

**Sexual Violence Advisory Committee (SVAC) Toolkit:  
SVAC's Synthesis of Themes Collected in 2016-2017 from the Campus Community  
Michigan State University  
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**Toolkit prepared by Amy Bonomi (Chair) with members of the Sexual Violence Advisory Committee**

**Introduction:** In response to guidance issued by the U.S. Department of Education Office of Civil Rights to universities across the country, Michigan State University (MSU) has worked to improve its approach to sexual violence. As part of these efforts, MSU has been engaged in multi-faceted strategies to gather data from the campus community to augment prevention and response. The **SVAC Toolkit** summarizes themes from MSU's Sexual Violence Advisory Committee's data gathering activities with the campus community in 2016-2017, which included focus groups with student groups, a university-wide forum (open to students, faculty and staff), and input from SVAC committee members. Two underlying themes across these various data gathering activities are that 1) sexual assault continues to occur and is particularly problematic within some campus groups and 2) there is a need to restore trust across the campus community pertaining to issues such as communication about assault events. Trust-building activities include **three major themes outlined in the remainder of this document**, including: 1) augmenting university communication, 2) continuing to invest in multi-dose learning/education/support services, and 3) distributing "responsibility" ("It's On Us") across the campus community.

**Major Theme 1: Augment University Communication**

- Implement more frequent, systematic, proactive (non-reactionary) communication, conveyed from senior leaders (deans, chairs, directors) and from advisors/offices that work with identity/affinity groups (e.g., CORES and COPS) to the campus community (*faculty, staff and students*) using multiple mediums**
  - In addition to communication from senior leaders and advisors/offices (see above), designate a "face" for all university media communication pertaining to RVSM
  - Provide brief scripts, reporting and resource information for use in class, faculty meetings, student meetings, syllabi, and D2L
  - Incorporate brief explanatory language/sentence clauses in venues such as press releases and other university communication, to clarify procedures and policies (e.g., university stipulations around releasing names)
  - Continue to use social media to convey information
- To inform the more frequent, proactive communication recommended (see above), conduct an inquiry of current communication practices, including what is working and where communication has tended to break down, and from this devise a strategic communication plan**
- Evaluate how and whether communication is reaching everyone, with an emphasis on receipt by faculty and staff**

- Major Theme 2: Continue Investing in Multi-Dose Learning/Education/Support Services Within Campus Community Settings**
  - Continue to offer in-person trainings, such as the Sexual Assault and Relationship Violence (SARV) program and brief segments in the Academic Orientation Program, which are viewed as more effective than online trainings**
  - Offer additional multi-dose learning/education/training within the specific communities where faculty, staff and students “live,” with an emphasis on holding the trainings in smaller group settings to facilitate engagement and dialogue, for example:**
    - Academic Advancement Network training for senior leaders (deans, chairs, directors)
    - OIE trainings and peer-led trainings within campus/community-based settings, such as Greeks Take the Lead and those facilitated by RAs
    - Student leadership engagement, with an emphasis on engaging and empowering men in the conversation regarding RVSM prevention and response<sup>1</sup>
  - Within campus-based trainings, continue to underscore the role of alcohol in RVSM, including clarifying through data that it is a myth that all students drink<sup>2</sup>**
  - Continue to create safe places/spaces and supportive environments for survivors**
- Major Theme 3: Distribute Responsibility (“It’s On Us”) Across the Campus Community**
  - Ensure strategies from major themes #1 and #2 (e.g., systematic communication and training) regularly reach and are administered by senior leaders (deans, chairs, directors, faculty, etc.)**
  - Consider multi-year appointments of SVAC committee chair and committee members to ensure continuity and effectiveness**

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<sup>1</sup> While the inaugural Student Leadership Institute was not a formal data gathering “body” for the report, it was a highly successful event, with feedback from attendees indicating 1) they want the event to be held again (they recommended once per semester), 2) they want more time with (exposure to) motivational speakers on topics like “toxic masculinity,” and 3) they want men’s groups to start on campus to support each other and change climate.

<sup>2</sup> This theme concerning “myths about alcohol” also resonated strongly with participants in the Student Leadership event.