



**Thank you for joining us.
The webinar will begin soon.**

Beyond the Red Zone: Eight Lessons for Comprehensive Campus Sexual and Relationship Violence Prevention

September 17, 2025



Before We Begin

- All attendees are in listen-only mode. If you run into any audio issues during the webinar, please try another method of listening in, such as computer audio or calling in by phone.
- All registrants and attendees will receive a link to the recorded version of this webinar in a follow up email.
- If you have questions during the presentation, please let us know by typing your question into the Q&A panel. We will address these at the end of the presentation.



Dr. Denise Hines, PhD

Elisabeth Shirley Enochs Endowed Professor of Social Work



Dr. Denise Hines, PhD, is the Elisabeth Shirley Enochs Endowed Professor of Social Work in the Department of Social Work, College of Public Health at George Mason University. Dr. Hines' expertise includes the causes, consequences, and prevention of family violence and sexual assault, with a particular focus on under-recognized victims of intimate partner violence. She also has a specialization in translating university-based research for policymakers.

Dr. Hines' work on under-recognized victims of intimate partner violence has been supported by grants from the National Institute of Mental Health, the National Institute of Child Health and Human Development, and currently by a private law firm. Her interpersonal violence prevention work has been supported by three grants from the U.S. Department of Justice and the U.S. Department of Education.

Content Warning

This training will address **sexual assault prevention and interpersonal violence**, including discussion of:

- Patterns of victimization and perpetration.
- Impacts on vulnerable and marginalized populations.
- Data-driven findings and evidence-based strategies for prevention.

Because these topics are explored using **real data, research, and case examples**, some material may feel distressing or triggering.

This content is included because **grounding prevention in evidence—leads to stronger, more effective outcomes**. We are committed to approaching the material with both **care and candor**.

Our Time Together

- **Identify** key components of campus climate assessments related to sexual and relationship violence, including the relevance of the Red Zone phenomenon.
- **Describe** the characteristics and needs of diverse student populations, including non-stereotypical victims, to inform targeted prevention strategies.
- **Apply** the ecological model to design multi-layered, comprehensive prevention programming tailored to specific campus contexts.
- **Analyze** the effectiveness of various prevention formats (e.g., theater, speaker series, peer education) and stakeholder training in fostering campus-wide engagement.
- **Evaluate** the role of external partnerships and controversial programming in enhancing the sustainability and impact of campus violence prevention efforts.



Background and Experience

- Expert on the causes, consequences, and prevention of interpersonal violence
- 2009: Co-founder of the Clark Anti-Violence Education (CAVE) Program at Clark University
 - Funded by the U.S. Department of Education and the U.S. Department of Justice
 - Co-directed the program until 2017
- 2013: Expanded the program to include three other area universities/colleges
 - Worcester Anti-Violence Education (WAVE) Program
 - Funded by the U.S. Department of Justice, Office on Violence Against Women

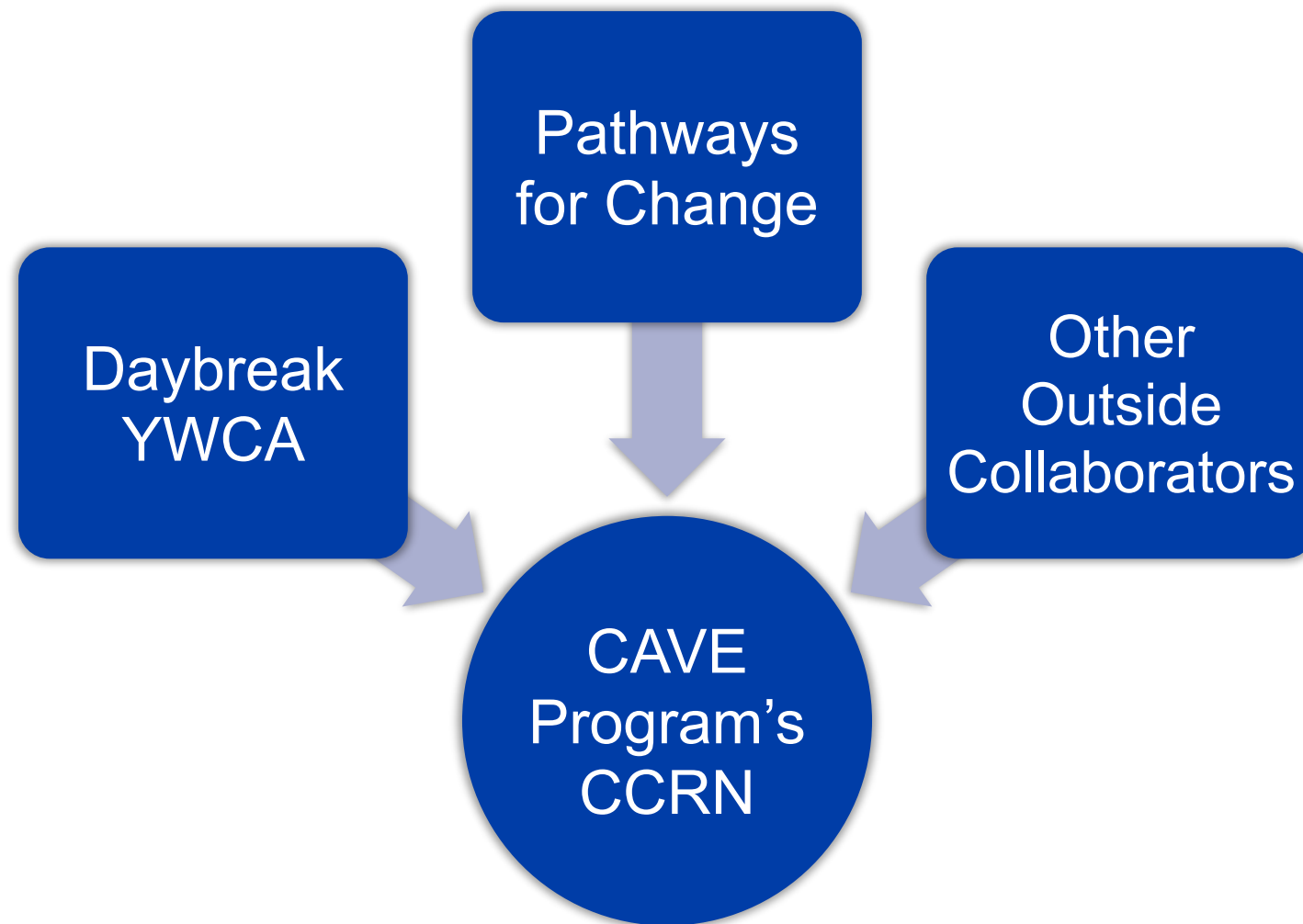
CAVE Program

- Comprehensive sexual assault, dating violence, and stalking prevention program.
 - Mandatory prevention education for incoming students.
 - Awareness-raising activities.
 - Trained key stakeholders.
 - Updated policies and procedures.
 - Launched a specialized sexual violence judicial board.
- In 2011, highlighted as a model program by the U.S. Department of Education:
<https://www.clarku.edu/news/2011/07/11/u-s-dept-of-ed-cites-anti-violence-program-at-clark-as-national-model/>

CAVE Advisory Board



CAVE Community Partnerships



CAVE Program

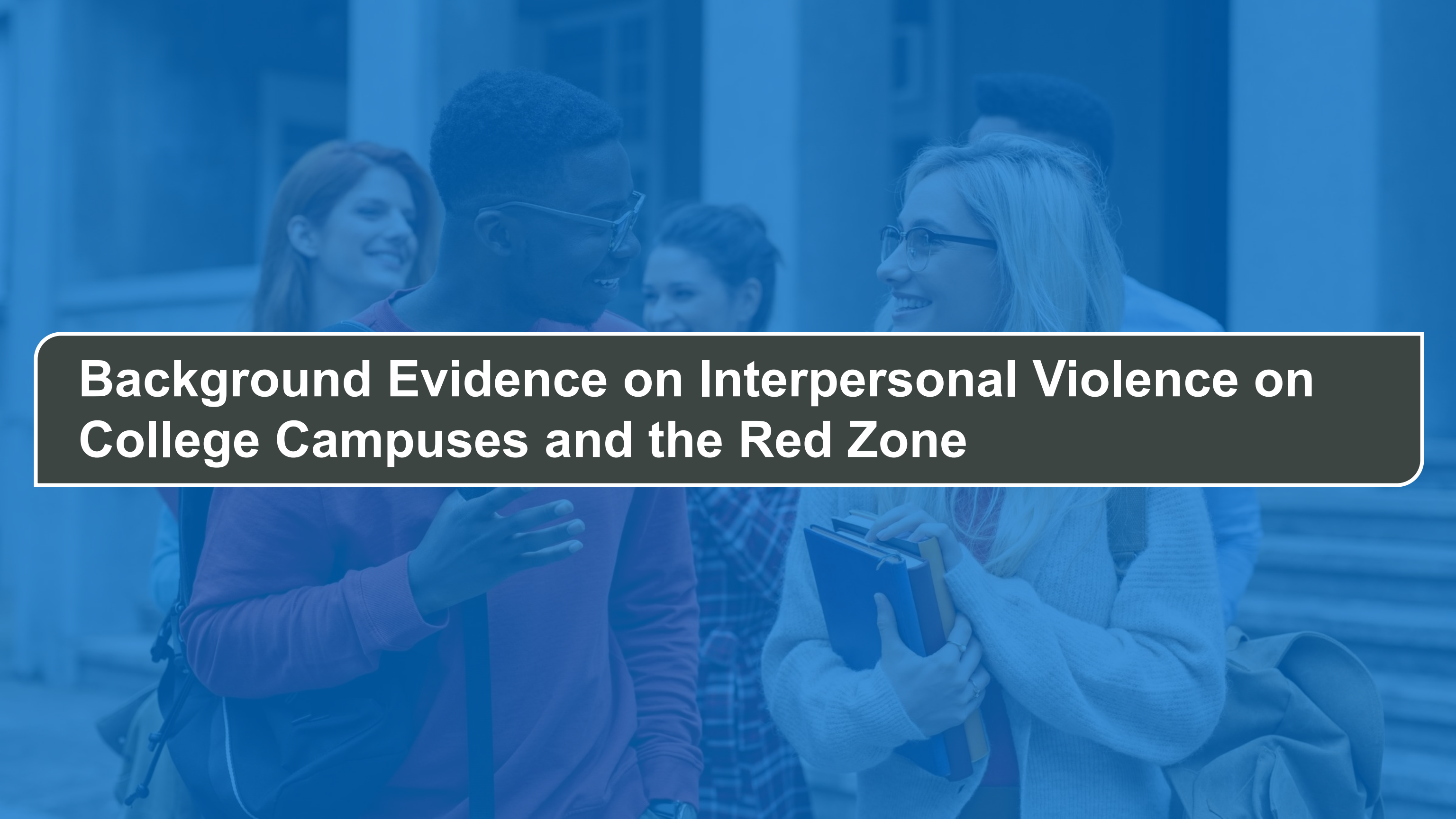
- Regular Evaluations
 - Needs Assessments
 - Outcome Evaluations of Our Programming
 - Focus Groups
 - Publications and Presentations Listed on Last Slides



A photograph of three students walking down a modern, brightly lit staircase. The students are a young woman in a striped shirt and jeans, a young man in a light blue shirt and khaki pants, and another young man in a white t-shirt and jeans with a backpack. They are all looking towards the camera. The staircase has a glass railing and a concrete wall. The image is overlaid with a blue gradient on the right side.

WAVE Program

- Began in 2013
- Coordinated Prevention and Policy Efforts Across Four Universities/Colleges in Worcester, MA
 - Students Visit, Party At, and Take Classes At Other Campuses
 - Coordinated Campus Effort Aimed at Consistent Messaging
- Four Campus Needs Assessments

A blue-tinted background image showing a group of college students. In the foreground, a young man with glasses and a young woman with glasses are smiling and talking. The woman is holding several books. Other students are visible in the background, also smiling. The entire image has a blue overlay.

Background Evidence on Interpersonal Violence on College Campuses and the Red Zone

Prevalence of Sexual Assault

- AAU Survey of 2019 (Cantor et al., 2019): 13% of students across 33 universities/ colleges reported experiencing nonconsensual penetration, attempted penetration, sexual touching by force or inability to consent, “since they have been enrolled in their respective school.”
 - 20.4% of Women
 - 20.3% of TGQN Students
 - 5.1% of Men



*Improving lives
through research™*

**Report on the AAU Campus Climate Survey on
Sexual Assault and Misconduct**

What is the “Red Zone”?

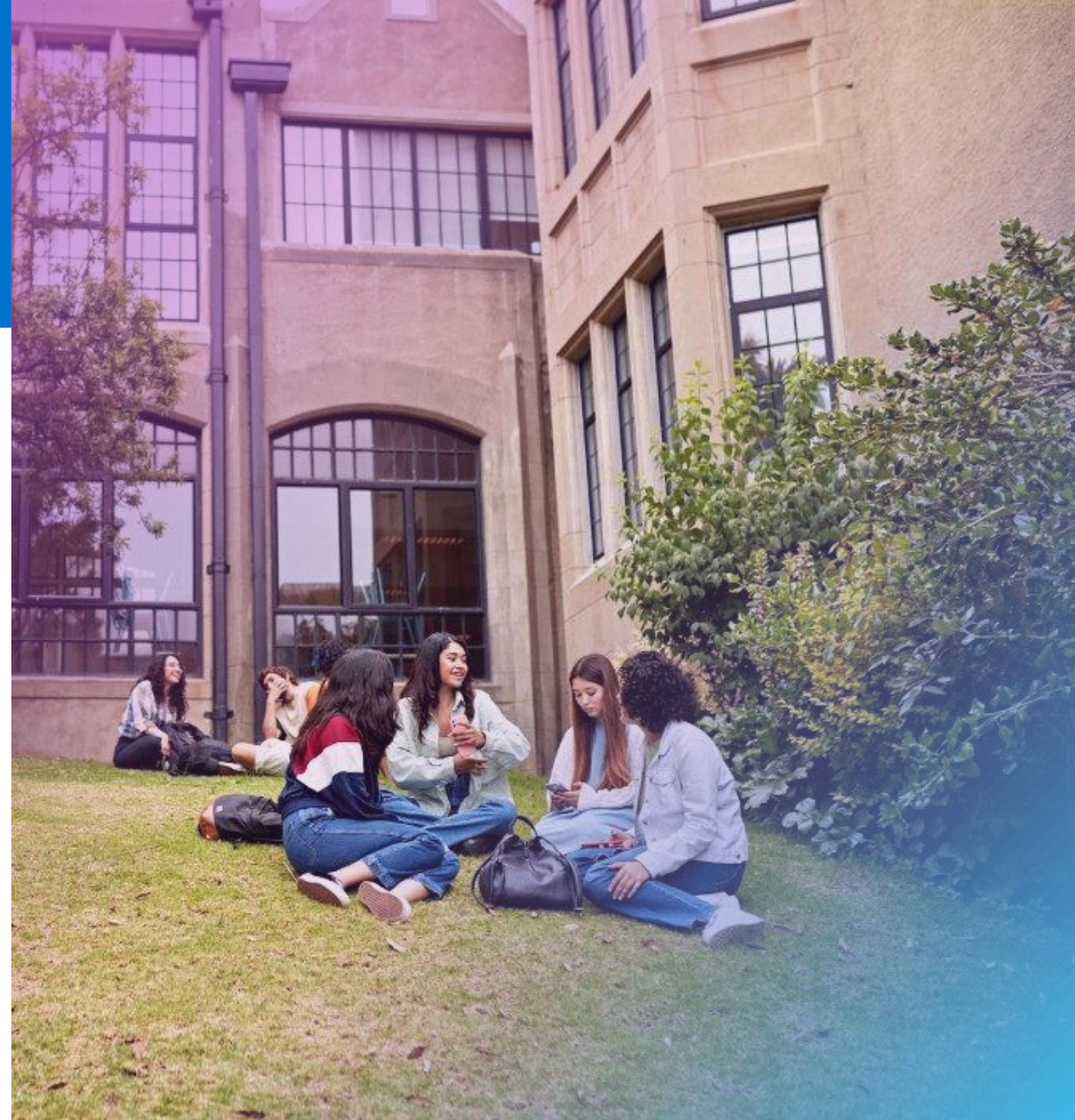
- “a period of time thought to be high risk for sexual victimization upon entering college in the United States” (Follingstad et al., 2022).
 - Typically thought to be the first two months.
 - Basis for “emergency” prevention programming upon college entry.
- Follingstad et al. (2022) – 20 year comprehensive literature review of the Red Zone.
 - No clear and consistent evidence for a Red Zone at the beginning of college entry, lasting 1-2 months.
 - Evidence that years 1 and 2 are particularly risky for college women.

How Frequently Does Dating Violence and Stalking Happen on College Campuses?

- 30% of undergraduate college students report sustaining at least one act of dating violence in a year (Sabina & Straus, 2008).
- Rates of dating violence victimization are similar across genders, sexual orientations, and races/ethnicities (Edwards et al., 2015; Hines & Straus, 2007; Sabina & Straus, 2008).
- Undergraduate student stalking rates (Cantor et al., 2019):
 - TGQN: 15.2%
 - Women: 10.0%
 - Men: 3.1%

Impact on Victims

- Symptoms of post-traumatic stress disorder.
- High drop-out and transfer rates from that university.
- Depression, anxiety, suicidal feelings, disrupted relationships, helplessness, shock and disbelief, guilt, humiliation, self-blame, insomnia, impaired memory, drug, and alcohol abuse, and health problems.





Lesson 1: Conduct Regular Needs Assessments

Campus Climate Surveys / Needs Assessments

- Anonymous, self-report surveys.
- Behaviorally specific questions on sexual assault, dating violence, and stalking victimization.
- Context of assaults.
- Help-seeking behaviors.
- Student understanding of how their college handles official complaints of sexual assault, dating violence, and stalking.



Needs Assessments: Benefits

- Ability to track rates of victimization over time.
- Ability to track help-seeking behaviors over time.
- Ability to analyze potential victim groups that aren't typically the focus of prevention efforts.
- Ability to track students' understanding and perceptions of the college's handling of sexual assault, dating violence, and stalking cases.

**It's up to
you. Take
the survey.**

Voluntary.

Important.

Confidential.

Needs Assessments: Challenges

- Low Response Rates
 - Response Rates in the 10-20% Range Are Typical
 - Low Generalizability
- Considerations:
 - Survey Fatigue
 - Email
 - Incentives Too Low



Campus Climate Surveys: Challenges

- Having the qualified staff to conduct such surveys.
- Giving that qualified staff the time and resources to do so.





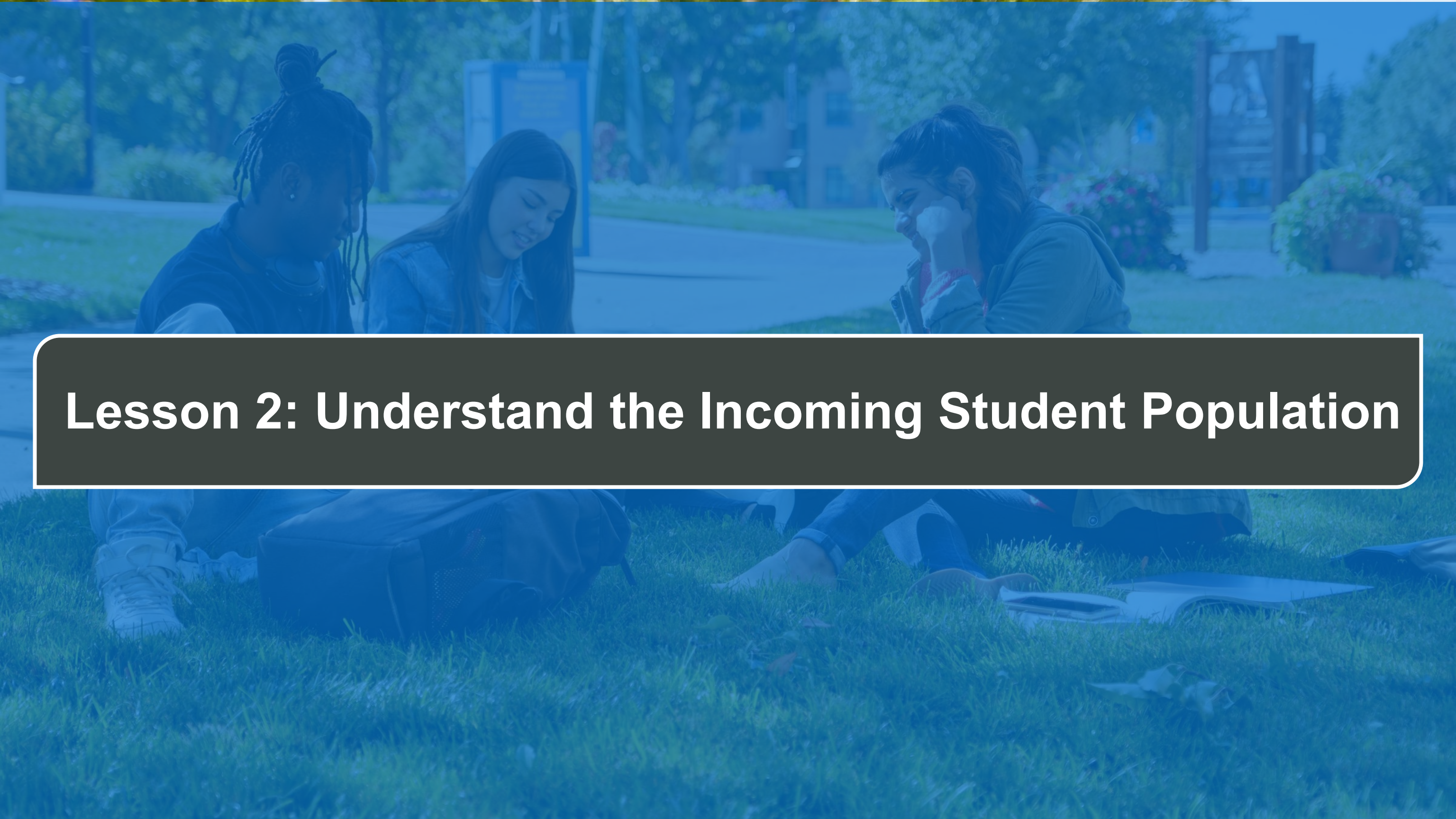
Advice for Needs Assessments

- Engage content experts, such as academics and practitioners on your campus.
- Use validated needs assessment instruments.
 - Guide from the U.S. Department of Justice:
<https://www.justice.gov/ovw/page/file/910426/dl?inline=>
- Determine a regular cadence so that you can measure change over time.
- Strongly consider participation incentives.
- What questions do you want to know the answers to?

Needs Assessments: Questions to Consider

Examples of questions you might want answers to:

- Does the Red Zone apply to my campus?
- Which students are vulnerable to victimization?
- Which students may be perpetrators?
- What percentage of victims get help?
- Who do they turn to for help?
- What are their barriers to seeking help?
- What do they know and think about the resources available?
- What do they know and think about relevant university policies/procedures?
- What do they know about sexual assault, dating violence, and stalking?

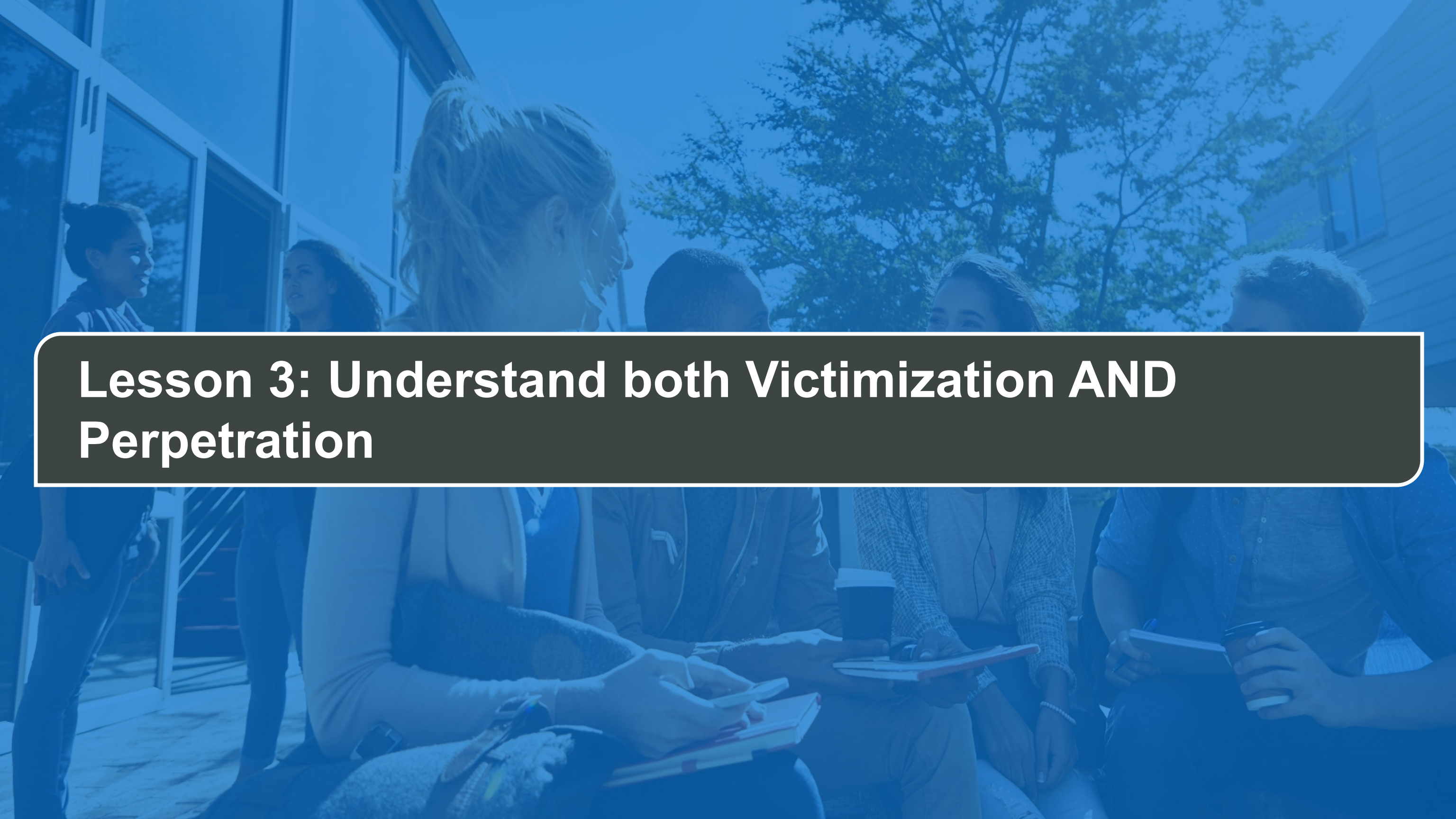
A photograph of three young adults sitting on a grassy lawn in a park-like setting. They are all looking down at a device held by the person in the middle. The person on the left has dreadlocks tied up, the person in the middle has long dark hair, and the person on the right has dark hair tied back. They are all wearing casual clothing. The background shows trees and a building. The entire image has a blue color overlay.

Lesson 2: Understand the Incoming Student Population

Understanding the Incoming Student Population

- Can be done in conjunction with a needs assessment or as a survey prior to coming to campus.
 - Focus groups.
- What are their prior experiences with sexual assault, dating violence, and stalking?
 - As victims and/or perpetrators.
- What prior education and programming have they had on these issues?
- What are their underlying biases and assumptions about these issues?





Lesson 3: Understand both Victimization AND Perpetration

Understanding Both Victimization AND Perpetration

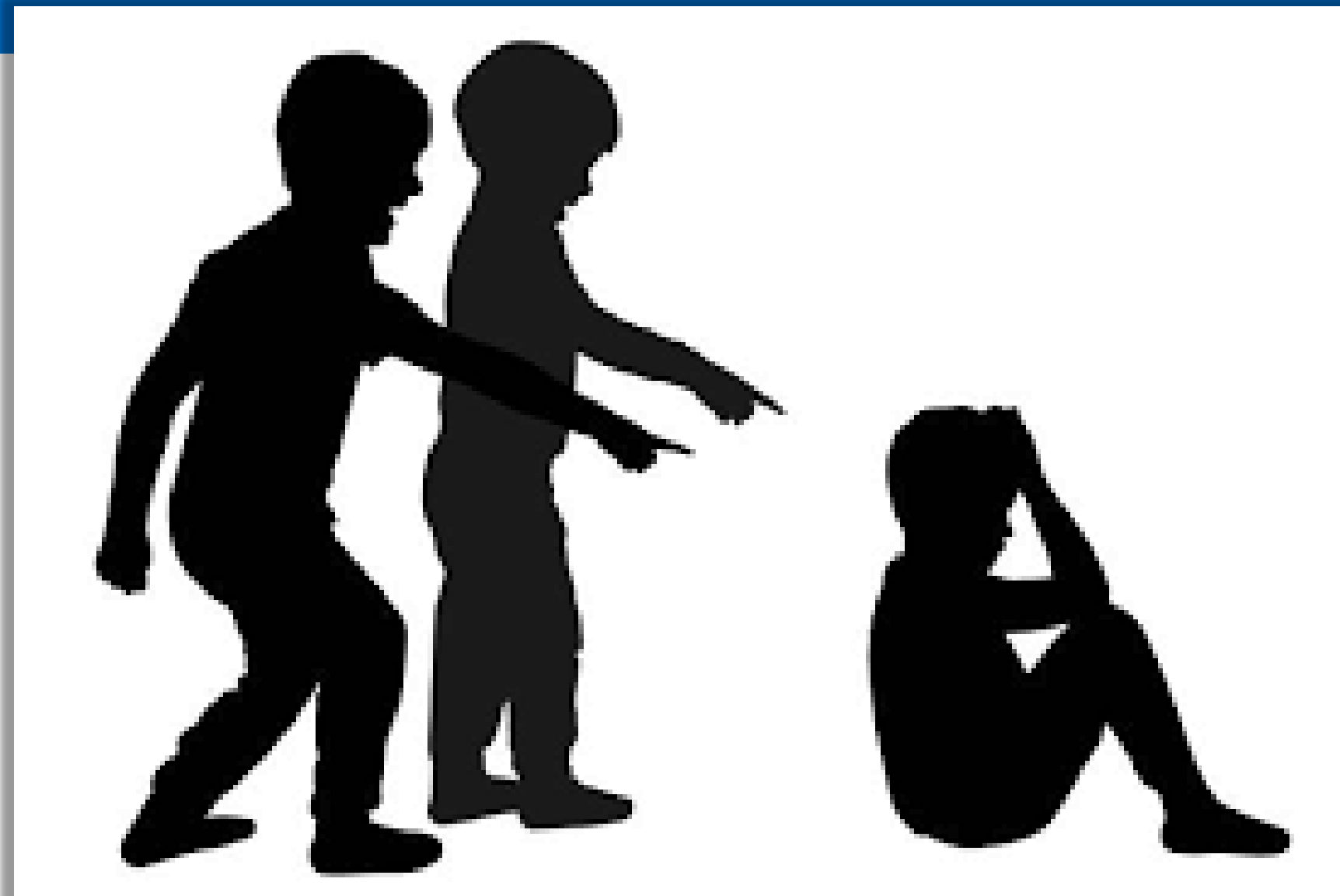
- We tend to focus on victimization.
- Overlap between victimization and perpetration, particularly in dating violence.
- Polyvictimization.
- Who is vulnerable and why?



What is Predation?



What is Predation?



What is Sexual Predation?



Who do They Prey On?

The Vulnerable:

- Young
- New to That Institution
- Isolated
- Emotionally Unstable
- Heavy Drinker
- Had a Bad Week
- Abused as a Child

Facts about Sexual Predators

- Very Few Men Rape
 - 4.0%-6.4% (Calhoun et al., 1997, Koss et al., 1987; Lisak & Roth, 1988; Ryan, 1999; Lisak & Miller, 2002; Carr & VanDeusen, 2004)
- Vast Majority of Sexual Assaults Are Non-Stranger
 - 85%+ Are Non-Stranger
 - Typically Not “Dates”
 - Offender Looks for Potential Victims at Bars/Social Events
- Most Rapists (60%-70%) Are Serial Offenders



Typical Sequence of Attack

1

**Identify
Vulnerability**
(Intoxication, Instability, Alone)

2

**Increase
Vulnerability**
(Level of Intoxication)

3

Isolate

4

Attack

When and Where?

- 1 After Midnight
- 2 Friday or Saturday Nights
- 3 In an Isolated Situation
- 4 Off Campus



Role of Alcohol in Campus Sexual Assault

- At least half of incidents involve alcohol.
- Alcohol-related sexual assaults are ~5x more common than forcible assaults.
- Women who attend universities with high drinking rates are at higher risk for incapacitated rape.



Role of Alcohol in Campus Sexual Assault

- Sexually aggressive men selectively target drinking or intoxicated women, and intentionally use alcohol to impair a woman's resistance to their advances.
- 75% of college male rapists stated that they had purposefully gotten a woman intoxicated to have sexual intercourse with her.
 - Play drinking games.



Reporting and Help-Seeking



Seeking Help

- 0-16% Seek Help
- MORE Likely to Seek Help When:
 - Assault is More Severe
 - Injured
 - No Alcohol Involved



Not Seeking Help

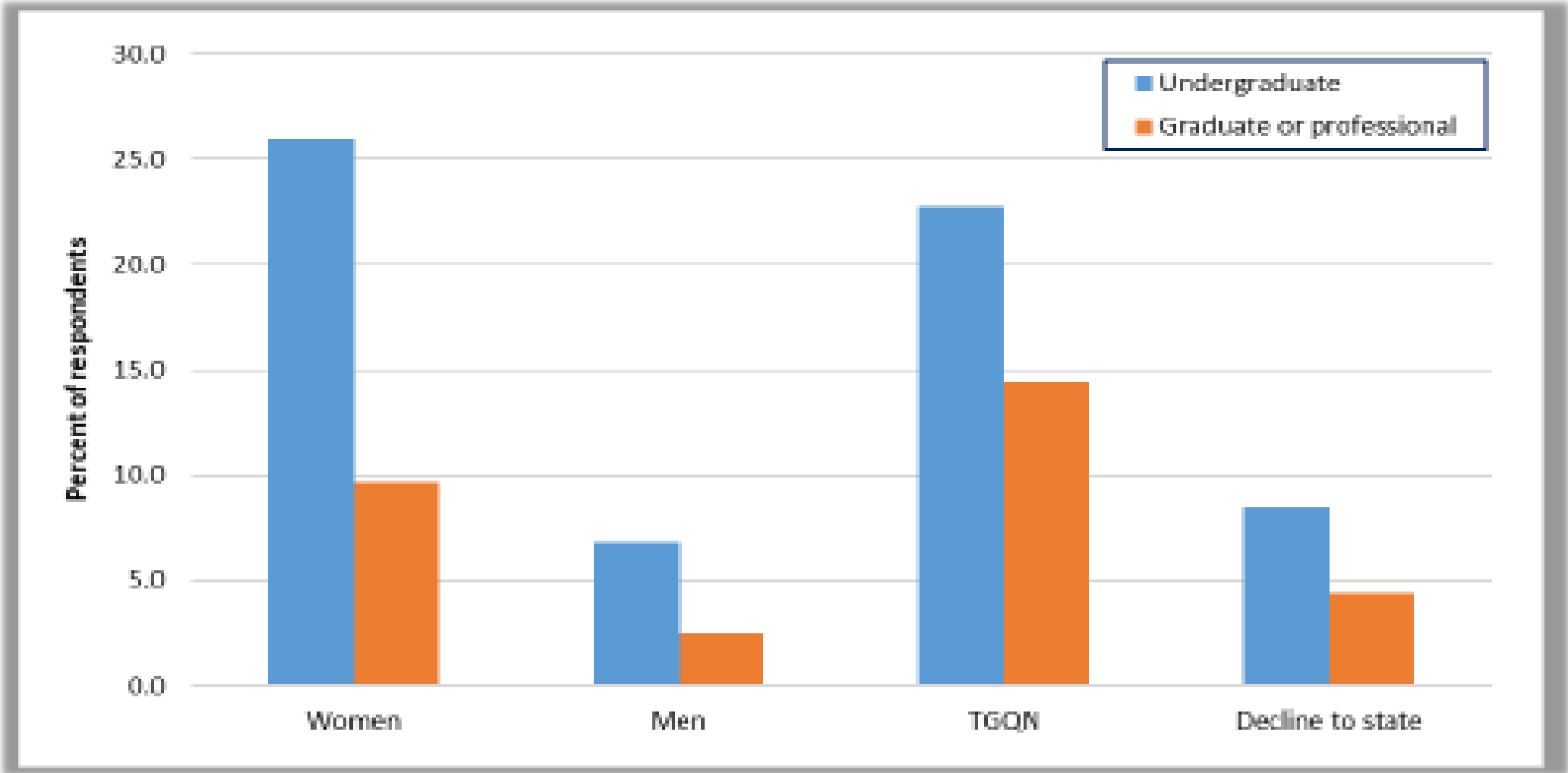
- Reasons for Not Seeking Help:
 - Perception That it Wasn't That Serious
 - Particularly Likely When Alcohol Is Involved
 - Private Matter
 - Don't Want to Get the Perpetrator in Trouble



Lesson 4: Don't Overlook Non-Stereotypical Victims and Perpetrators



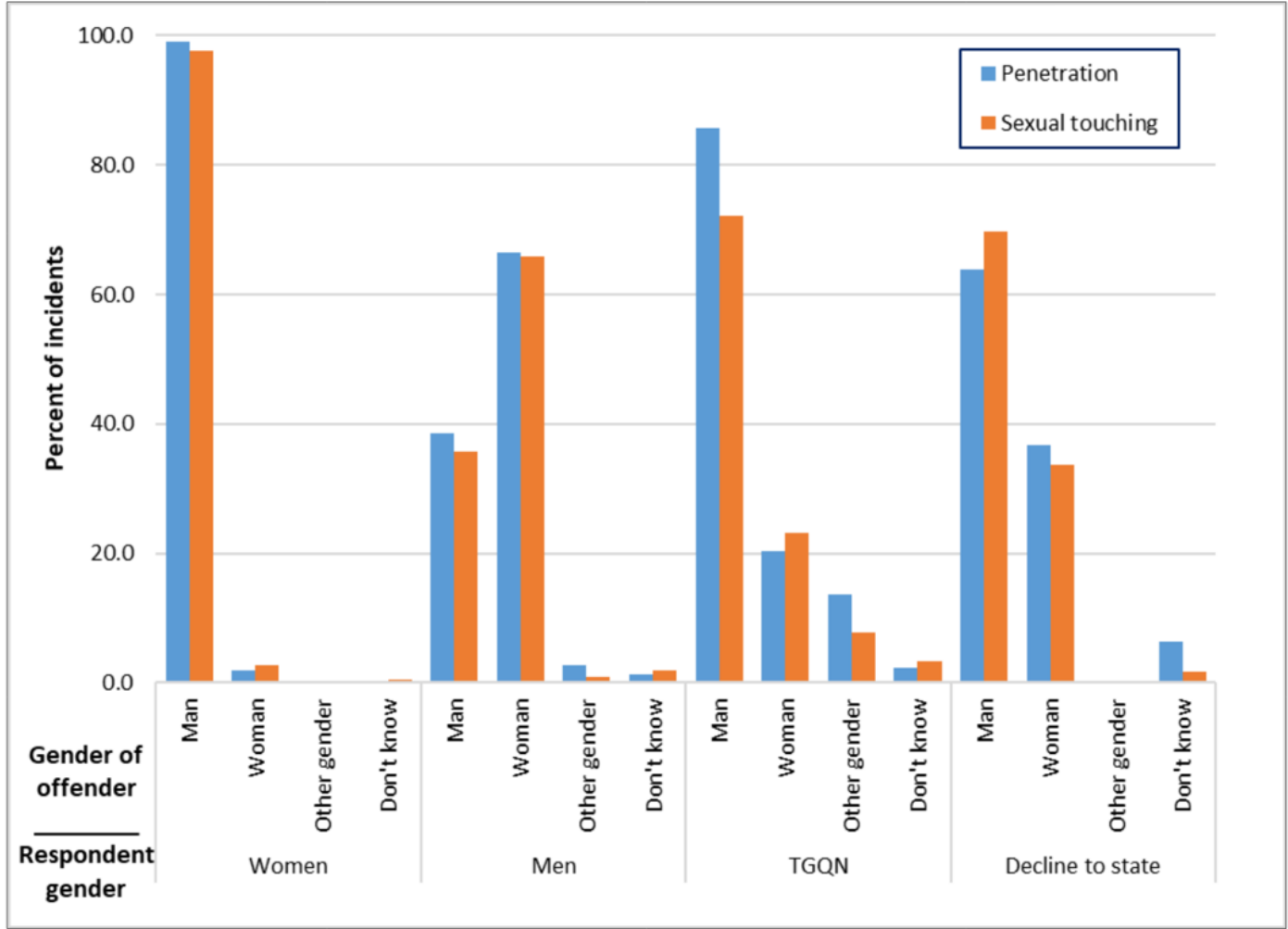
AAU Campus Climate Survey of 2019



Cantor et al., 2019 – AAU Campus Climate Survey on Sexual Assault and Misconduct

AAU Campus Climate Survey of 2019

Figure 6. Offender gender for nonconsensual sexual contact by physical force or inability to consent by gender of victim and type of sexual contact



Non-Stereotypical Victims and Perpetrators

Percent of Students Reporting Interpersonal Violence:
by Gender and Sexual Minority Status



Data from Annual 2008-2017
Campus Climate Surveys

Non-Stereotypical Victims and Perpetrators

Percent of Interpersonal Violence Victims Seeking Help on Campus:
by Gender and Sexual Minority Status



Data from Annual 2008-2017
Campus Climate Surveys

Disclosure Barriers: Gambardella et al., 2020

Table 3. Prevalence of Help-Seeking by Gender of Perpetrator.

Type of help-seeking	Female perpetrator (%) (<i>n</i> = 72)	Male perpetrator (%) (<i>n</i> = 438)	χ^2
Informal help	39.7	61.6	12.38*
Formal help	2.7	14.8	7.98*
On-campus resources	1.4	9.2	—
Off-campus resources	2.8	8.1	—

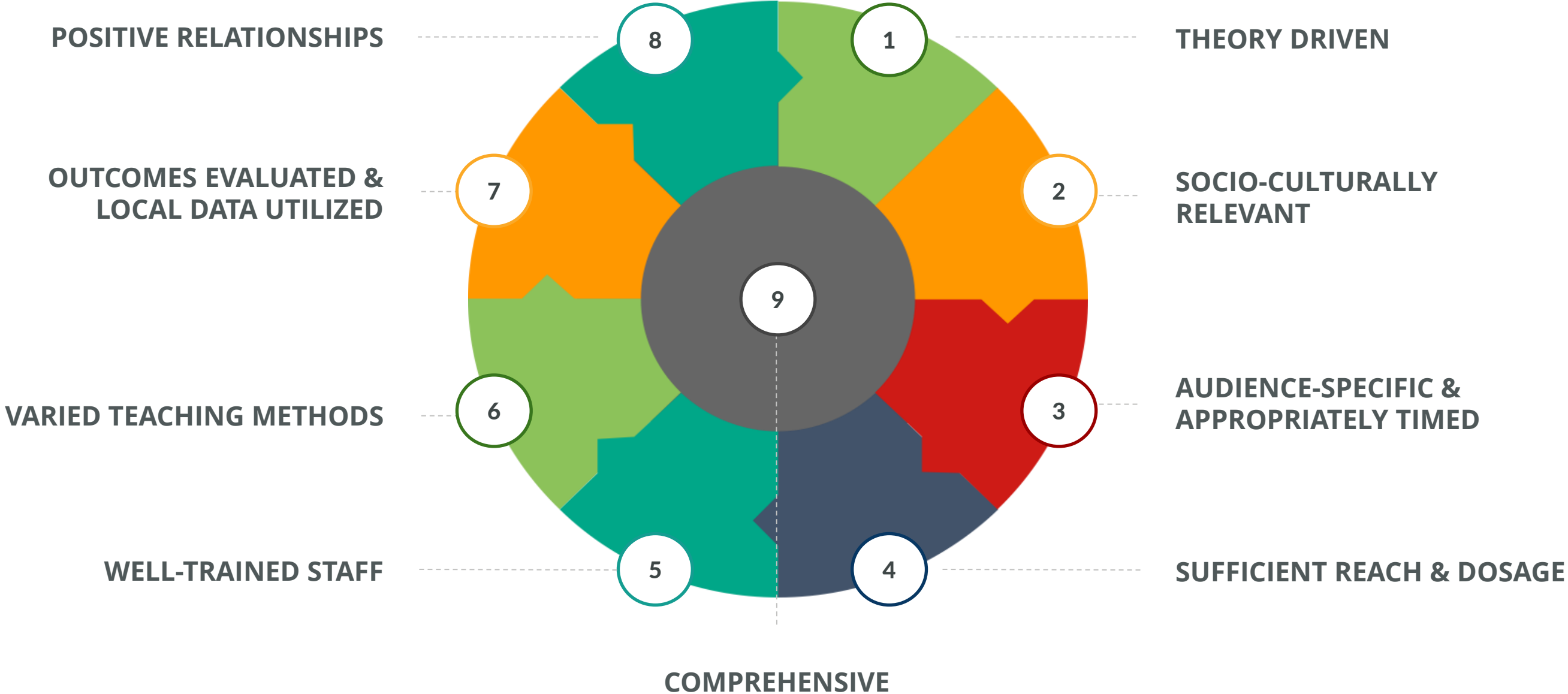
Note. Unable to compute χ^2 for injuries sustained due to insufficient cell size.

**p* < .05.



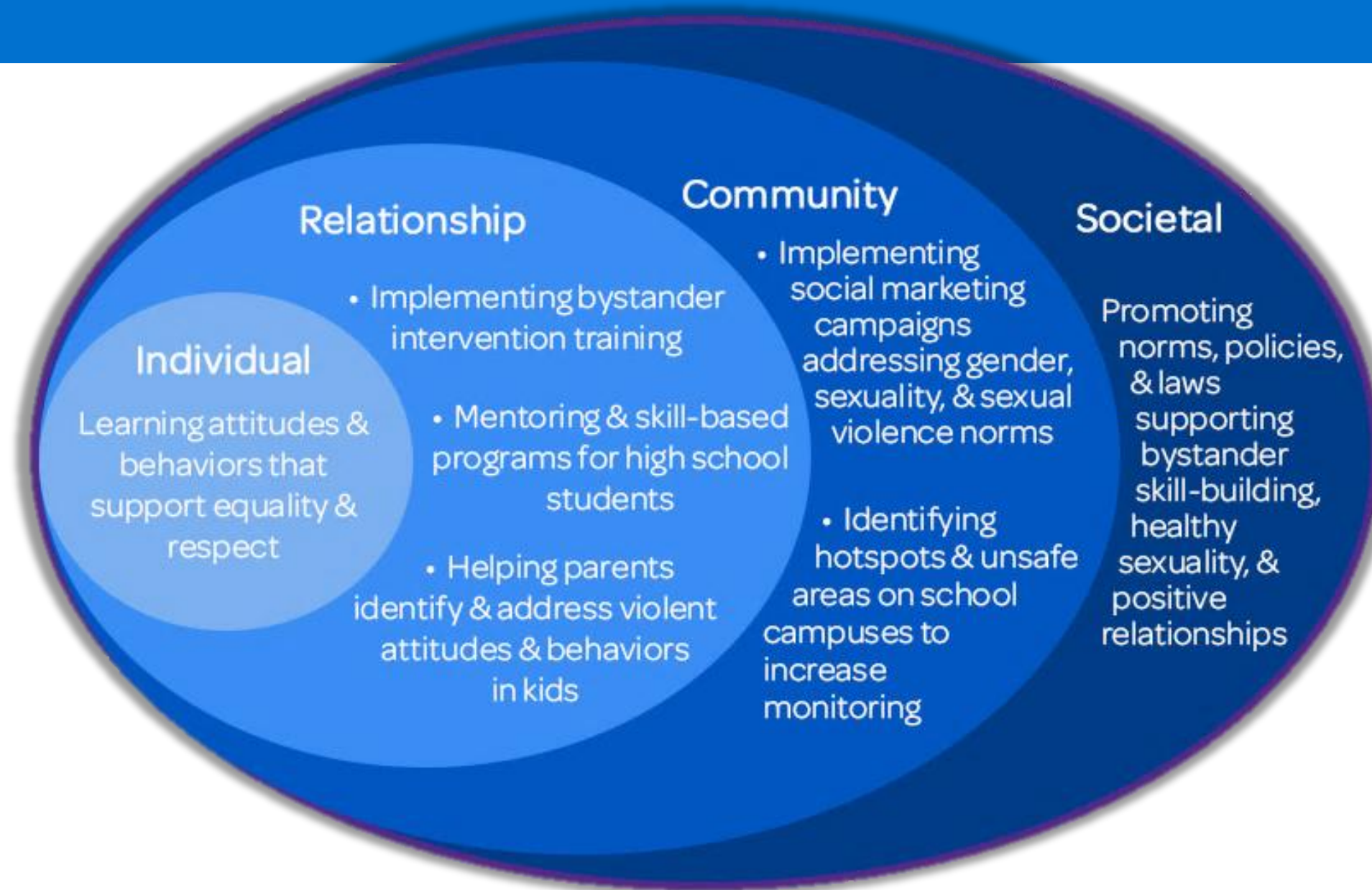
Lesson 5: Prevention Needs to be Comprehensive, Multi-Level, Repeated, and in Different Formats

Principles of Effective Prevention Programs



(Nation, et al., 2003)

Comprehensive Approach



Sufficient Dosage

- One-time program is not enough to change a lifetime of socialization!
- Need a curriculum.



Prevention Programming Options

Bringing in the Bystander® In-Person Prevention Program



SEXUAL ASSAULT AWARENESS MONTH SPEAKERS



EVERGREEN
SPEAKERS

Join CASA Inc. & Meritus Medical Center's
Forensic Nurse program as we

TAKE BACK THE NIGHT

Join us if you are a survivor, if you know someone
who is a survivor, or if you want to support
survivors of sexual violence.

If you are a survivor of sexual violence, you will
have opportunity to speak your truth.

Saturday April 12th

Rain or Shine

4pm-8pm

University Plaza

- Candlelight vigil to honor victims and survivors
- Multitude of community and state resources
- Light refreshments provided; Antietam Dairy available for purchase
- Guest speaker to share their story of resiliency



**TOGETHER
WE ACT**
united we change



Captive Audiences

- Incoming Students
- International Students
- Athletes
- Study Abroad
- Greek Life
- Not Just Students



The background of the slide is a photograph of a classroom setting. In the foreground, a young man with short dark hair and glasses is smiling and looking towards a woman on his left. The woman has long dark hair and is looking down at a notebook. They are both sitting at a desk. In the background, other students are visible, some looking at a laptop. The entire image is covered with a semi-transparent blue overlay. A dark grey rounded rectangle is positioned in the center, containing the title text in white.

Lesson 6: Prevention Needs to be Tailored to the Campus Community



Tailoring Prevention

- Cares et al. (2014)
 - Urban, Commuter, Racially Diverse Campus
 - Rural, Residential, Mostly White Students
- Choose Programming that Allows Tailoring
- Use Data and Student Input



Lesson 7: Don't Shy Away From Controversial Prevention Efforts – But Do It Right

Self-Defense Programs

- Enhanced Assess, Acknowledge, Act Sexual Assault Resistance Program (Senn et al., 2015).
 - “Four 3-hour units in which information is provided and skills are taught and practiced, with the goal of being able to assess risk from acquaintances, overcome emotional barriers in acknowledging danger, and engage in effective verbal and physical self-defense.”
 - Among other outcomes, “[t]he program significantly reduced the risk of completed and attempted rape, attempted coercion, and nonconsensual sexual contact over the entire follow-up period, yielding reductions between 30% and 64% at 2 years.” (Senn et al., 2017).



Targeted, Explicit Outreach to Under-Served, Under-Recognized Victim Populations

- Very few tailored options exist for LGBTQ+ community.
 - Early stages of a tailored BiB program.
 - One Love Foundation – “Healthy LGBTQ+ Relationships.”
- No programs exist for men as victims.
- Use expert input on how to appropriately reach them without stigmatizing.



A background image showing two women in a professional setting. One woman, with curly hair and glasses, is smiling and looking towards the other woman. The second woman is seen from the side, looking at a laptop. They are in a room with large windows in the background. The entire image has a blue color overlay.

Lesson 8: Develop External Partnerships

Who to Partner With?

- Local rape crisis center.
- Local domestic violence agency.
- Coordinated community response networks.
- LGBTQ+ serving organizations, including those that focus on violence prevention.
- Agencies serving particular cultural groups represented on your campus.



Publications

- *Davis, G. E., **Hines, D. A.**, & Palm Reed, K. M. (2022). Routine Activities and Stalking Victimization in Sexual Minority College Students. *Journal of Interpersonal Violence*, 37 (13-14), NP11242–NP11270.*Ameral, V., Palm Reed, K. M., & **Hines, D. A.** (2020). An analysis of help-seeking patterns among college student victims of sexual assault, dating violence, and stalking. *Journal of Interpersonal Violence*, 35(23-24) 5311–5335.
- *Gambardella, G., *Benz, M., **Hines, D. A.**, & Palm Reed, K. M. (2020). A Descriptive Analysis of College Students' Experiences of Female-Perpetrated Sexual Assault. *Journal of Contemporary Criminal Justice*, 36(4), 520–538.
- **Hines, D. A.**, *Bishop, L. R. S., & Palm Reed, K. M. (2019). Differential Gender Responses to an Empathy Component of a Sexual Assault Prevention Program. *Violence and Victims*, 34 (3), 397-413.
- **Hines, D. A.**, & Palm Reed, K. M. (2017). Bystander Prevention of Sexual and Dating Violence: An Experimental Evaluation of Online and In-Person Bystander Intervention Programs. *Partner Abuse*, 8 (4), 331-346.
- *Ollen, E., *Ameral, V., Palm Reed, K. M., & **Hines, D. A.** (2017). Dating violence and sexual assault: Sexual minority college students' perceptions of prevalence, risk and barriers to help seeking. *Journal of Counseling Psychology*, 64 (1), 112-119.
- **Hines, D. A.**, & Palm Reed, K. M. (2015). An experimental evaluation of peer versus professional educators of a bystander program for the prevention of sexual and dating violence among college students. *Journal of Aggression, Maltreatment, and Trauma*, 24 (3), 279-298.
- *Richardson, H. B., *Armstrong, J. L., **Hines, D. A.**, & Palm Reed, K. M. (2015). Sexual violence and help-seeking among LGBTQ and heterosexual college students. *Partner Abuse*, 6(1), 29-46.
- Palm Reed, K. M., **Hines, D. A.**, *Armstrong, J. L., & *Cameron, A. Y. (2015). Experimental Evaluation of a Bystander Prevention Program for Sexual Assault and Dating Violence. *Psychology of Violence*, 5(1), 95-102.
- **Hines, D. A.**, & Palm Reed, K. M. (2015). Predicting Improvement After a Bystander Program for the Prevention of Sexual and Dating Violence. *Health Promotion Practice*, 16 (4), 550-559.
- **Hines, D. A.**, *Armstrong, J. L., Palm Reed, K., & *Cameron, A. Y. (2012). Gender Differences in Sexual Assault Victimization Among College Students. *Violence and Victims*, 27 (6), 922-940.

Presentations

- *Ollen, E. W., *Ameral, V. E., Palm Reed, K. M., & **Hines, D. A.** (July 2016). *Relationship violence and sexual assault: Sexual minority college students' perceptions of prevalence, risk, and barriers to help seeking*. Paper presented at the International Family Violence and Child Victimization Research Conference, Portsmouth, NH.
- *Ameral, V. A., **Hines, D. A.**, & Palm Reed, K. M. (July 2014). *Predictors of help seeking for sexual assault, dating violence, and stalking in a college student sample*. Paper presented at the International Family Violence and Child Victimization Research Conference, Portsmouth, NH.
- *Richardson, H. B., **Hines, D. A.**, Palm Reed, K. M., & *Armstrong, J. L. (July 2012). *Rates and Context of Sexual Assault and Help-Seeking in LBGTQ and Heterosexual College Students*. Paper presented at the International Family Violence and Child Victimization Research Conference, Portsmouth, NH.
- Palm, K. M., **Hines, D. A.**, & *Cameron, A. Y. (July 2010). *Bystander Prevention Programs: Do They Also Work for Dating Violence?* Paper presented at the International Family Violence and Child Victimization Research Conference, Portsmouth, NH.
- *Benz, M., Palm Reed, K. M., & **Hines, D. A.** (November 2017). *Does distress tolerance outweigh efficacy? The relationship between appraisal of distress tolerance and help-seeking among sexual assault survivors*. Poster presented at the ABCT 51st Annual Convention, San Diego, CA.
- *Ollen, E. W., *Ameral, V. E., Palm Reed, K. M., & **Hines, D. A.** (November 2015). *Perceived barriers to help-seeking for IPV among sexual minority college students: A focus group analysis*. Poster presented at the annual conference of the Massachusetts Psychological Association, Norwood, MA.
- **Reilly, M. E., & **Hines, D. A.** (October 2015). *Suggested improvements to increase help-seeking among victims of sexual assault, dating violence, and stalking*. Poster presented at the 55th Annual Meeting of the New England Psychological Association, Fitchburg, MA.
- **Hines, D. A.** & Palm Reed, K. M. (November 2011). *A Formative Evaluation of a Campus Bystander Program for Sexual Assault and Dating Violence Prevention*. Paper presented at the Ending Domestic & Sexual Violence: Innovations in Practice & Research Conference, Portsmouth, NH.
- **Hines, D. A.**, Wahlig, N., Hust, S.J.T., Adams, P.M., & Palm, K.M. (October 2010). *Implementing and Evaluating Violence Prevention Programs: The Experiences of Three Universities*. Panel presented at the U.S. Department of Education's National Meeting on Alcohol, Drug Abuse and Violence Prevention in Higher Education, Washington, DC.

Invited Presentations

- ***Invited Workshop Presentation, June 2025.*** Workshop Title: “Sexual Misconduct by Women on Campus: What We Know, What We're Learning, and How It Can Shape Practice.” Presented to the Massachusetts Society for a World Free of Sexual Harm by Youth (MASOC) Campus Sexual Misconduct Conference. Virtual Presentation by Denise Hines.
- ***Invited Speaker, Massachusetts Family Impact Seminar, March 2019.*** Title: “Sexual Assault on College Campuses: An Overview.” Paper presented to the Massachusetts State Legislature, Boston, MA.
- ***Invited Speaker, Massachusetts Family Impact Seminar, March 2018.*** Title: “Prevention of Sexual Assault on College Campuses: Policy Options and Challenges to Best Practices.” Paper presented to the Massachusetts State Legislature, Boston, MA.
- ***Invited Speaker, Massachusetts Caucus of Women Legislators, Sexual Assault Working Group, February 2018.*** Title, “Campus Sexual Assault Climate Surveys,” Boston, MA
- ***Invited Panelist, Title IX and Sexual Assault: Exploring New Paradigms for Prevention and Response, March 2011,*** U.S. Department of Education’s Office of Civil Rights Conference. Panel title: “Prevention Programs in Practice,” Boston, MA
- ***Invited Panelist, “Rethinking the ‘Animal House’ Mentality: How Colleges Can Help Boys Become Good Men,” April 2010,*** College of the Holy Cross, Worcester, MA
- ***Invited Panelist, YWCA-Daybreak Conference, “Actions Speak Louder than Words,” Workshop on Campus Connections: Addressing Dating Violence in the College Community, October 2008.*** College of the Holy Cross, Worcester, MA

Bystander Programs

- Bringing in the Bystander
- Green Dot
- Coaching Boys into Men
- Mentors in Violence Prevention (MVP)
- The Women's Program
- The Men's Program
- The Men's Project
- One Act
- SCREAM Theater
- InterACT (Theater)
- Take Care (Online)
- Real Consent (Online)
- RespectEdu (Online)
- Know Your Power (Social Marketing)



Dr. Denise Hines, PhD

Elisabeth Shirley Enochs Endowed
Professor of Social Work

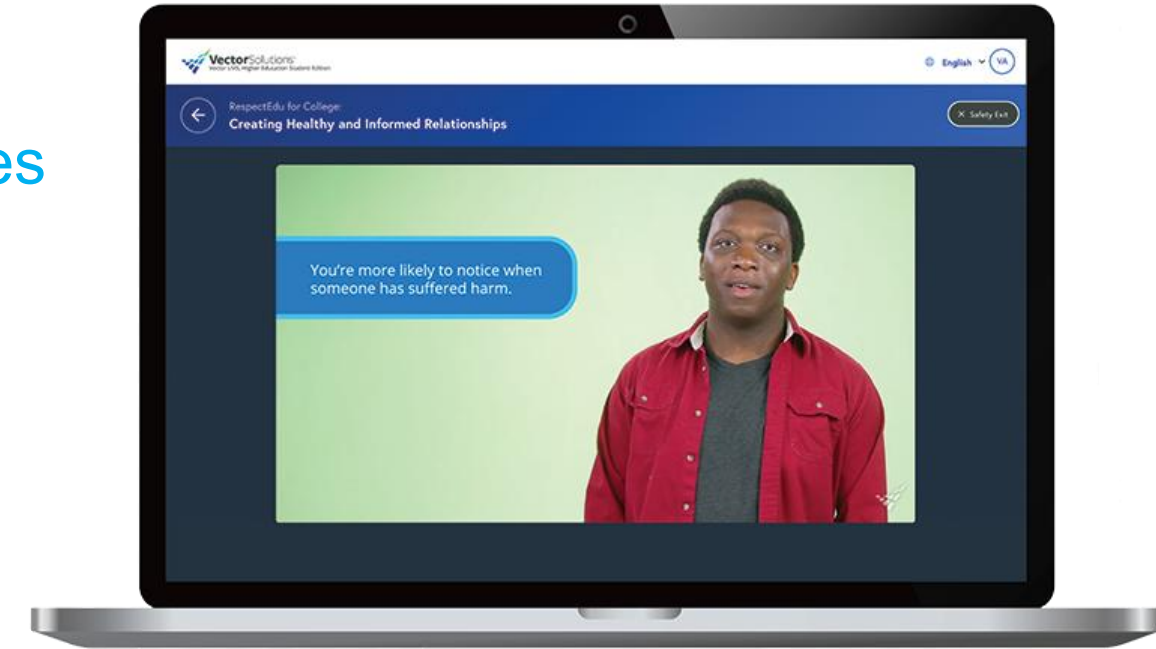
dhines2@gmu.edu

How Vector Solutions Can Help

RespectEdu Sexual & Relationship Violence Prevention Courses

An exciting new evolution of Vector's Sexual Assault Prevention courses-reshaping what is possible and raising the bar for sexual assault prevention education.

Specialized courses for college students, graduate students, community learners, modern learners, international students, athletes, and athletic staff.



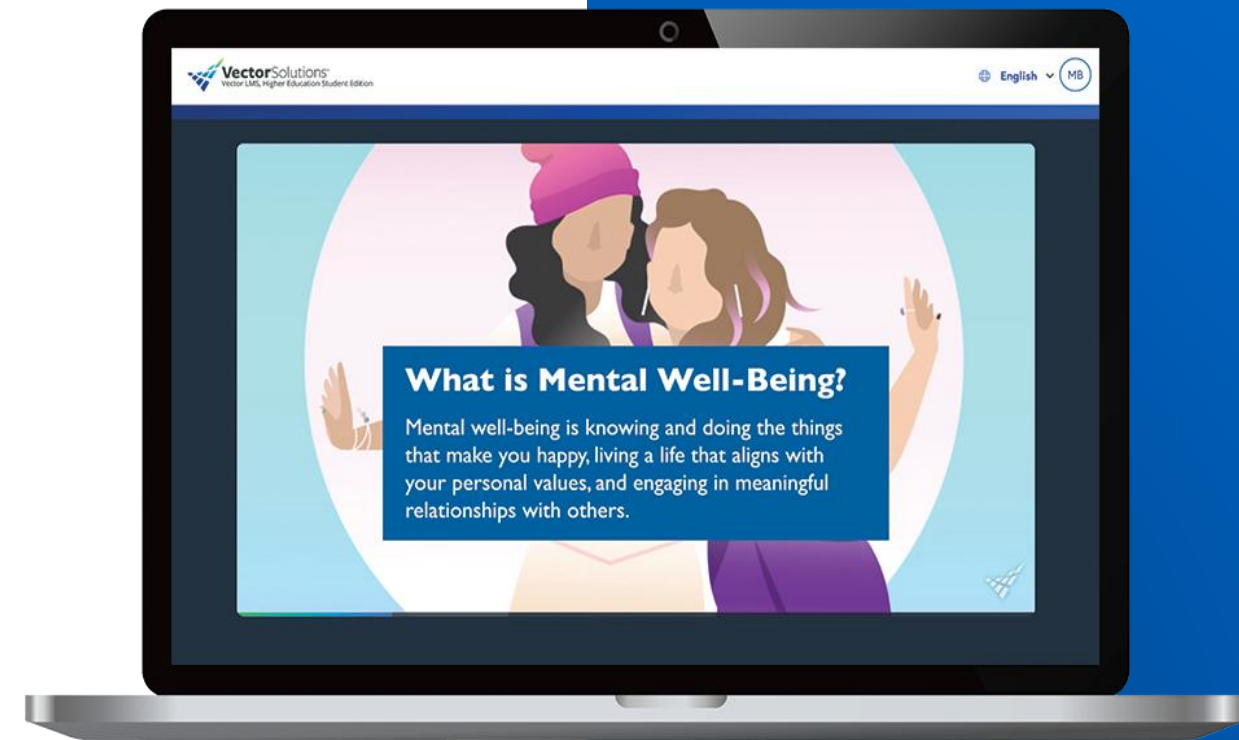
Enhancements:

- Balances compliance-based sexual assault prevention content and proactive, skill-based learning.
- Aligns with CDC prevention guidelines, Title IX, VAWA standards, and public health and trauma-informed care best practices.
- Designed from a student's perspective, focusing on well-being and essential skills for building successful relationships.
- Takes a holistic approach to the student environment, considering all aspects of their well-being - physical, mental, emotional, and social.
- Features multiple adaptive learning pathways with personalized content based on student choices, including a survivor support path.

How Vector Solutions Can Help

Additional Evidence-Based Training for Students

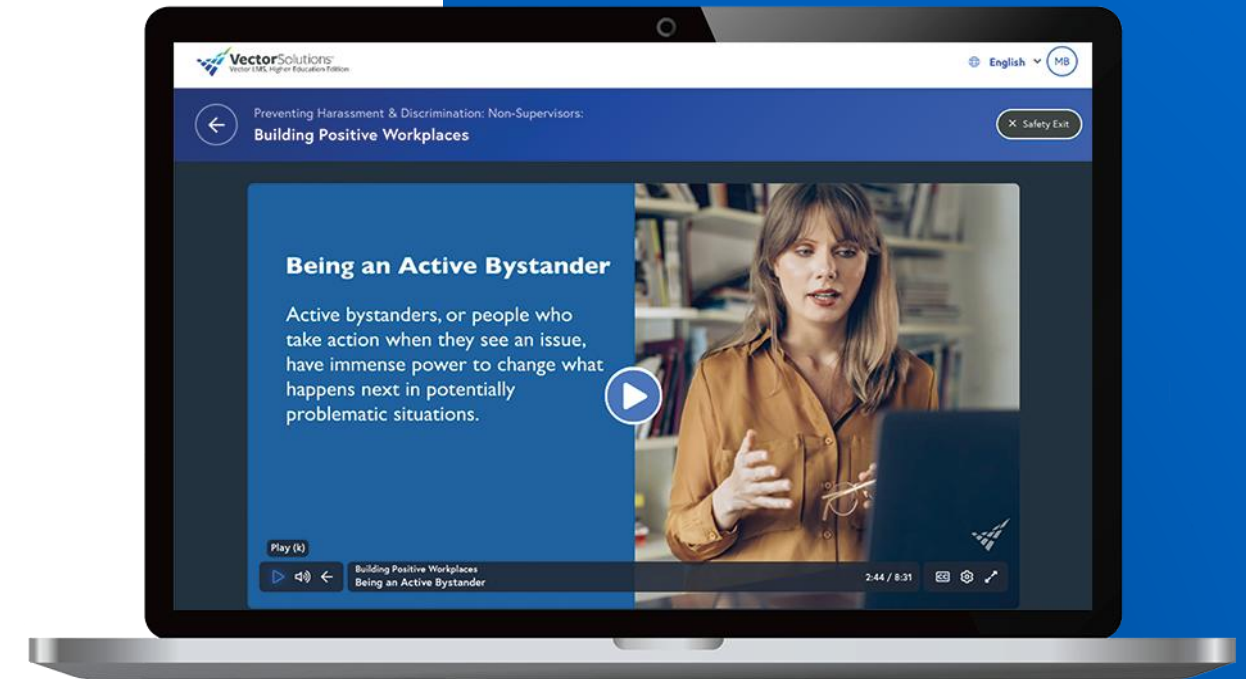
- AlcoholEdu for College (*newly updated!*)
- Substance Misuse Prevention
- Mental Well-Being
- Hazing Prevention
- Athletics
- Skills for Building Community
- Career Readiness & Personal Development
- USCAH Athletic Safety



How Vector Solutions Can Help

High-Impact Training for Faculty and Staff

- Harassment, Discrimination, and Sexual Assault Prevention
- Skills for Building Community
- Athletics
- Security and Risk Mitigation
- Health and Human Safety
- Human Resources and Workforce Management
- Environmental Health and Facilities Management
- Facilities Maintenance
- USCAH Athletic Safety



Q&A

Note: If your question doesn't get answered during the allotted time, we will follow up by email.

Additional Questions? Visit us at VectorSolutions.com/HE



Thank You!

