexual violence at an extremely high rate. Understanding that college age students are experimenting with substances and sex for the first times in their lives and may not know how to clearly communicate boundaries around this area proved to be an opportunity for colleges to intervene and start conversation around the topic (Warshaw, 1988).

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

The Legal Framework

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

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

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

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

Culture Change

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

teaching people and getting a conversation started about the problem in the community. The third area of interest is *engaging the community* on a consistent basis. Conversations and learning can't be limited to one preliminary session, there must be a constant dialogue to see a change in the culture. The fourth, *creating inclusive spaces* is the final area of examination Knott provides. Spaces of mental, physical, and emotional support and education have to be created to bring people together and discuss the problems in their community. Inclusivity is more than just about bringing people of different races together, it is about respect. Showing respect for people's gender identifications, sexual orientation, class and experiences when people are brought together. The Milwaukee LGBT Resources Center at the University of Wisconsin conducted an inservice with members that come in and found this to be true for the majority of the their members. "When someone is referred to with the wrong pronoun, it can make them feel disrespected, invalidated, dismissed, alienated, or dysphoric. (2015)" Each of these areas will discuss in depth as we examine how other academics talk about culture change.

Identifying the Problem

Kotter (1996) discusses, without a clear guiding vision, the effort for change can dissolve into many projects which can get confusing. Being as detailed as possible we must try to accurately describe what problem is plaguing the community. Clarity is crucial for the success of any movement. Take a look back on history, the Civil Rights Movement for instance and the march on Washington in particular and how it was organized, everyone knew the intentions of the march and were on the same page. Those that stepped out of line or did not believe in the methods were not allowed to participate. Beliefs and intentions were clearly laid out in this case,

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

Creating Consciousness

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

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

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

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

Ongoing Exposure

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

leaders displaying the desired behaviors on a daily basis is crucial so that the community knows

what they need to live up to and what is expected (Kotter, 1996). Those that are identified as

leaders need to model the proper behavior to begin normalizing new behavior of the community.

As mentioned earlier visibility is important, especially when it comes to sustaining a movement.

Hosting regular events and activities for the community to get involved with allows for more

learning and dialogue around a particular topic. Regular programs also signals to the community

that change is still happening and we are not yet where we desire to be as a community.

Important to let the community know that work is not done and there is more that can be done to

see the community move forward. (Kezar, Eckel, 2002) Language must be understood

exceptionally well when trying to put a message out to a large amount of people. When posting

messages or disclaimers out to the community, making sure that the language is understandable

is a crucial component. Sometimes the simpler the language, the easier it is for an idea or

movement to resonate with the people that are targeted. Equally important, is to know the

audience which you are targeting. Thinking about tailoring the materials or means of

communication could prove to be a vital tactic that allows messages to take hold within the

community (Changefirst, 2007).

Space

Possibly the most important part of creating culture change is creating spaces that are not only

inclusive, but geared towards learning. Creation of safe spaces (for college campuses) is crucial

to having individuals feel safe enough to share their personal experiences, knowledge, and for

those to ask questions that may not be the most educated on certain topics. This is tough to

achieve especially since we are now moving more and more into a non traditional and non conforming progressive society, but it can be done as long as we are mindful. Assuming good intent is also important so that we may grow and learn as a community rather than separate those that are "woke" and for insufficient better words those that are still "asleep". Any movement trying to invoke a cultural shift must create spaces that are about community building. Physical environments must be created to foster our learning. (Kotter) This boils down to having places where people are allowed to voice their concerns, ask questions, and provide input and feedback. Feedback must be valued during a movement, especially if there appears differing views. Opposition should not be oppressed, rather used as a chance to learn from both sides. Community members sharing space and sharing voice is the start of shifting culture and thinking (Clemmer Group). "Improvement, not judgment" is an idea adopted into the thinking of several groups that do work addressing difficult topics. It is important to understand everyone is at a certain point in their understanding of the issues that are being discussed. When trying to change culture, we must work towards creating a community understanding. Meaning that we work together to come to a holistic understanding and definition of what we want to see in our community. This starts with listening to all individuals that voice concerns or opinions and then we learn together. Learning takes place in many ways, multiple options should be provided for individuals for their needs. Large groups may not be the best space for particular individuals, providing more intimate settings may be a better method or outlet for others. With large scale initiatives it is important to create supportive services for all community members to access. Many questions may arise about a movement, and some individuals may need help to fully understand what is trying to be done and support services for these instances are crucial. These

support services may prove to be valuable and lead to a more informed community. In addition

to the physical spaces, providing easily accessible resources online is also a good method to

reach a multitude of people

(Battele, 2007).

Benefits to college campuses

Violence prevention and education has been in a position to build and strengthen

cross-departmental relationships. The offices that do the work of violence prevention have the

unique opportunity to collaborate with other departments on campus because violence has

overlap in several areas. Collaboration across the campus allows for continuous refinement,

conversation, and comprehensive training methods that are in a position to spread campus wide.

As discussed earlier, collaboration is paramount to the success of having a message received by

the community. Work in violence prevention has created an opportunity for students to get

involved. Peer influence has proven to be an effective tool in various contexts and this one is no

different. Students have the ability to model positive bystander behavior and implement social

norming activities while creating awareness and much more (NASPA).

Violence prevention and education provides several opportunities for students to learn

and think critically about what they value and understand while they are still developing an

understanding of particular topics. One of the more impactful pieces of violence prevention and

education is supporting healthy group norms and promoting bystander intervention. This allows

students the opportunity to normalize certain behaviors and create a community understanding

that everyone is here to look out for one another. Although this is looking at this type of behavior on a micro level, discussing these topics can manifest in life outside of the college. Use of violence prevention and education also provides a direct avenue that allows for expectations of conduct to be clearly conveyed among students, faculty, staff, and visitors. The members of the community can clearly hear and process the values that the community would like to uphold which allows for individuals to be held accountable. The people that work in violence prevention have a role in creating and disseminating comprehensive policies and procedures addressing each type of violent behavior. Another part of their job is instituting training programs to ensure policies are followed and enforced. The safety of students does not rest solely in the hands of the individuals that work in violence prevention, but it is their job to ensure the message is clear and reaches the community. When new policies or programs are created on campus, the violence prevention office is in place to ensure students know exactly what these changes mean. The work in violence prevention provides another crucial benefit to college campuses. That benefit is a variety of support services for students, including mental health services, crisis management, and comprehensive and compassionate services for victims. The office of violence prevention on college campuses may not directly oversee all these services, but the office first makes sure that these services are accessible by all students and they have knowledge of them, then the office will ensure these spaces are safe for students that may have experienced some sort of trauma. Ensuring that these are survivor-centered spaces where students can feel comfortable is a top priority. There are plenty of benefits violence prevention and education offices provide to college campuses. By having these types of offices on campus, we are creating a more informed community that knows the behaviors and values that are expected to be exhibited by the entire

community. These offices created allow for individuals to be on the same page with fellow community members, here the students. Normalizing behaviors and developing a community understanding creates a safer environment for individuals to enjoy their college experience (Langford, 2004).

Challenges for College Campuses Changing Culture

There are several challenges that have been expressed by individuals that work in violence prevention offices on college campuses. The most notable challenge is engaging the entire community on the issue. It is understood that the entire community is necessary to change culture, but colleges struggle to find ways in which to touch the entire community and bring all groups/identities into a space for discussion (NASPA). Another concern that exists is providing the students with the adequate services on campus to support them. These offices face the challenge of ensuring that all services are welcoming and representative of all members of the student body. Ensuring that students feel confident enough to use these services is always on the minds of the individuals doing this work. These are the most prominent challenges that the individuals working towards culture change on college campuses face. These areas are related to the previously mentioned ideas of creating spaces on campus and engaging the community. These are the hardest things to do in the field.

METHODOLOGY

Before conducting research, several liberal arts institutions were considered all across the country. There are many liberal arts institutions in the country, most of them being on the east

coast, but it was important when choosing the final colleges that there was diversity and the

regions ranged. The participating institutions (Emerson College, Claremont Colleges, Reed

College, SUNY Oneata) were selected based on their efforts regarding violence prevention and

education. To get a different perspective I located institutions in different regions of the United

States doing work in violence prevention. To get information that would be most similar to

Occidental College, each college is a liberal arts institution. Gathering data from large

institutions with over 10,000 did not seem realistic with the size difference in the institution and

the feasibility of implementing some programs on these campuses. Smaller institutions, such as

liberal arts colleges, can take advantage of the smaller student body and carry out different types

of programs and training on the campus. Liberal arts colleges also occupy an interesting space

and typically have a distinct progressive culture. Being progressive institutions, and also smaller

colleges, there was anticipation that these institution would have some programs unique to their

campus.

Interviews

The interviews were probably the most critical part of the research I did. I conducted

several narrative semi-structured interviews with Violence Prevention Coordinators from four

liberal arts colleges across the country. The goal of these interviews was to get a hands-on

perspective of the impact that violence prevention efforts have had on their campus. Going into

the interviews I established a base definition of what culture change is, but wanted to allow for

the interviewees to give their own definition of success and culture change to gain deeper

understanding. Conducting these interviews I was interested to hear their perspective because

they do the work daily. Getting down to specific policies, protocols and teaching methods

implemented and stuck for their community. The conversations are not meant to be scripted,

hence the semi-structured style; the goal is rich dialogue around the efficacy of the efforts by the

campus in the area of violence prevention. I also examined what success is in the field of

violence prevention, once again going in with a base definition but allowing the professionals to

give their own personal definitions.

Climate Survey Examination

In addition to interviews, I was able to review climate surveys that were publicly

available from the institutions. The climate surveys displayed the students' perspective on the

efforts and policies on their campus. These climate surveys were used as another measure of the

quality and success of the violence prevention offices at the selected schools.

Case Analysis

This portion of the research is where each participating college was examined in depth in

three categories: implemented policy and protocols, education programs and the climate surveys

each school administers. The reason I have examined the policies and protocols in place at these

institutions to examine if there is a correlation in a cultural shift on the campuses. I also went on

to examine each institution's programs regarding education and training to see if there is

something there that resonates with that community and has had success. The climate surveys

from each campus are directly related to the first two categories. The response from these

surveys serve as a tool to help measure the progress of the community as time goes on.

Analysis/Recommendation of Best Practices

It was important for me to identify what success looked like in this work on college campuses. Best practices are based on the campuses ability to implement programs, policies and educational trainings that have changed the behavior on college campuses. I have examined the methods used on each campus to continually engage their community around the issue of sexual violence and their ability to create inclusive spaces that foster learning for all. Preliminary interviews and the qualitative survey were influential pieces to examine the efficacy of these programs and initiatives on campuses. The case by case analysis of each institution also serves as a way to understand the types of programs that are in place at each institution. To summarize, the tools of examination were reported behavioral change from professionals, students and climate surveys. My second examination method consisted of comparing the programs and protocol on each campus to one another and gauging best practices based on reported results and feedback from students and professionals.

FINDINGS

Data was collected primarily through a series of interviews and correspondence with violence prevention specialists from liberal arts colleges across the country. Additionally, data was quantitatively gathered through the recent climate surveys from each institution along with current student feedback. Students interviewed were those that have affiliation with the office of their respective campuses either as volunteers or paid staff. Findings are presented by campus are the case by case findings are organized in the following order; indicators/approach,

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

Claremont Colleges

The Claremont Colleges have recently introduced their violence prevention office, called the EmPower Center. The Claremont Colleges are comprised of seven different schools in extremely close proximity to one another. The EmPower Center is located in an area easily accessible to all students and provides services and support for all students from every school. The director of this office gave valuable insights on what culture change can manifest as on college campuses, in regards to violence prevention efforts. "One indicator of cultural change has been this change in feeling and thinking when it comes to the issue sexual violence across the campuses." This institution in particular approaches this work from an education standpoint. The belief is that through collaborative education, they can create the culture and community that they desire to see. The community must become more educated around the issues of sexaul violence, before they can move forward and nuance their understanding and go deeper into these issue. For example, "We cannot begin learning about how race and gender identification play a role in sexual violence until we have a basic grasp on the topic at hand." (EmPower Center Director) Education can play a vital role in changing campus culture, allowing all members of the community to have a grasp on the campus' values. "A more educated campus can lead to a better college experience for all individuals on campus." (EmPower Center Director) Everyone deserves to feel safe and comfortable at the place they currently call home.

In order to promote growth through education, Claremont's EmPower Center has implemented several programs that have had success in permeating knowledge throughout the community. Important to note, many of the initiatives and programs that have been started at this institution have been student driven. Students recognized the need for services on their campus, and actively went out into the community and received training to become advocates. The students understood the importance of an issue like this and since they were proactive they were able to make the college react and create what is now known as the EmPower Center. Students were driving force that got these programs and the office up and running, consulting with professional staff as support and guidance for ideas they had. The institution has implemented a program that allows students to go out into the community and receive training and become certified advocates to act as a peer confidential resources for the student body. The students did this on their own before the college created the EmPower Center, but now they work in tandem with the center and are recognized as an accessible resource for the entire student body. One thing that has proven effective for the institution is holding mandatory trainings for not only the students, but anyone on campus that comes into contact with students on a daily basis. Campus security officers, residential advisors, even facility managers and staff go through some formal training to learn about being first responders and knowing all of the resources available for students on campus and off. These trainings take place with the EmPower Center director. The director guides discussions with the faculty and staff along with teaching how to respond in different scenarios that may occur. These trainings usually take place at the beginning of each semester, but they do not serve only as times for teaching, but times for collaboration. The

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

As Claremont has been exploring more ways to engage the community through education, they have started the Healthy Masculinity Coalition open to all the campuses. This is a group that invites those that identify as males to learn more about masculinity, and ways that they can become involved in preventing violence and changing culture. In the early stages in this field of work, it was widely thought and accepted that men were always the ones perpetrating some sort of violence. The colleges realize that this thinking is detrimental and men must be included into the conversation to "not only learn, but heal as well." Also throughout the year, there are several opportunities for people to participate in bystander intervention programs. Throughout the year, the office will host workshops or lectures inviting outside guests to do work with the students. These types of events present specialized areas of violence. For example, the EmPower Center will bring people to discuss how sexual violence manifests in the LGBTQIA+ communities. There have also been instances where they will bring in a community partner to host a self defense class during the year. Students are exposed to different, more specific topics throughout the year, to reinforce and build upon what was learned at the initial new student orientation and trainings at the beginning of the year.

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

Emerson College

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

evolve. The students at Emerson forced their college administrators to react; the students were not satisfied with the way the administration handled instances of violence and demanded changes be made. The violence prevention office at Emerson came into existence as a result of students speaking up and demanding things be changed. The college hired a full-time violence and prevention specialist to help ensure the protocol for handling reports is fair and that the students voices are heard on campus. The violence prevention office at Emerson has committed to going beyond the minimum requirements of violence prevention and education. The normal or minimal requirements for violence prevention and education is one large session at the beginning of the academic year doing a very broad overview of sexual violence on college campuses. That being said, the office strives to do more than just present a black and white picture of sexual assault. They understand that there are levels and layers that need to be peeled back and examined when dealing with an issue like this. "Our society is constantly changing with our language and the shift towards being politically correct in all situations. It's important to be open and adapt to these changes. We must shift our thinking in order to remain relevant, and be ready to add something new." (Emerson Violence Prevention Specialist) Adding something new may include new language, phrases, or ideas that can seem minimal but can have an impact on individuals that come from different places or identify differently. As we move forward on the mission to change culture, receiving new ideas is crucial to growth. It all starts with the community and where they are at as a whole in their knowledge of the topic. "The community that we are striving to see change in must have a say in what the avenue of change looks like for them," (Emerson Violence Prevention Specialist). As a result, of the community being so

collaborative with the office, trust has been able to grow between the administration and the

community. Trust and establishing relationships is imperative to any movement's success.

Emerson strives to sustain their cultural change by going past what is considered the

norm when it comes to violence prevention and education. By collaborating closely with

students, the office at this institution is able to stay relevant and up to date with nuanced ideas

and understandings of these issues. The office holds space for students to just have dialogue

around violence that takes place on college campuses. The office hosts meetings or forums

where the students can voice their opinions in a semi-formal, respectful setting. Students are

allowed and encouraged to critique the initiatives and programs that the violence prevention

office is putting on throughout the year. This space is about learning and formulating a

community understanding of the issues that are prevalent in the community. Introducing this

space to the community proved to be beneficial as it allowed students from all backgrounds to

have a voice in what education and prevention efforts consist of on campus. The greatest purpose

that these spaces provide is that it allows the students to make decisions on what they'd like to

see the campus and violence prevention office cover and explore in more depth. On top of

teaching bystander intervention skills to the campus, the office has found ways to ensure that the

college's policies around sexual violence are clear and understandable. The policies have been

slightly revamped and are constantly under examination to ensure that the policies in place are in

no way overlooking the experiences of individuals on the campus. The violence prevention

office at Emerson was able to meet with the legal team of the institution and collaborate to

construct a readable version of the college's policy around violence. Readability was huge for

the student population, as they were not able to fully comprehend and understand the policies

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

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

Reed College

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

climate of the campus is liberal. The students are extremely receptive to change and do not fear "stirring the pot". The belief is that change begins from the inside, in this case the students are the ones that move the institution forward. They are the agents of change that allow the institution grow, learn, accept and ultimately change the campus culture. "The students lead the prevention and education initiatives on campus with the support and guidance of the college's staff." The prevention office at Reed fully supports the idea that cultural change on college campuses starts with the students. Students must be allowed to actively participate in the decision making processes, the community being targeted must be represented and have a voice in matters that impact them. Students develop relevant material that resonates with the student body so they can quickly promote desired normal behaviors in the community.

The office of violence prevention at Reed College has developed a few unique programs that continue to promote the culture that they want to see in their community. The first program is what they call the Steward Program. This is a program led by students who are trained in the community as first responders for individuals that may have experienced some sort of trauma. The student stewards are easily identifiable individuals that attend social events like parties or dances that can serve as a resource for students if they feel they need help in a situation. The stewards are in place to model positive bystander skills while providing a level of relief for students that are in attendance at these events. Most importantly, these students are in place to be a resource for their peers. Peer to peer interaction is more comfortable for some rather than going directly to campus authorities. The office at Reed has redefined what they do as an office on campus. Moving away from early ideas of violence prevention and education that were simply

"don't get raped" to a more trauma informed approach. "Vicarious recovery" is an approach that

is utilized in this office. This is an approach to supporting individuals that have experienced any

form of violence, this office prioritizes returning voice and autonomy to students and then

helping them take steps forward in their recovery at their own paces. "Recovery looks different

for everyone, so operating from a place that prioritizes autonomy allows for students to make

informed decisions as they move forward in healing." (Reed College Specialist) The college's

administration supports the office and allows for the advocate to speak freely when inequities

arise in college processes or policies. Having this voice and trust from the administration allows

the policies around sexual violence to be examined very closely and revised if necessary.

Additionally having the freedom to voice opinions allows the office to take a stand on issue

rather than not ruffling the feathers of the administration. Dialogue and conversation between the

administration and the violence prevention office is a way that the institution is able to grow and

learn. Trust and critique are important parts to ensure that the institution is continuing to work

towards creating a safe campus culture.

SUNY Oneata

The interview with the Violence Prevention Specialist at SUNY Oneata provided great

insights on ways to identify cultural change on college campuses. Shifts in thinking was a huge

topic of conversation here. "We can see cultural change when our communities begin to exhibit

new ways of thinking and actions to match." (SUNY Oneata Specialist) This institution has seen

both sides of sexual violence prevention and education. Moving away from the very early

teachings that males are the only perpetrators and that's who needs to be watched, to a more

community-based approach to violence prevention. When examining cultural change, it is important to understand that these shifts in thinking do not occur instantly. There is a process; it takes time for the community to react and have the values really resonate and take hold. In order to change culture, this interview concluded that "there must be innovation in the way we approach ideas." (SUNY Oneata Specialist) Changes occur daily and it's important to be open to changes that enable the community to continue growing. As new ideas enter into the field, examining them critically and then finding ways to implement them into the community provides new avenues for learning and change. This institution has emphasized the importance of social norming as a means to change culture on the campus. This emphasis allows for all students to understand the expectations of the campus from the first day they step foot onto the campus. In order to begin the conversation and create the culture that we want to see, this institution starts the academic year off with huge orientation sessions available for all members of the community, including faculty and staff members.

SUNY Oneata has had success in recent years in their violence prevention office due to a few significant changes they have made. The first change has been training the community as a whole to become active bystanders and introducing ways that everyone can assess situations that may seem dangerous. This campus has also shifted focus from just being about prevention to actually providing services and support for students. As times change and new people come onto the campus, it's important to understand that everyone is coming from a different place and have had different experiences. Finding ways to engage individuals wherever they are on a continuum of exposure and comfortability has been helpful to sustaining a cultural shift. Engagement is a

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

RECOMMENDATIONS

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

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

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

Spaces

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

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

Programs

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

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

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

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

After traditional avenues of education are exhausted, I recommend this approach because there

are different possibilities and tactics that can be used to engage the group.

Administrative Role

On college campuses the administration plays a vital role in creating and sustaining

cultural change. The administration must first establish trust between the student body and the

staff of the college. Important to understand that trust is not something that comes immediately

and is a process that has to be worked at. Transparency is the best way to build a relationship

with students. Students must feel that the administration supports them and hears their needs.

Just like any type of relationship, there must be respect for each other's ideas. There needs to be

open communication; both sides need to be receptive to each other. Students must be empowered

by their administrators, and administration and staff must always work in the best interest of the

students. For these institutions, those in administrative roles understand the importance of this

issue and make it a priority. They are on the same page as a whole, their messages, goals and

stance is clear for the community to see so there is no confusion on what is trying to be

accomplished as an institution. These institutions of study presented something interesting all

across the board. Unlike Occidental's violence prevention and education office, these other

institutions are funded directly through the institution's budget. Project S.A.F.E. at Oxy has to

receive a grant in order for the office to hire additional full-time staff who have proven essential

to the office's day-to-day operations. With a possible change in the way funds are disbursed

under this new presidential administration, Oxy's administrative team needs to reconsider the

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

Policy

Interestingly, the findings did not prove to be what was anticipated. Each institution has their own policies and protocols that address issues of sexual violence in compliance with the state laws. These policies are also under review constantly to ensure that processes are fair. Each institution strives to provide a fair process for handling acts of violence and providing adequate support services for those that have been impacted. This was all expected it came as a surprise what SUNY Oneata and Emerson College presented in the interviews. When it comes to cultural change, sometimes simpler works better. Policies are full of all kinds of legal jargon that is not easily comprehensible for the student body or anyone for that matter. The two previously mentioned institutions decided to meet with their legal teams and break down the policies of sexaul assault into terms that were easily understandable. The hard part was breaking down these policies while still including the necessary legal language for the college. The intent behind this was readability and comprehension by the students. When trying to change the culture on college campuses, it can be difficult if there is not a clear understanding of what constitutes as problematic behavior. Creating something that is easily accessible like brochures or handouts can dispel any confusion for students about behavior. Another great tool is the internet. As everything becomes digital, it is a good idea to have these policies in an easily accessible place like online. Having the entire 90 page policy online may not be the best way for students to understand the policies. Rather, placing infographics and other materials that are eye catching,

easily read and accessible online is a much more efficient way to engage students. The SUNY Oneata violence prevention specialist uses practices that traditionally fall in the field of marketing in order to reach the student body.

Approach to Culture Change

Culture change is complex and is not something that can be quantified. The information that has been gathered provides an approach that may take time for colleges across the country to accept and realize. Liberal arts institutions maintain unique identities and reputations across the country. Each institution expressed that the way culture has been shifted most substantially has been by the students. Students comprise the vast majority of the institution's community, so it is only right that change come from them. I'd call this change from the inside or a bottom up approach to cultural change. Rather than trying to get things done from the very top, administrative level, giving some of the power and voice to the students can spur cultural change at a higher rate. Students must be involved in the decision making of their institution, as they are the ones directly impacted by the majority of the decisions. Allowing students to have voice and some control over what occurs on their campus creates connections all around, making them feel like a vital part of the community. Student voice, and action allows for institutions to remain relevant and ensures that students are the priority of the institution. Of course when there is discussion of power, the word respect cannot be left out. The college and the student body must work in tandem and be willing to compromise. Realistically, all the needs and wants cannot be met because of logistics, but a transparent communication process leads to better experiences on both sides. Every institution examined shared that the majority of what is and has been done in regards to violence prevention has been student driven. When we look back on history, we can

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

CONCLUSIONS

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