

**ADDRESSING GENDER-BASED VIOLENCE ON COLLEGE CAMPUSES:
GUIDE TO A COMPREHENSIVE MODEL**



This project was supported by Grant No. 2015-TA-AX-K063 awarded by the Office on Violence Against Women, U.S. Department of Justice. The opinions, findings, conclusions, and recommendations expressed in this publication/program/exhibition are those of the author(s) and do not necessarily reflect the views of the Department of Justice, Office on Violence Against Women.

TABLE OF CONTENTS

I. Executive Summary	3
II. College Campuses as Change Agents	5
III. Colleges and the Problem of Gender-Based Violence	7
IV. Frameworks for a Comprehensive Model	9
a. Diffusion of Innovation Theory	9
b. The Social Ecological Model	10
V. The Solution: The Comprehensive Campus Model	12
a. Goal 1: Broad Campus and Community Engagement	12
b. Goal 2: Effective Intervention	13
c. Goal 3: The Reduction of Gender-Based Violence	14
VI. Purpose and Structure of this Guide	15
VII. Campus and Community Engagement	16
a. Phase 1: Planning and Preparation	20
b. Phase 2: Implementation	31
c. Phase 3: Course Correction and Sustainability	39
VIII. Intervention	45
a. Phase 1: Planning and Preparation	51
b. Phase 2: Implementation	63
c. Phase 3: Course Correction and Sustainability	68
IX. Prevention and Education	73
a. Phase 1: Planning and Preparation	75
b. Phase 2: Implementation	81
c. Phase 3: Course Correction and Sustainability	87



I. Executive Summary

Addressing Gender-Based Violence on College Campuses: Guide to a Comprehensive Model is based on the most up-to-date research and evidenced-based practices for the broad diffusion of community norms and institutional policies and practices related to intervention and prevention on campuses. The survivor-centered approach that informs this model was developed through twenty years of work with campus grantees receiving financial support through the Department of Justice, Office on Violence Against Women (OVW) Grants to Reduce Sexual Assault, Domestic Violence, Dating Violence and Stalking on Campus Program (Campus Program).

This guide contains ideas, structures, information, and resources that can help campuses build partnerships to develop and adopt protocols and policies that more effectively treat various forms of gender-based violence (GBV) as serious offenses; ensure survivor safety and offender accountability; and implement comprehensive and culturally relevant prevention strategies. Institutions of higher learning will be equipped with the foundational knowledge necessary to build coordinated community response systems, programs, policies, and practices for effective prevention and intervention strategies that support a safe and healthy educational environment for students.

Theoretical Frameworks.

Widespread change in the areas of intervention and prevention only occurs with widespread adaptation. There are three theoretical frameworks identified in the guide that can help to foster broad adaptation. 1) Everett Rogers' Diffusion of Innovation (DoI) Theory offers a framework for widespread change in which key individuals, including campus leaders, move outward into the different settings where they have influence and in turn help other individuals to share information widely, as well as change attitudes and behaviors so that a critical mass of individuals supports the change. 2) The Social Ecological Model focuses on the inter-relationships among human beings and their environments. According to the model, efforts to create widespread change have to occur within the concentric spheres of relationships, community, institutions, and society. 3) Finally, intersectionality calls for the pursuit of culturally relevant programs and practices that name and meaningfully consider how various identities (such as race, gender, class, sexual orientation, ability, among others) interact with each other and within the lives of individual survivors. When applied, it results in a larger, more influential impact.

Program Goals.

The comprehensive campus model has three overarching program goals designed to develop and strengthen comprehensive and holistic victim services, effective strategies for holding offenders accountable, and prevention education and awareness.

Goal 1: Broad Campus and Community Engagement. Collaboration is central to the comprehensive campus model and represents the primary mechanism for which innovation is spread. The development of a Coordinated Community Response Team brings together a broad base of innovators and early adopters, including campus leadership, to guide institutional change. In order to ensure comprehensive programming that effectively addresses GBV, the CCR Team 1) develops and implements effective policies and protocols; 2) conducts ongoing campus wide assessments, strengths and gap analyses, and evaluation of its efforts so that programs can adapt to the changing needs of its

community; 3) ensures leadership across the campus is engaged, knowledgeable about, and supports the culture changing efforts of the project; 4) is rooted in a culturally relevant, survivor-centered approach with a clear understanding of student demographics; and 5) ensures all levels of the campus community receive ongoing training in sexual assault, domestic violence, dating violence and stalking.

Goal 2: Effective Intervention. In addition to the goal of widespread community engagement, a comprehensive campus model focuses on creating effective interventions. Effective interventions move the campus toward fair and consistent offender accountability and include comprehensive policies that strengthen security and investigative strategies on and off campus. They also support appropriate disciplinary actions that hold offenders accountable and enhance the prosecution of GBV. This goal encompasses four elements: 1) providing survivor-centered victim services and advocacy; 2) other support services; 3) ensuring a trauma-informed and effective law enforcement response; and 4) creating and maintaining fair, equitable disciplinary processes that hold offenders accountable.

Goal 3: The Reduction of GBV. A comprehensive campus model includes prevention and education programming that reflects a multi-tiered approach including primary prevention strategies in addition to education and awareness efforts. Research and practice indicates that effective prevention efforts involve more than one-time programming and awareness events. Prevention in the comprehensive campus model consists of: 1) incoming students receiving information about campus policies and campus and community resources; 2) prevention strategies that are comprehensive; 3) culturally relevant; 4) multiple dosages of prevention education based on developmental readiness; 5) ongoing prevention training for faculty and staff; 6) bystander intervention strategies; and 7) communication of campus norms that state that GBV is not tolerated and everyone has a role to play in prevention.

Structure of the Guide. Given the breadth and depth of each of these areas, comprehensive strategies must be developed over time. Consequently, each section in the guide covering a goal includes three sequential phases:

- “Phase 1: Planning and Preparation” focuses on building a foundation for institutional change through assessment and strategic planning.
- “Phase 2: Implementation” emphasizes the implementation and coordination of services and programs.
- “Phase 3: Course Correction and Sustainability” focuses on sustaining, evaluating, and adjusting programs and services to meet your campus’s evolving needs.

Each phase for the different goals offers campuses a series of guiding questions designed to help determine campus needs and resources, formulate a concrete plan of action, successfully implement the plan, and consider strategies to sustain efforts. Resources and tools to support all of this work are also included in each section focusing on a goal. The ultimate purpose is to integrate community engagement, intervention, and prevention into all areas of the campus, make any necessary adjustments to existing policies, programs, and services, and ensure that programs and services will continue to serve the campus, becoming even stronger over time.

II. College Campuses as Change Agents

This guide is designed to provide institutions of higher education with effective strategies for addressing sexual assault, domestic violence, dating violence, and stalking on campus. These strategies are based on a comprehensive prevention and intervention model, as well as twenty years of work by grantees that received financial support through the Department of Justice, Office on Violence Against Women (OVW) Grants to Reduce Sexual Assault, Domestic Violence, Dating Violence and Stalking on Campus Program (Campus Program).

OVW was created in response to the passage of the Violence Against Women Act (VAWA) in 1994 to provide federal leadership in developing the national capacity to reduce violence against women and administer justice for, and strengthen services to, survivors of domestic violence, dating violence, sexual assault, and stalking. Since 1998 the OVW Campus Program has been supporting colleges and universities by building their capacity for implementing comprehensive, coordinated responses to reduce sexual assault, domestic violence, dating violence, and stalking. Campuses are well situated to serve as examples of institutional change agents committed to creating cultures free from violence.*

OVW promotes a survivor-centered approach to addressing comprehensive prevention and response to gender-based violence. The survivor-centered approach is a philosophy that places the needs of survivors at the center of all decision-making, endorses policies and programs that empower survivors to make their own choices for adjudication and recovery, and emphasizes survivors' rights to confidentiality. In a survivor-centered approach, survivors have the fundamental right to be treated with respect, to be heard, to be free of attitudes or policies that blame them for the abuse they have suffered, and have the autonomy to choose whether and how they will engage with systems of response. A survivor-centered approach also recognizes that individuals are unique. Their gender identity, race, ethnicity, sexual orientation, ability, socioeconomic class, and legal status, among other factors, shape the experiences of survivors and consequently a survivor-centered approach uses an intersectional lens to understand and respond to victimization. Finally, not all survivors respond to trauma in the same way, and policies and institutional practices must be trauma-informed to account for the diverse presentations of survivors. In short, a survivor-centered approach means that regardless of which institutional role we may serve in relation to preventing or responding to gender-based violence, the needs of survivors are understood and prioritized.

We recognize that different professions use diverse terminology to refer to those impacted by gender-based violence. For instance, while many advocates prefer the terms survivor and perpetrator, law enforcement personnel may use terms such as victim and offender, and student conduct personnel may use terms such as complainant and respondent. In accordance with the survivor-centered approach, in this guide we favor the term "survivor" as an empowering choice. Nonetheless, terminology may shift throughout this guide to reflect the diverse professionals who address this issue from multiple perspectives. It is the coming together of these key personnel that gives this model its strength, and we respect the right of each professional partner to use terminology that reflects their unique perspective and the significant role they play in addressing gender-based violence on campus.



* A group of technical assistance (TA) providers
- organizations with national expertise
- have worked with OVW to develop this Comprehensive Campus Model: Black Women's Blueprint, The Clery Center, East Central University, Green Dot, etc., Inc., Men Can Stop Rape, Mississippi Coalition Against Sexual Assault, The University of Colorado Denver, the University of New Hampshire, and the Victim Rights Law Center.

This Guide to a Comprehensive Campus Model is grounded in the most up-to-date research and evidenced-based practices for the broad diffusion of community norms and institutional policies and practices related to intervention and prevention. Colleges and universities will find ideas, structures, information, and resources that will help them build campus and community partnerships to develop and adopt protocols and policies that more effectively treat sexual assault, domestic violence, dating violence, and stalking as serious offenses; ensure survivor safety and offender accountability; and implement comprehensive and culturally relevant prevention strategies. This guide will equip institutions with the foundational knowledge necessary to build coordinated community response systems, programs, policies and practices for effective prevention and intervention strategies that support a safe and healthy educational environment for students.

III. Colleges and the Problem of Gender-Based Violence



* For the purposes of this guide, we are using the definition of gender-based violence that appears in the United States Strategy to Prevent and Respond to Gender-Based Violence Globally (2012; <https://2009-2017.state.gov/documents/organization/196468.pdf>): "violence that is directed at an individual based on his or her biological sex, gender identity, or perceived adherence to socially defined norms of masculinity and femininity. It includes physical, sexual, and psychological abuse; threats; coercion; arbitrary deprivation of liberty; and economic deprivation, whether occurring in public or private life."

For many students, college is a positive and empowering environment that enriches their lives, but for those who experience sexual assault, dating violence, domestic violence, and stalking, it can be debilitating and damaging. These forms of gender-based violence (GBV)¹ create a public health and safety concern because of the host of physiological, psychological, and academic outcomes associated with student victimization.¹ GBV disrupts students' education and social lives, and potentially results in lower grades, dropped classes, or withdrawal from the institution.² In the past ten years, institutions of higher education have been under increasing pressure to effectively respond to and prevent GBV on their campuses.

The impact of GBV can cause immediate and long-term physical and mental health consequences for college students. Survivors of GBV experience higher rates of post-traumatic stress disorder, risk of re-victimization, depression, substance abuse, and suicidality.³ Compared to non-abused peers, teen survivors of physical dating violence are more likely to use drugs, engage in risky sexual behaviors, and attempt or consider suicide.⁴ College women who are stalked experience higher levels of depression and anxiety than their peers who are not stalked.⁵

Statistics also reveal the seriousness of the problem. In 2015, more than 150,000 students from 27 universities participated in one of the largest ever studies on sexual assault and sexual misconduct.⁶ Administered by the Association of American Universities, results indicate that 23% of female undergraduate and graduate students across the 27 schools experienced some form of unwanted sexual contact - from kissing to touching to rape- carried out by force or threat of force, or while incapacitated from alcohol and/or drugs. The same study found that almost 25% of transgender, genderqueer, or questioning students experience nonconsensual sexual contact. Another study from 2007 revealed that 85% of sexual assault victims at the participating schools were assaulted by someone they know, usually a fellow student.⁷ Male-identified students suffer from the violence as well - 1 in 16 college men in the same 2007 study reported experiencing attempted or completed sexual assault.⁸ In a 2016 survey conducted at nine colleges and universities, Krebs and colleagues found that sexual assault rates for non-white female students were similar to rates for white female students at seven of the nine participating schools. The same study determined that less than 5% of sexual battery incidents and 13% of rapes were reported to any law enforcement entity or campus official.⁹ It is important for institutions to consider how these reporting

rates may vary across and within various clusters of student identities, predicated on historically contingent factors such as trust and positive encounters with law enforcement and judicial bodies. The same study determined that less than 5% of sexual battery incidents and 13% of rapes were reported to any law enforcement entity or campus official.⁹ It is important for institutions to consider how these reporting rates may vary across and within various clusters of student identities, predicated on historically contingent factors such as trust and positive encounters with law enforcement and judicial bodies.

Young men and women ages 18 to 19 experience the highest rates of stalking.¹⁰ More than 40% of dating college women report being the victims of abusive dating behaviors, including physical, sexual, technological, verbal, and controlling abuse.¹¹ In research on gay, lesbian, and bisexual adolescents, young people experience rates of dating violence, domestic violence, sexual assault, and stalking equal to or higher than those students who identify as heterosexual.¹² Substantive research around non-white college student victims has yet to be conducted. A nationally represented survey found, however, that approximately 4 out of every 10 non-Hispanic Black women, 4 out of every 10 American Indian or Alaska Native women (43.7% and 46.0%, respectively), and 1 in 2 multiracial non-Hispanic women (53.8%) have been the victim of rape, physical violence, and/or stalking by an intimate partner in their lifetime.¹³

Laws have been enacted that govern response to and prevention of GBV on college and university campuses. Title IX Education Amendments of 1972, a federal civil rights law that prohibits discrimination on the basis of sex in education programs operated by recipients of federal assistance, requires that colleges and universities to have established procedures for handling sex discrimination, sexual harassment, and sexual violence, and provide support for survivors. The Jeanne Clery Act (Clery Act), a consumer protection law passed in 1990, requires all institutions of higher education that receive federal funding to embrace transparency and publicly disclose information around crime statistics and policies, including addressing GBV. In 2013 the Violence Against Women Reauthorization Act (VAWA 2013) amended the Clery Act to impose new obligations on colleges and universities. Under section 304 of VAWA 2013, the information colleges must incorporate into their annual security report has been expanded to include acts of domestic violence, dating violence, and stalking along with policies and education around these crimes. In 2014, President Obama established the White House Task Force to Protect Students From Sexual Assault¹⁴ to help campuses comply with the federal legislation by making campus GBV a part of the national agenda and providing resources to assist schools ready to take action.

A majority of campuses are now strengthening their commitment to providing a safe and empowering educational experience for all students by proactively taking steps to address GBV. Many have conducted campus climate surveys on sexual assault, domestic and dating violence and stalking. Many are working to establish or increase GBV prevention and intervention services as well. Even though there have been great strides forward, the research on evaluation of sexual assault prevention programs on college campuses suggests that overwhelmingly most fall short of having a broad impact. In a systematic assessment of such programs, Sarah DeGue and colleagues claim that less than 10% of the programs studied include "content to address factors beyond the individual level, such as peer attitudes, social norms, or organizational climate and policies."¹⁵ Vicki Banyard and Sharyn Potter acknowledge just how challenging a comprehensive approach can be for campuses because it "requires examining all aspects of campus life, including specific campus traditions for how the tradition supports or inadvertently challenges prevention efforts."¹⁶

Part of the challenge is a deficit of coherent, integrated models focused on engaging an entire campus to create a school culture free from GBV. This guide offers institutions of higher education a realizable path to such a model through the work of a team of campus and community members responsible for wide-spread adaptation of creditable and culturally relevant intervention and prevention policies and practices.



IV. Frameworks for a Comprehensive Model

GBV on college and university campuses should be viewed as a public health issue, meaning it is a widespread problem that directly or indirectly affects both individuals and entire communities;¹⁷ therefore, it is necessary for the entire campus community – students, administrators, faculty and staff – to participate in efforts to address GBV. During recent years the United States Centers for Disease Control and Prevention (CDC) has increasingly called for the development of a comprehensive approach to prevention based on research like that of Mary Nacion, which identifies the qualities of effective prevention programs.¹⁸ The first principle identified is “comprehensive.” By this, Nacion and colleagues mean that multiple interventions are implemented to challenge and change harmful attitudes and behaviors, and that these interventions take place in multiple settings, so that the systems connected to the violence are engaged. Multiple interventions in multiple settings sustained over time result in repeated exposure to prosocial, nonviolent attitudes and behaviors, normalizing their acceptance and adaptation. While the research focusing on comprehensive implementation of strategies addressing GBV has primarily centered on prevention, it must be complemented by work on intervention – student conduct, law enforcement, victim services, and policy – if efforts are truly to be wide-ranging and institutionalized. Three theoretical frameworks that support a comprehensive approach are Diffusion of Innovation Theory, the Social Ecological Model, and Intersectionality.

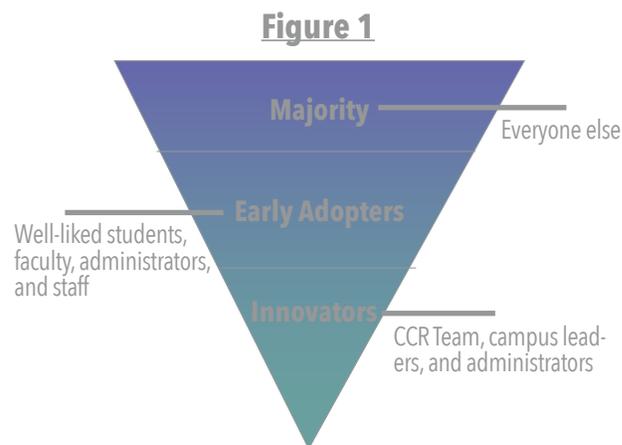
Diffusion of Innovation Theory

Everyone on a college campus needs to know about the policies and services related to intervention and GBV so that the entire campus community is prepared to respond, but often the knowledge is spotty and incomplete. Too often prevention of GBV has been predicated on altering the attitudes and behaviors of perceived problem groups such as athletes and fraternity members rather than all members of the campus community. Widespread change in the areas of intervention and prevention only occurs with widespread adaptation by individuals. It is a majority of individuals who together make up a campus community, setting community norms, establishing campus culture, and potentially creating change. Everett Rogers’ Diffusion of Innovation (DoI) Theory offers a framework for widespread change. Within the DoI framework, changes can occur as key individuals move outward into the different settings where they have influence and in turn help other individuals to share information widely, as well as change attitudes and behaviors so that a critical mass of individuals supports the change.¹⁹ Through this process the community norms of a campus shift and change from ones that may implicitly support violence to ones that are based on meeting the needs of all survivors and on working comprehensively to prevent GBV.

A key aspect of creating change is identifying the individuals on campus who influence others. Some of these stakeholders from the campus and surrounding community join together to form a Coordinated Community Response Team (CCR Team) that through shared oversight and interagency cooperation, ensures consistent, non-duplicative, and trauma-informed responses for survivors and establishes prevention efforts that are reinforcing, inclusive, and successful in promoting and sustaining change. Through the collaborative work of the CCR Team, these individuals together initiate, adapt, and sustain comprehensive change on their campus. This group constitutes part of what Rogers describes as “innovators,” one of three key groups of people necessary for self-sustaining changes:

Innovators: Those who are at the front lines of bringing new ideas and behaviors to campus. Innovators are often in formal leadership roles and have the power, resources and ability to utilize top-down authority to leverage change. In practice on campuses this includes the CCR Team, campus leaders,

FIGURE 1. The Diffusion of Innovation Model



and administrators. These individuals and offices are key in providing training and building awareness so that they can set the tone for creating change.

Early Adopters: Those individuals on campus who carry the most social influence. These are students, faculty, administrators and staff who are often well liked and respected – and whom others reference for cues on social norms. This group of individuals will serve as the bridge between innovators and the campus-at large and will play the critical role of accruing mass acceptance of the new knowledge and behaviors that a campus seeks to establish (i.e., bystander intervention, development and adherence to new policies, trauma-informed services and response). Because of the crucial role of early adopters, CCR Team members will need to identify and engage them, and make sure they are educated on GBV prevention and response efforts on campus.

Majority: The majority are those who accept and adapt a new behavior after the early adopters. The early adopters play a critical role in engaging the majority and lending credibility to the desired change.

When innovators introduce the knowledge, skills and behaviors to the early adopters on campus, and the campus majority is influenced to engage, the campus will reach a critical mass of individuals committed to effective prevention and intervention – resulting in permanent and self-sustaining changes.

The Social Ecological Model

Another theory that can advance a comprehensive approach in the areas of GBV intervention and prevention is the Social Ecological Model. Governmental agencies like the World Health Organization, the Centers for Disease Control and Prevention (CDC), and the Pan American Health Organization have used the social ecological model to address sexual assault and more generally GBV as a public health issue for communities. The social ecology perspective takes into account the wellbeing of the population at large²⁰ by exploring “the relationship between individual and contextual factors and considering violence as the product of multiple levels of influence on behavior.”²¹ Grounded in the science of human ecology, the social ecological framework focuses on the inter-relationships among human beings and their environments. According to the model, the individual acts within the concentric spheres of relationships, community, institutions, and society. The social ecological model supports Diffusion of Innovation Theory in that it recognizes the need for a multi-layered approach to intervention and prevention in order for widespread change to occur. See the Figure below for an example of this multi-layered approach on a college campus.

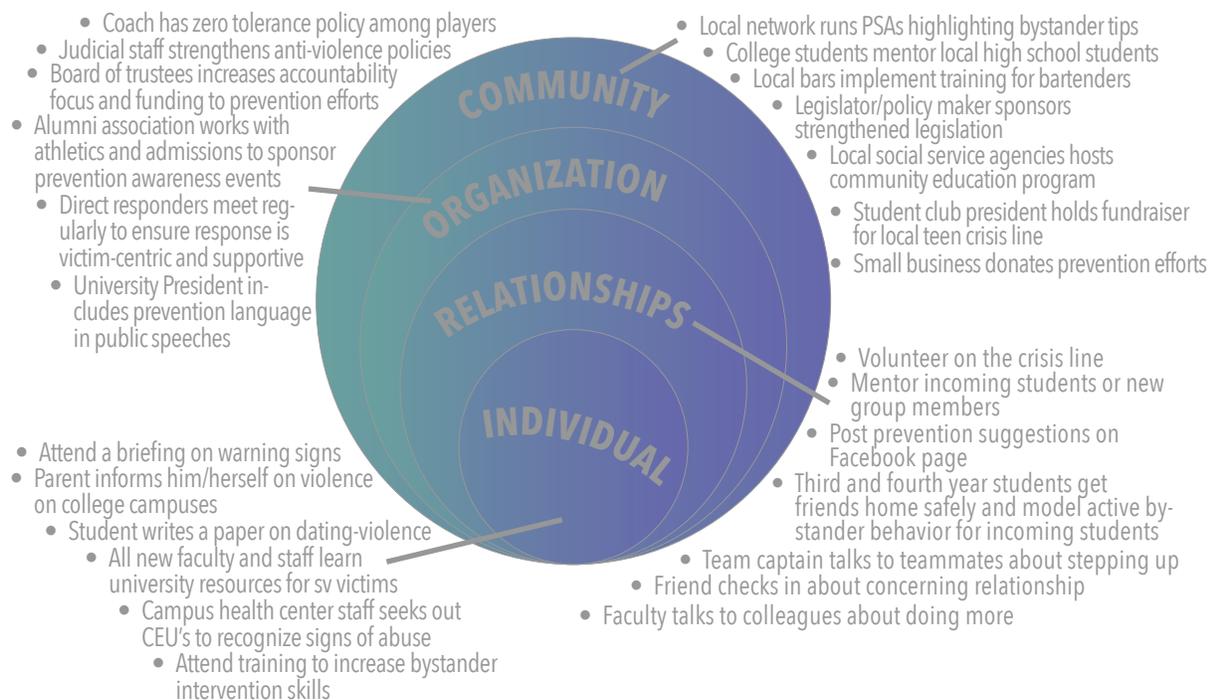
FIGURE 2. Example of a Comprehensive Campus-Based Primary Prevention Strategy for Sexual Violence Perpetration

Intersectionality

In order to be comprehensive, interventions on campuses must also account for the causes and subsequent impact of GBV as being multivalent and contingent upon identity formation and lived experiences of inequality and inequity. Intersectionality calls for the pursuit of culturally relevant programs and practices that name and meaningfully consider how various identities (such as race, gender, class, sexual orientation, ability, among others) interact with each other and within the lives of individual survivors. Experiences of 'interlocking forms of oppression'²² constitute the basis of how survivors who come from historically marginalized communities move through experiencing, witnessing, and/or moving beyond an assault.

Intersectionality has recently been applied in a broader sense as a general theory of identity – i.e. every member of the campus community, whether from historically marginalized communities or not, lives at the nexus of various identities which contribute to their own decision-making and lived experience. An intersectional analysis on both counts (survivor-centric for the most marginalized campus community members, as well as more generally applied) is critical to uncovering the attitudes, beliefs, and barriers, which may create conditions for violence or prevent adoption of meaningful bystander intervention and prevention models from occurring. For women of color survivors of sexual or domestic violence in particular, intersectionality as a legal and policy framework has been a lifeline which empower members of the CCR Team to consider the full and holistic humanity of any survivor (for example: as a Black-woman-student survivor, not just a female student who is Black or a Black student who is female) and the whole host of concerns or needs that survivors may have stemming from the interplay of these various identities.

Figure 2





V. The Solution: The Comprehensive Campus Model



Campuses are unique communities; there is no one-size-fits-all strategy for addressing GBV. There are community colleges, small liberal arts colleges; mid- and large state institutions, Historically Black Colleges and Universities, tribal colleges, faith-based institutions, institutions for students with disabilities, commuter colleges, Hispanic-Serving institutions, among others. There are colleges that are distinct based on their geographic location. Not only is there variation among colleges, there is diversity within colleges consisting of student groups, faculty, and administrators with distinct experiences and needs. Campuses serve students who identify as part of the LGBTQ community, international students, students who study abroad, athletes, and other affinity groups. This Comprehensive Campus Model is, therefore, a guide and not a pre-packaged solution. It is designed to assist colleges through a clear structure with goals, open and probing questions, and tools and resources to develop a comprehensive plan tailored to the needs of each unique campus community. The model has three overarching program goals: 1) broad campus and community engagement; 2) effective intervention; and 3) the reduction of GBV. Collectively, the three goals are designed to develop and strengthen comprehensive and holistic victim services, strategies for holding offenders accountable, and prevention education and awareness. The goals are interdependent and strategic.

Goal 1: Broad Campus and Community Engagement

Researchers Victoria Banyard and Sharyn Potter cite collaboration as a valuable strategy to build a campus's ability to actualize a comprehensive approach.²³ Collaboration is central to the Comprehensive Campus model and represents the primary mechanism by which innovation is spread. The development of a CCR Team, as described earlier, brings together a broad base of innovators and early adopters to guide institutional change.

In order to ensure comprehensive programming that effectively addresses GBV, the CCR Team 1) develops and implements effective policies and protocols; 2) conducts ongoing campus-wide assessments, strengths and gap analyses, and evaluation of its efforts so that programs can adapt to the

changing needs of the campus community; 3) ensures campus leadership is engaged, knowledgeable about and supportive of the culture-changing efforts of the project; 4) is rooted in a culturally relevant, survivor-centered approach with a clear understanding of student demographics; and 5) ensures all levels of the campus community receive ongoing training in sexual assault, domestic violence, dating violence and stalking. The CCR Team also leads the strategic planning efforts around programming to ensure that it is coordinated, complementary, and mindful of the readiness of the campus communities or target audiences.

Membership of the CCR Team should be broad to reflect the full breadth of the campus community. An effective CCR Team is multidisciplinary, including people with varied experience, expertise, and levels of authority in the community. Individuals who directly respond to GBV crimes, students, and people representing groups that have been historically marginalized and/or excluded should be engaged in the work of the CCR Team.

It is crucial that men and people with non-conforming gender identities play a role on the CCR Team. GBV has historically been perceived as a women's issue. Some people, for example, still misconstrue risk reduction (i.e., taking self-defense courses, watching your alcohol consumption, never going out alone at night, and more) as prevention, and thereby place the burden of prevention on survivors. Including men and people with non-conforming gender identities on the CCR Team sends a message to the campus and the community at large that GBV is an issue for everyone. This further recognizes that survivors of GBV are not only women but also men and gender non-conforming students.

Goal 2: Effective Intervention

In addition to the goal of widespread community engagement, a comprehensive campus model focuses on creating effective interventions. This goal encompasses four elements: 1) providing survivor-centered victim services and advocacy; 2) providing other support services; 3) ensuring a trauma-informed and effective law enforcement response; and 4) creating and maintaining fair, equitable disciplinary processes that hold offenders accountable.

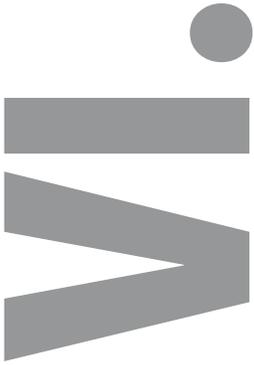
Effective interventions move the campus toward fair and consistent offender accountability and include comprehensive policies that strengthen security and investigative strategies on and off campus. They also support appropriate disciplinary actions that hold offenders accountable and enhance the campus response to GBV.

Campuses instituting effective survivor-centered services tailor their efforts to provide interventions that prioritize the needs of the survivor, reflect an understanding of the impact of trauma on individuals, and are comprehensive, culturally relevant, flexible, and accessible for all victims of GBV. Responses should be intersectional by taking into account the unique circumstances, cultural contexts, and experiences of each survivor, and understanding how various forms of oppression or inequality interact and relate with one another in the lives of each survivor. As Zenen Jaimes Pérez and Hannah Hussey point out, the sexual assault response and services for LGBTQ students should take into account how stigma and discrimination might affect them. The same can be said of African American, Latina, Asian American, and Native American students, among other groups.

Goal 3: The Reduction of GBV

A comprehensive campus model includes prevention and education programming that reflects a multi-tiered approach, including primary prevention strategies in addition to education and awareness efforts. Research and practice indicate that effective prevention efforts involve more than one-time programming and awareness events.²⁵ They are consistent, comprehensive and ongoing throughout students' academic careers.

Prevention in the comprehensive campus model consists of: 1) incoming students receiving information about campus policies and campus and community resources; 2) prevention strategies that are comprehensive; 3) culturally relevant programming; 4) multiple dosages of prevention education based on developmental readiness; 5) ongoing prevention training for faculty and staff; 6) bystander intervention strategies; and 7) communication of campus norms that state that GBV is not tolerated and everyone has a role to play in prevention.



VI. Purpose and Structure of This Guide

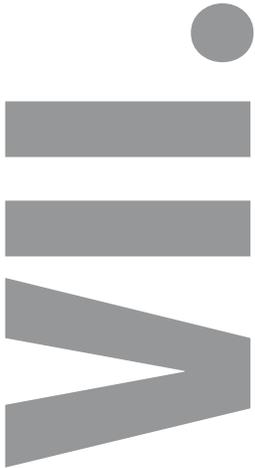
The purpose of this guide is to assist colleges and universities in developing a comprehensive response to sexual assault, domestic violence, dating violence, and stalking in their communities. The human stakes are high, and institutions are under pressure to act swiftly to comply with state and federal requirements. Given these demands, it may be tempting for colleges and universities to seek out simplistic strategies and pre-packaged solutions. Addressing gender-based violence on campus is complex, however, and there is no single solution that will work for every institution. It takes time to develop a comprehensive plan that is tailored to the needs of each unique campus community, and ultimately it is something only members of that particular campus community, and broader community, can do. Therefore, this guide should be used as a framework to facilitate conversation on a campus. Think of it as a collection of questions and resources designed to help assess a campus's distinct needs, to develop campus-specific goals and objectives, and to adapt the content based on size, constituency, institutional culture, and available resources.

The remainder of this guide is structured around the three overarching goals of the Campus Program described earlier – 1) seeking broad campus and community engagement; 2) instituting effective intervention; and 3) reducing GBV on campus. Given the breadth and depth of each of these areas, comprehensive strategies must be developed over time. Consequently, each section covering a goal includes three sequential phases:

- *“Phase 1: Planning and Preparation”* focuses on building a foundation for institutional change through assessment and strategic planning.
- *“Phase 2: Implementation”* emphasizes the implementation and coordination of services and programs.
- *“Phase 3: Course Correction and Sustainability”* focuses on sustaining, evaluating, and adjusting programs and services to meet your campus's evolving needs.

Each phase for the different goals will offer campuses a series of guiding questions designed to help determine campus needs and resources, formulate a concrete plan of action, successfully implement the plan, and consider strategies to sustain efforts. Resources and tools to support all of this work will also be included in each section focusing on a goal. The ultimate purpose is to integrate community engagement, intervention, and prevention into all areas of the campus; make any necessary adjustments to existing policies, programs, and services; and ensure that programs and services will continue to serve the campus, becoming even stronger over time.

A campus may already have incorporated some or many of the components included here. There might already be, for instance, a sexual assault task force, and its members might assume that the following section on the CCR Team and community engagement may not be useful. However, the questions, resources, and tools related to that goal may help enhance and strengthen the task force. Building a comprehensive response to sexual assault, domestic violence, dating violence, and stalking relies on an iterative process that seeks to strengthen and broaden efforts in response and prevention. Only after reading through the guide and discussing aspects of the model with other members of the campus can someone more accurately assess where the campus is positioned in relation to the goals and phases and how this guide might be of help.



Definition of the Coordinated Community Response (CCR) Approach

A coordinated community approach to GBV on campus refers to a multifaceted, coordinated effort to accomplish unified goals that engages key stakeholders from the surrounding community and throughout the campus including students, faculty, staff and administrators.

VII. CAMPUS AND COMMUNITY ENGAGEMENT

An effective comprehensive strategy to address sexual assault, domestic violence, dating violence and stalking requires buy-in and active participation from key stakeholders across the campus and throughout the community. These individuals work together to assess campus needs, create a plan for addressing those needs, and facilitate the implementation of the plan of action.

Coordinated Community Response

The ultimate objective of this campus model is to help colleges and universities create an effective and comprehensive response to sexual assault, domestic violence, dating violence, and stalking. Research and practice confirm that the engagement of multiple entities on and off campus is required to make the kind of broad cultural shift necessary to sensitively meet the needs of victims, hold offenders accountable and reduce future incidents of violence. Even broad scale efforts are not successful if they lack coordination or operate in silos.

The first step in implementing such an approach is to establish a Coordinated Community Response Team (CCR Team). In order to ensure the CCR Team is given full authority to coordinate campus efforts to prevent and respond to GBV, it is critically important that the team be instituted with formal support from the college or university president.

The CCR Team oversees and ensures implementation of all prevention and intervention efforts, facilitates communication between key campus departments and community partners, sees that messages across campus are reliable and reinforced and that the system's response to victims is seamless, consistent, and supportive. Without shared oversight and interagency/office cooperation in completing these tasks, responses to victims can be inconsistent, duplicative, and insensitive, and prevention efforts can be contradictory, exclusive or ineffective. The establishment of a strong CCR Team assists in ensuring a timely, culturally relevant, and respectful response to GBV.

Wide engagement in the CCR Team brings many minds to the table as well as their collective resources and circles of influence. An effective CCR Team is multidisciplinary. Its members are varied in gender, experience, and expertise, including individuals who directly respond to these crimes; those who set campus norms, policies and practices; and, those who represent groups who have been historically marginalized or excluded. Campus representatives should include faculty, staff, students and administrators.

It is important to recognize that the CCR Team is not a Title IX compliance team or emergency response team. While each of these efforts is collaborative in nature and work to establish relevant policies or protocols, the focus and purpose of their work differs. Title IX teams exist to ensure institutions are abiding by their legal responsibilities to provide equal access to education. An emergency response team (e.g. Sexual Assault Response Team) is typically activated when a critical incident occurs. These teams are generally established to ensure that victims are provided the full range of services they may need and to support effective response. These teams differ from a CCR Team in that the CCR Team looks holistically at the university/college environment, focusing its efforts on creating an overall campus culture where GBV is not tolerated.

A Coordinated Community Response Team (CCR Team) is a multidisciplinary team of campus and community partners that meet regularly to assess, plan, monitor, and evaluate campus prevention and response efforts. The CCR Team does not discuss individual cases on campus, but serves as a working group that focuses on the big picture of coordinated, collaborative response on their campus..

CCR Teams meet on a regular basis to oversee implementation of the plan of action. For this reason, it is helpful if participation on the CCR Team is integrated into the job responsibilities of key campus positions. The role of the CCR Team includes but is not limited to the following tasks:

- Engaging key partners (from on and off campus) to develop and oversee all aspects of the campus response to GBV;
- Developing, implementing, reviewing, and revising protocols, policies, and procedures for addressing GBV;
- Prioritizing policy development and systems changes as goals to institutionalize efforts to effectively address GBV;
- Ensuring that all prevention and intervention efforts are consistent and mutually reinforcing;
- Evaluating compliance of policies with the Clery Act and Title IX;
- Involving community partners on an ongoing basis (e.g. state, tribal or territorial domestic violence and/or sexual assault coalitions and service providers) in program planning, policy, training, curriculum development and event sponsorship;
- Coordinating opportunities for cross-training to improve the CCR Team's knowledge in responding to these crimes;
- Ensuring both prevention and intervention strategies are culturally relevant and inclusive of historically marginalized or underrepresented groups; and
- Developing and overseeing a communications strategy that maximizes engagement with the campus community across different departments, offices, and organizations.

The success of a CCR Team is dependent upon the degree to which it:

- Develops shared and consistent goals, strategies and messaging;
- Ensures all efforts are rooted in a culturally relevant, survivor-centered approach;
- Includes a healthy masculinities framework to engage and mobilize campus men of various backgrounds; and
- Creates systemic change

Assessment and Evaluation

If a key foundation of a CCR Team's work is identifying a campus's needs regarding prevention of and response to GBV and documentation of ongoing effectiveness of implementation, assessment strategies are the tools to make that foundation a reality. Assessment represents a range of tools for information gathering, some of which may already be part of the ongoing work of different campus offices, and some of which may be designed and implemented in response to CCR Team discussions (by the CCR Team as a whole, by subgroups of CCR Team members or by other members of the campus community with expertise in this area). Assessment can have many different purposes including assessment of the strengths and challenges a particular campus has in addressing GBV, different campus sector's readiness to engage in prevention and response work, process evaluations to gather feedback about how a particular strategy (a prevention program, a student conduct training, a new policy) is perceived by the target audience for that strategy, gathering ongoing information about how the CCR Team itself is working and how it might be strengthened, and tracking the impact of different campus initiatives to improve prevention of and response to GBV.

Assessments provide information that grounds a CCR Team's discussions and planning on campus specific information about what has been working and what has been challenging, can help the CCR Team prioritize goals, and consider adaptations of strategies to meet the unique needs and strengths of their campus. Assessments can also provide ongoing feedback to CCR Teams about their work so that course corrections can be made in a swift and timely manner. Further, assessments provide information that CCR Teams can use to communicate about the impact of their work and the work of their partners to administrators and to the wider campus community. These communications are the foundation for securing ongoing resources for the work of the CCR Team and for supporting the sustainability of innovative efforts to respond to and prevent GBV on a campus.

More specific tools for assessment are discussed below and include interviews with key leaders on campus (opinion leaders such as well-respected students, faculty, and staff), focus groups, and surveys. Recently, the most widely discussed tools are campus climate surveys. Depending on the questions asked, the participants included, and how often they are conducted, these surveys can provide a wealth of information about the scope of the problem of GBV on campus, the knowledge and perception of policies and prevention strategies within the campus community, campus norms and levels of bystander action. For more information on this specific form of assessment please see the recent research by the Bureau of Justice Statistics (BJS) Campus Climate Survey Validation Study and other efforts summarized in documents available on the OVW Campus Program website: <http://www.changingourcampus.org/resources/research>. These documents include guidelines for conducting a climate survey to ensure that the data that is collected is trustworthy (including representative samples, reliable and valid measures), protects participants and provides useful campus specific information. The website also provides links to the BJS survey and other surveys that use validated and reliable measures as it is recommended that campuses conducting surveys not create their own questions but rather use validated and reliable measures that represent best practices in the field. It is beyond the scope of this document to detail all of the complexities of campus climate surveys but links to key resources are also provided in the Resources and Tools section at the end of Phase 1.

Evaluation is a component of assessment and involves gathering data to examine how strategies that a CCR Team is implementing are being conducted, how faculty, staff and students receive them and whether they are having the desired impact. Process evaluation tools can include a range of methods, from surveys asking for participant feedback, to focus group discussions of whether a prevention strategy resonates with students or faculty. Outcome evaluation usually follows participants over time and is most successful when it measures at least some behavioral indicator of the intended impact the strategy (e.g. changes in bystander behavior or use of services). An example of an outcome evaluation includes surveying faculty about their knowledge and confidence in using campus referral policies and procedures for Title IX issues. Such a survey could be given before faculty training and then several months later to see if faculty is continuing to use information from the training, or to see if faculty who participated in the training responded differently from those who did not.

Strategic Planning

One of the foundational strategies for effective CCR Team work is strategic planning. A strategic plan is defined as, "a document that describes your program's strengths, weaknesses, opportunities, and threats, and outlines five-year goals [and] strategies to achieve the goals... It is a program planning tool that provides a blueprint to strengthen program activities..."²⁷ For a CCR Team, the process of plan-

ning determines how to put its mission into action, including short and long term goals and strategic planning objectives that outline the step by step process for getting the work done. The process of creating a strategic plan creates opportunities for structured conversations with many different campus and community partners about their views of GBV on campus and what changes need to be made and what their own role in that change might be. Strategic planning helps CCR Teams prioritize their work since there is rarely the time or resources to do everything needed to prevent and respond to GBV on a campus at once. Following from the collection of needs assessment information, CCR Teams can discuss how best to roll out new initiatives over time to capitalize on more immediate climate opportunities and resource availability. For example, on one campus, the hiring of a new Dean of Students who is interested in revising new student orientation may lead a CCR Team to prioritize new GBV prevention education for first year students as a more immediate objective for their work.

It can be helpful for the strategic plan to be connected to two other planning tools that are often part of the strategic planning process: logic models and work plans. Logic models focus on anticipated effects of the goals and objectives in the strategic plan – why are particular strategies chosen, and what effects do you anticipate they will have? Why do you think these strategies will work? It can be a very helpful tool, particularly with administrators or funders, to communicate how you think the resources and strategies you plan to use will create the changes you want to see in your campus' response to and prevention of GBV. A work plan takes strategic planning to the next level of specificity by breaking down objectives into concrete steps and tasks needed to achieve the objective over time. Different aspects of the work plan are then assigned to specific individuals or groups who are responsible for them.²⁸

The work of the CCR Team includes assessment, evaluation, and strategic planning. These three activities will help CCR Teams know if they are effective in their work. These tools produce information that is helpful for choosing and adapting prevention and response strategies for a particular campus, for monitoring how well the planned strategies have been rolled out to the campus. They also provide a framework for examining whether a given strategy is having the desired effect on campus. All of this information can be leveraged for promoting the sustainability of a CCR Team's efforts over time.

Phase 1: Planning and Preparation

Coordinated Community Response

Planning and preparation for strong community engagement begins with the formation of a CCR Team. As described above, a CCR Team is the coming together of people from different backgrounds, expertise and experiences to engage in a series of conversations focused on achieving a comprehensive and effective campus response to GBV. The work of a CCR Team is purposeful, vision driven, collectively centered, change oriented and built upon shared knowledge and values.

Because the CCR Team brings people together across differences by design, it is important to focus not only on what the CCR Team does, but also on how it goes about doing it. Its work must be equal parts process (its method - collaboration) and purpose (its work - planning and implementation). These two aspects are constant and intertwined in the CCR Team; one cannot be successful without the other.

The foundation for an effective CCR Team begins with the laying of four cornerstones. Two of the cornerstones are related to process. These are the **composition** of the CCR Team and what values it represents. The other two cornerstones are related to the purpose of the CCR Team and they are its **mission** and **structure**.

Process – Composition. In order to ensure all segments of the campus community are represented, membership in the CCR Team should be broad. Consider individuals both on and off campus who directly respond to GBV (e.g., law enforcement officers, prosecutors, judicial officers, counseling center staff, prevention office staff, community based victim service providers and advocacy program staff, civil/legal agency staff); those who set campus norms, policies and practices (e.g., student leaders, administrators, faculty and staff); and, those who represent groups who have been historically marginalized and/or excluded (e.g., LGBTQ individuals, communities of color, international students, students with disabilities). Also consider those on and off campus who have expertise and/or training in cultural competence, masculinities, and assessment/evaluation, as well as representatives from student groups connected to the issue of GBV and student government. Composing the CCR with the intention to include diverse membership models an anti-oppressive structure that may resonate and bring historically marginalized student populations closer to the work of the CCR in meaningful ways.

Given the definition and range of activities the CCR Team will be engaging in, brainstorm all who should be/need to be at the CCR Team table. Develop a list of members for consideration and begin reaching out to those individuals and organizations.

Formalizing participation in the CCR Team may take the form of a Memorandum of Understanding (MOU) between the campus community partners. Useful MOUs clearly outline the roles and responsibilities of each entity, including cross training on policies, procedures, and the availability of resources each partner brings to the table. To ensure buy-in, it is best if the MOU is signed by the leader of each organization (e.g., police chief, college president, rape crisis center director). Guidance on engaging some important populations and groups in the work of the CCR Team is provided below.

Building Knowledge about Mobilizing Men on Campus. Widespread engagement of males of all orientations and backgrounds advances the work of changing culture by replacing negative, unhealthy

masculine social norms with positive, healthy masculine social norms on campus. Race, ability, class, sexual orientation, and any other number of other social, cultural, and political factors and identities mediate presentations and experiences of masculinity. Masculinity can be made plural – masculinities – in order to represent this multiplicity. Many of the risk factors for individual perpetration of sexual assault identified by researchers are linked to toxic or unhealthy aspects of masculinities, such as coercive sexual fantasies; hostility towards women; and societal norms supportive of sexual violence, male superiority, and male sexual entitlement.²⁹ Replacing these harmful attitudes and behaviors associated with unhealthy masculine social norms with prosocial norms that are part of healthier, nonviolent, forms of masculinities is a valuable part of addressing GBV on campuses. Those prosocial norms can also be associated with healthy relationships, which at their most basic involve trust, respect, and nonviolence. If we consider the concept of “healthy masculinities,” we should recognize that there must be core components and values shared across the masculinities that identify them as “healthy.” For instance, a commitment to gender equity might be one of the core components. But what that commitment might consist of could conceivably take different forms in different cultures. To see suggestions for what those shared healthy masculinity core components and values might be, see the “Healthy Masculinity” flyer in the Resources and Tools section.

A comprehensive model requires multiple mobilizing men strategies. The responsibility for developing the strategies and plans for infusing a healthy masculinities framework into the campus intervention and prevention efforts begins with the CCR Team. While a sub-committee of the CCR Team might focus on mobilizing men on campus, it is important that the entire team understand the connections among masculinities, healthy social norms, and GBV, since every member is an ambassador for the team and is committed to the goal of building a broad and deep pool of male allies. **This positive relationship-building with male allies is crucial work before any mobilizing men implementation begins.** The first task for the CCR Team in terms of mobilizing men is to educate themselves, along with these other recommended tasks:

- Assessing and engaging any expertise on masculinities and GBV that exists on campus and in the community;
- Becoming trained or educated on fostering healthier masculine social norms to address GBV;
- Conducting assessments or having campus or/and community experts conduct assessments to learn about men, masculine social norms, and GBV in the campus community;
- Developing a logic model specifically for mobilizing campus men;
- Infusing mobilizing men strategies into multiple phases of the strategic planning process;
- Using knowledge learned from the campus assessments to oversee the development of persuasive messaging, branding, and clear roles to mobilize men as allies; and
- Using the persuasive messaging to strategically building a broad spectrum of campus male allies that includes administrators, faculty, staff, and students who can speak to the issue of mobilizing men

In addition to the “Healthy Masculinity” flyer referenced earlier, a number of resources and tools at the end of Phase 1 Campus and Community Engagement can assist in achieving these tasks related to mobilizing men on campus. The “2014 Engaging Men on Campus Assessment” will provide CCR Teams with an understanding of the different strategies that some campuses use to mobilize men on campus. “8 Steps to Comprehensively Mobilizing Campus Men” was developed from the assessment document and can be

When it comes to mobilizing men on campus, colleges have tended to rely on organizing an awareness-raising event as the primary mechanism for male student involvement. An awareness-raising event is most effective, though, when it is part of a comprehensive approach involving multi-tiered strategies that mobilize a wide spectrum of campus men including students, administrators, faculty, and staff.

a useful resource for CCR Teams during all phases of the work. “5 Theories to Help Mobilize Campus Men” suggests theory-based frameworks that can help in efforts to positively mobilize campus men. The “Healthy Masculinity Campus Athletics Project Logic Model” presents a logic model that can be adapted. Finally, the Mobilizing Men Progress Checklist is a tool to assess where a campus initially is in terms of mobilizing men and how far it has progressed after implementing a strategy that includes mobilizing men on campus.

Engaging Community Partners. The participation of community-based partners in CCR Teams can be invaluable. In many instances, a significant portion – sometimes all – of a school’s student body resides off campus (e.g. commuter schools, community colleges). In these cases, it is most likely that local city police or county or state sheriffs will respond to a call and the community rape crisis team or domestic violence shelter will be called on to provide services. Though the incident did not happen on the campus proper, the ramifications for a campus can be significant. Shared classrooms and transportation to and across campus are just a few examples of situations that may present fear and danger to a survivor and others who learn about the incident. Good communication and collaboration between community organizations and campus are imperative to ensure the full needs of a survivor are met.

Community domestic and sexual violence organizations typically bring deep content area expertise to the work of the CCR Team. They often know the latest in best practice approaches to GBV work and are aware of additional available state and local resources. Community-based organizations may provide critical services needed by students, faculty and staff that the school does not or cannot provide (e.g. emergency shelter, advocacy, accompaniment to forensic medical examinations or reporting to police). Engaging community-based partners represents an important exchange of ideas and knowledge. Community representatives bring a fresh outside perspective to campus work and campus partnerships bring vital information to community service providers on campus dynamics and systems of response.

Purpose – Mission. Mission statements are typically thought of in terms of a nonprofit or for-profit organization, but mission statements can be created for any group – a formal or informal group, a large or small department within a larger organization or institution.

A mission statement for a CCR Team can be a valuable tool. A mission statement helps to focus the work of a team or group. It serves as a template for decision making, providing a framework for evaluating opportunities and deciding what fits/doesn’t fit with the group’s core desired outcomes and strategies. A mission statement helps to define a team or group, establish its brand, and bring all members into alignment around a shared vision. Everything – all planning, all activities a team or group engages in - should start with and tie back to the group’s mission.

A good mission statement is short (no more than one or two sentences), succinct, memorable and engaging. Once established, every member of the CCR Team should easily be able to recite (or paraphrase) the team’s mission statement.

To craft a mission statement, brainstorm answers to the following four questions and piece together the strongest of your responses (See the “Creating a Mission Worksheet” in the Campus and Community Engagement Phase 1 Resources and Tools section).

1. Who are we?
2. What do we do?
3. For whom do we do it?
4. To what end? Why?

ⁱⁱⁱ African-American musician, historian, and teacher Bernice Johnson Reagan became a prominent participant in the Civil Rights Movement in the U.S. in the 1960's via her political songs. She was the founder of the a cappella music group Sweet Honey in the Rock.

Creating a Mission Statement EXAMPLE

WHO: The Respect Program in the Office of Health Promotion

WHAT: engages students, staff, and faculty

FOR WHOM: the Emory community

TO WHAT END: to prevent and respond to sexual assault and relationship violence

Mission Statement: The Respect Program in the Office of Health Promotion engages the Emory community in preventing and responding to sexual assault and relationship violence.

Process – Values. Singer and social activist, Bernice Johnson Reaganⁱⁱⁱ spoke about coalition work as some of the hardest, most uncomfortable and powerful work a person can engage in: “if you’re in a coalition and you’re comfortable, you know it’s not broad enough.”

Defining shared values is critical to a well-functioning CCR Team. It allows a group of disparate individuals to determine their common ground. Defining shared values clarifies who a group is and what it stands for. Shared values guide a group’s conduct (how they choose to work together), serve as a moral compass and provide direction in decision-making.

Brainstorming the values shared by the members of the CCR Team is an important process to engage in for a group convened to address violence on campus. For assistance see the *Sample Values* and *Values Questionnaire* in the Resources and Tools section at the end of Phase 1.

University of Michigan – Sexual Assault Prevention and Awareness Center (SAPAC) VALUES STATEMENT:

Respect

SAPAC works towards a campus free of violence. We promote equality and respect for all members of our community through our commitment to primary prevention.

Survivor Empowerment

SAPAC recognizes that survivors are experts in their own lives. We strive to create a supportive and safe environment, empowering survivors with the knowledge to make their own decisions.

Social Justice

SAPAC encourages our campus community to challenge all forms of oppression, celebrate diversity, and promote cultural humility while increasing awareness of the intersectionality of discrimination.

Student-Centeredness

SAPAC fosters student growth and leadership through collaboration and partnerships, engaging students in every level of our work.

Excellence

SAPAC provides quality comprehensive education and services through evidence-based best practices, continually assessing and evaluating the needs of survivors and the campus community.

^{iv} For information on options for organizational structure see the following online articles:

<http://bit.ly/2i68li9>

<http://bit.ly/2hPxq5p>

or <http://bit.ly/2i67raV>

Identify three to six values agreed to by the members of the CCR Team. A values statement can be created for a CCR Team by writing up a brief description of what each value selected means and how it might play out on campus. An example of a values statement is below. (Also, see more Sample Values Statements in the Resources and Tools section).

Purpose – Structure. In order to design and implement a comprehensive, effective response to GBV, the CCR Team must have a solid organizational structure in place. Since every campus is unique, each CCR Team must determine the structure that best supports efficiency, functionality, and cohesion at their institution.

Questions to be answered regarding efficiency of the CCR Team:

- What size membership?
- What organizational model (e.g., hierarchical, matrix, circular^v)
- Will committees be established (permanent/ongoing, ad hoc, task limited)
- How often will the CCR Team meet?
- How long will meetings be?
- What are the roles and responsibilities of membership? Of leadership?

Questions to be answered about functionality of the CCR Team:

- Who has a voice in decision-making?
- How are decisions made (vote, consensus)?
- What are the expectations around formal and informal communications?
- How will information be disseminated?
- How will the group hold itself and its members accountable?
- Who will take responsibility for coordinating campus efforts (a new staff position; additional responsibilities for current staff/faculty)?

Questions about cohesion of the CCR Team:

- How do the identities of each individual member impact group dynamics and decision-making, as well as who sets the agenda for each meeting?
- How will associated barriers to effective collaboration be identified and addressed?
- How will the roles and responsibilities of members be made clear?
- Will the team use formal MOUs?
- What are the limits/rules around confidentiality for the team?
- Is a comprehensive campus response protocol in place and does the CCR Team have a shared understanding of the protocol?

With these four cornerstones in place – Composition, Mission, Values and Structure - a CCR Team will have a solid foundation from which to plan and carry out its work. Many campuses overlook these important steps in a desire to get straight to the work of creating programming for their campus. Unfortunately, those efforts can be thwarted by such things as conflict, indecision or confusion regarding direction without previously laying the groundwork for a strong CCR Team.

Assessment and Evaluation

During Phase 1, the most important assessment tools involve needs assessment – gathering campus specific information about strengths, challenges, resources – and establishing the evidence base for strategies you plan to implement in Phase 2.

A sample of research bibliographies prepared for campuses by the OVW Campus Program can be found at <http://changingourcampus.org/research/#bibliographies>

Conduct a SWOT analysis of your campus related to GBV: strengths, weaknesses, opportunities, and threats.³⁰

- Determine whether there is available campus data on occurrence of GBV.
 - » If there is no data available for the campus, the CCR Team can engage in a needs assessment, including a campus climate survey related to GBV, interviews with key campus and community leaders, and focus groups with different campus sub-communities who are affected by GBV.
- Review current trainings and campus initiatives – what has been tried before? What have been previous barriers?
- What significant historical events or trends (such as documented history of Title IX violations; history of hate crimes or segregation; legacy of Greek organizations on student life) may impact or impede prevention efforts?
- What are unique aspects of your campus culture that need to be taken into account in moving forward with this work?
- What additional information is needed and what resources does the campus have to get that information? (Resources to conduct a campus GBV climate survey? Resources to interview key leaders on campus?)

Review evidence base for different strategies for response and prevention.

- Review research evaluating effectiveness of different prevention strategies – what best practices exist for the response or prevention strategy you are trying to use? What evaluation data has been collected by researchers to show that a given strategy is effective?
- Review guidelines for effective campus policies, etc.
- Consider pros and cons of adaptation strategies used by other campuses versus creating new strategies for your campus.
 - » If the CCR Team decides to adapt an evidence-based tool or program, be sure changes are made to more surface level components of the strategy rather than core or more central components that may be key to the tool or program's effectiveness.

Strategic Planning

Strategic planning is usually described as occurring in several different steps, the first of which are described below, as they are most important for Phase 1 work. The strategic plan should be seen as a living document that guides the work of the CCR Team and is reviewed and changed over time to meet the changing needs of the campus .

- Step 1 for an initial strategic plan is described above in the section on developing your CCR Team and gathering needs assessment information. A thorough understanding of your campus related to GBV is the foundation for planning the work your CCR Team will do and the changes you will make on your campus. Part of this foundation is having your CCR Team agree on sharing the strategic plan with others on campus and developing a process for obtaining feedback on it. It is important to note that strategic plans are living documents that can be revised in response to new information gained from ongoing needs assessment.

- Step 2 is drafting the broader set of goals for the plan itself. This starts with discussions of what your CCR Team and campus want to accomplish. What strategies will you use to achieve these outcomes? How do you know these will work? What would your campus look like if you successfully achieve the mission of your CCR Team? Which goals are highest priority? ***The CCR Team can consult the sections in this guide on Intervention and Education and Prevention to help develop strategies and goals.*** When broader goals have been written, more specific objectives under each goal are needed that break down the steps or components of work needed to achieve each larger goal. Building a visual logic model for what you plan to do can be helpful here.
 - » Make sure that a plan for mobilizing men on campus and for including underrepresented groups on campus is specifically included in logic models and strategic planning objectives.
- Step 3 involves seeking input on the draft plan from important stakeholders, discussing and making revisions and getting final approvals as needed.
- Step 4 makes the plan more specific once the goals have been finalized by drafting a companion work plan that specifies action steps within each prioritized goal and identifies a set of objectives, determines who will be responsible for each, and specifies the timeline to be used.

GUIDING QUESTIONS

for Campus and Community Engagement

Phase 1: Planning and Preparation

Questions for the CCR Team members to answer and discuss as a group:

1. Does your campus have a CCR Team in place?
 Yes No
2. If no, what is your plan for developing a CCR Team?
3. If yes, who is represented on the team?
 - Athletics
 - Academic Affairs
 - Campus Law Enforcement
 - Campus Safety
 - Campus Forensic Examiner
 - Campus Victim Advocate
 - Dean of Students or similar
 - Gender Equality/Diversity Office
 - Residence Life
 - Student Counseling Services
 - Student Health Services
 - Title IX/Compliance Office
 - Student Conduct Office
 - Faculty
 - LGBTQ Office
 - International Programs
 - Culturally Specific Organizations
 - Community Based Victim Service Providers
 - Community Based Advocacy Organizations
 - Community Law Enforcement
 - Community Criminal Justice Partners
 - Other(s): _____
4. Does your CCR Team include representatives from traditionally underrepresented groups (such as students with disabilities, African Americans, Asian Pacific Islanders etc.)?
 Yes No
5. Does your CCR Team have men on it?
 Yes No
6. Have you developed a mission statement?
 Yes No
7. Have you developed a values statement?
 Yes No
 - └ If yes, does your values statement include basic agreements for how you will communicate with each other while conducting your work?
 Yes No
8. Have you established a structure for your CCR Team?
 Yes No

9. Has your CCR Team conducted a SWOT analysis?
 Yes No
10. Has your CCR Team administered a campus climate survey?
 Yes No
11. Has your CCR Team explored the evidence base for different response and prevention strategies?
 Yes No
12. Has your CCR Team developed an actionable strategic plan?
 Yes No
13. Have members of the CCR Team built an understanding of social norms and masculinities, and are they using this understanding to develop persuasive messaging that will aid in efforts to build a broad pool of male allies?
14. Has the CCR Team conducted assessments of men's attitudes toward and experiences of GBV, as well as the masculine social norms on campus, and used this knowledge to decide on mobilizing men goals for the strategic plan?
15. Has the CCR Team integrated multiple strategies for mobilizing men into the strategic plan and developed a mobilizing men logic model?

ACTION PLAN

for Campus and Community Engagement

Phase 1: Planning and Preparation

Action items:

1. 1. Identify the full range of campus and community partners who should serve on the CCR Team.
 - a. Use persuasive messaging to build a large pool of campus male allies who might serve on the CCR Team or be connected to the CCR Team work.
 - b. Identify community-based organizations that would be valuable to have as members of your CCR Team. Clarify the role they would play on the Team.
 - c. Assess what voices are frequently marginalized or silenced on your campus. Create a plan for reaching out and engaging those communities.
2. Develop a mission for your CCR Team.
3. Construct a values statement to guide the work of the CCR Team.
4. Determine the structure of your CCR Team.
5. Assess the particular needs of your campus (e.g., a campus climate survey).
6. Determine ways – readings, trainings, assessment – for CCR Team members to learn about masculine social norms and mobilizing campus men and cultural competence.
7. Develop a strategic plan that identifies priority areas and action steps for your CCR Team focusing on the tracks – intervention, law enforcement, and prevention – as well as the three areas – cultural competence, mobilizing men, and Clery.

Next Steps:

Responsible Parties:

Timeline:

Phase 1: Planning and Preparation

Coordinated Community Response

- [Coordinated Community Response Team: Creating A Mission Statement](#)
- [Coordinated Community Response Team: Basic Agreements](#)
- [Coordinated Community Response Team: Determining Our Values Questionnaire](#)
- [Coordinated Community Response Team: Sample Values](#)
- [Coordinated Community Response Team: Sample Values Statements](#)
- [Coordinated Community Response Team: Building A Structure](#)
- [Coordinated Community Response Team: Sample Organizational Structures](#)
- [Minimum Standards for Creating a Coordinated Community Response to Violence Against Women on Campus](#)
- [Where to Start: Understanding and Implementing Your Campus Response Protocol to Confidential Reporting](#)
- [Campus Sexual Assault Response Teams, 2nd edition](#)

Assessment and Evaluation

- [Developing Program Goals and Measurable Objectives](#)
- [Needs Assessment Planning Worksheet](#)
- [Rutgers School of Social Work Center on Violence Against Women and Children Campus Climate Assessment Lessons Learned](#)
- [Campus Climate Survey Resources](#)
- [Bureau of Justice Statistics Campus Climate Survey Validation Study](#)
- [Assessing Campus Readiness for Prevention](#)
- [Student Action Packet on Campus Climate Surveys](#)

Strategic Planning

- [The Plan Quality Index as one tool for evaluating the quality of a draft strategic plan](#)

Engaging Men

- [Current Practices and Challenges with Engaging Men on Campus: 2014 Assessment](#)
- [Using Focus Groups to Learn about Engaging Campus Men](#)
- [5 Theories That Can Help Mobilize Campus Men](#)
- [8 Steps to Mobilizing Campus Men](#)
- [Progress Checklist for Mobilizing Campus Men](#)
- [Healthy Masculinity and Campus Athletics Project Logic Model](#)

Phase 2: Implementation

Coordinated Community Response

Consistency and Messaging. After your CCR Team and strategic plan are in place, the next phase is implementation. It is critical that the CCR Team develop consistent messaging around the goals and strategies selected for implementation. Shared goals and strategies ensure that efforts to address GBV provide similar and supportive responses to survivors and promote a message that all university departments and entities must take GBV seriously. The CCR Team should determine how each partner can promote similar messaging, but tailor their messaging to their role within the institution so that it strengthens system wide responses. Consistent strategies ensure that no matter which entity the survivor accesses, a supportive and coordinated response is implemented. Before moving forward with a messaging strategy, it is important that the CCR Team solicit and secure active and vocal support from campus leadership.

Survivor-Centered and Culturally Responsive. In light of the sensitive and unique nature of GBV, responses to survivors cannot be implemented in a one-size-fits-all strategy. It is the jobs of the CCR Team during implementation to ensure all campus responses take into account the unique circumstances, cultural contexts, and experiences of each survivor.

A comprehensive program:

- Is grounded in the experience of all survivors on campus. This requires the campus to understand not only the dynamics of GBV, but also the nuances that each incident presents and how GBV is experienced by diverse groups of survivors on campus.
- Takes into account cultural contexts in order to better understand the survivor's experience and how culture may affect such actions like a survivor's decision not to report or seek services.
- Is flexible and adaptable to the needs of survivors to minimize any re-traumatization by the campus's efforts.
- Prevents the creation of processes, protocols, and systems that support institutional interests over survivors' needs.
- Resists inadvertently re-victimizing or exploiting survivors by providing facilitated opportunities for survivors to shape curricula through public forum, feedback, input, and storytelling.

Mobilizing Men and Healthy Masculinity. Accepted social norms regarding harmful masculinity, male privilege, and misogyny are embedded in both men's and women's views of survivors, perpetrators and the roles of women and men in general. During the implementation phase, the CCR Team may facilitate the process of challenging and changing these norms by: 1) recognizing and speaking out about unhealthy aspects of masculinities that are harmful and instead promoting healthy masculine norms; 2) supporting gender equity and equality; 3) addressing the intersection of masculinity with heterosexism, particularly as it relates to race, ethnicity, class, ability, orientation, etc.; 4) reviewing the logic model or strategic plan as it applies to mobilizing men on campus and making any necessary adjustments; and 5) paying attention to how messaging, branding, and programming are received by campus men and making any necessary adjustments.

^v As noted, the Jeanne Clery Act is a landmark federal law that applies to all colleges and universities that receive Title IV federal funding. Its requirements guide an institution's prevention and response to gender-based violence. For more information on the Clery Act and its requirements, see *The Handbook for Campus Safety and Security Reporting* (U.S. Department of Education, Office of Postsecondary Education, 2016), available at <https://www2.ed.gov/admins/lead/safety/handbook.pdf>.

Another important process for the CCR Team is to be aware of and address demonstrations of unhealthy masculinity within the team itself. Are men and women participating equally? Are there assumptions and beliefs connected to unhealthy masculinity that should be challenged and replaced with healthy masculinity prosocial norms? The CCR Team can also help to ensure that when student conduct cases are being decided or when campus law enforcement officers are making choices about how to proceed, decisions are made on the basis of healthy masculinity.

Compliance with the Jeanne Clery Act (Clery Act). It is clear that no one strategy builds an effective compliance program when considering laws connected to GBV. The needs of each campus are different and require careful evaluation and planning to determine the optimal approach to implementing the letter of the law while embracing the spirit of the law.

The CCR Team should address the following Clery compliance responsibilities during implementation, including but not limited to the following:^v

- Assessment of policy statements within the annual security report (ASR)
- Development of a project plan to embrace a team-based approach to compliance
- Evaluation of prevention, student conduct, and law enforcement practices to ensure that elements of Clery requirements are included
- Development of written notification of rights for victims of GBV (required by the Clery Act) should include resources identified by the CCR Team

Team Building. A Campus GBV Program is only as strong as its CCR Team. During the implementation phase, it is important that the CCR Team consciously work toward strengthening its capacity to work as a team. What is unique and effective about the CCR Team approach is that everyone around the table shares their expertise and perspective that ideas benefit from shared decision-making, and responsibility for accomplishing work is distributed among the team's members. Research has demonstrated that collaboration fuels innovation.³¹ Team building can take many forms, from daylong-facilitated retreats to starting each meeting with a quick personal check in. CCR Teams will work more effectively now and into the future when time is taken to break down silos between individuals and organizations and share knowledge across disciplines.

"Collaboration creates synergy—which is essential fuel for catalyzing innovation that makes a difference. Create an environment in your organization in which working together and sharing ideas is not only supported, but expected. Understand individual needs of team members, and provide the resources they need to work together best. Unless your company makes its money in grain, siloes will do you little good in the long run."

---Alison Napolitano, UNC Kenan-Flagler Business School

Conflict Resolution. Conflict abounds in almost every work environment, including college and university campuses. For faculty, staff, and a number of students, the campus is a workplace and like any other workplace, conflict may frequently occur as evidenced by a study conducted by CPP Human Capital in 2008. The CPP Human Capital study found that an overwhelming majority (85%) of employees across sectors experience conflict to some degree. Furthermore, it found that U.S. em-

employees spend 2.8 hours per week dealing with conflict, equating to approximately \$359 billion in paid hours.³² People at all levels in an institution must learn to accept conflict as an inevitable part of the campus work environment.

The question for any group operating in a professional environment is not whether conflict can be avoided or mitigated; the real concern is how conflict is addressed. If managed improperly, productivity, operational effectiveness, and morale are negatively impacted. On the other hand, when channeled through the right tools and with expertise, conflict can lead to positive outcomes, such as a better understanding of others, improved solutions to problems or challenges, and major innovation.³³

Models of conflict resolution have developed over the ages to assist us in learning how to manage conflict more effectively – from faith-based models rooted in religious teachings that speak to treating others, as you would wish to be treated, to feminist theory based in concepts of challenging oppression or recent books on the subject like *Crucial Conversations*.

Collaborative efforts like those of a CCR Team that intentionally bring people together across differences in perspectives, knowledge and lived experience are perhaps even more likely to be subject to conflict. Establishing standards for communication and common language and agreed upon procedures for conflict resolution are critical to a healthy CCR Team long term. Many effective models for conflict resolution are available (see the resources on conflict resolution included in this roadmap). Campuses may have a staff or faculty member (e.g., through the Ombudsman's Office) with expertise in working on conflict resolution with groups. Community partners may also have recommendations for a trainer or facilitator.

It may also be useful to the function of a CCR Team at the implementation phase to agree upon a procedure that will be used by the group to discuss and process difficult or complex situations that may emerge on campus. The procedure may include the following:

1. Describe the circumstances that must be addressed.
2. What key issues does the situation raise?
3. What criteria will be used for decision making (consider the CCR Team mission and values statements)?
4. What response strategies are possible?
5. What assumptions does the group need to be aware of?
6. Recommendations - Justification/Predicted Outcome?

Finally, and perhaps most important to a healthy, strong CCR Team, is that the members of the team remember to have fun! The CCR Team will need to lean on the strength of their relationships when conflicts arise.

Policy and Protocol. A desired outcome of the CCR Team's planning and implementation efforts is the development of a multidisciplinary, coordinated, and comprehensive policy for responding to GBV that applies to both students and employees. The development of these policies and protocols should be planned for during Phase 1 and implemented during Phase 2. Components of these policies include:

- A fair and equitable process for resolving allegations of GBV that will lead to decisions that the complainant, respondent and full school community agree are sound.
- Hiring or designation of a qualified and fully-trained Title IX Coordinator.

- Written options that are easily accessible online describing how a survivor can seek support after and/or report having experienced sexual or domestic violence.
- A clearly defined trauma-sensitive process for investigation and resolution of complaints.

Engagement of Campus Leadership. The leadership of a campus - those with formal authority (e.g. the president or chancellor) and those without (e.g. well respected faculty or students) - drives change and the resources required to carry out change efforts. It is imperative to the success of a campus GBV initiative to secure and maintain strong support from campus leadership. Regular presentations, written reports on progress, invitations to become a member of or attend meetings of the CCR Team and observe prevention and awareness activities are some ways to be pro-active in engaging campus leadership.

Assessment and Evaluation

Phase 2 assessment focuses on monitoring the implementation of the strategic plan and gathering information about challenges and successes for implementation across response and prevention strategies. Usually referred to as formative or process evaluation, this phase involves getting feedback from campus community members about their views on particular strategies, their suggestions for changes, tracking whether the work being done is reaching intended audiences, and tracking whether new practices are actually being carried out. Reflecting on the theories of change that this model of intervention and prevention is based upon, assessment questions may include exploration into whether the work of the CCR Team is affecting each level of the socio-ecological model (changing individuals' attitudes and behaviors, changing groups like teams of athletes or departments of faculty, and changing the full campus community such as how the campus models norms that sexual assault, dating and domestic violence are not tolerated). How are the strategies being used interdependent?

A key set of assessment tools for this phase are process evaluation tools. Process evaluation involves gathering information about how new response and prevention initiatives are being adapted and implemented. For example, monitoring how well trainers who have been taught to give a prevention workshop are actually presenting the material and leading the prevention sessions. Are trainers covering all of the material and are they effectively leading discussions? Are trainings reaching the intended audiences on campus (e.g. have all faculty been trained in policies related to reporting sexual assault?). Do intended audiences actually make use of the information? (e.g. do all students know how to find the sexual misconduct policy?) In this phase it is often useful to ask recipients of trainings what they would change to gather information to improve subsequent training sessions.

Strategic Planning

Several additional steps in strategic planning are relevant to this phase of campus work.

- **Sharing** involves sharing the strategic plan with the campus community more broadly as a tool to promote campus readiness to change and model community norms to change campus culture to improve responses and prevent GBV.
- **Assessment Planning Part 1** is creating a plan for ongoing assessment of implementation and impact so that progress on the strategic plan can be monitored, and barriers and challenges identified. This includes a plan to assess how the CCR Team itself is working.
- **Assessment Planning Part 2** is assessing resources for and making a plan to begin to collect outcome evaluation data. How do you know that the strategies you are implementing are having the effect you want? What changes are actually happening on campus as a result of your work?

GUIDING QUESTIONS

for Campus and Community Engagement

Phase 2: Implementation

Questions for the CCR Team members to answer and discuss as a group:

1. Has the CCR Team developed consistent messaging around the goals and strategies selected for implementation?
 Yes No
└ If yes, provide an example of how the same message is translated by two or more different departments/entities.
2. In what ways do the campus responses you are implementing take into account the unique circumstances, cultural contexts, and experiences of diverse survivors?
3. How are the implementation strategies addressing unhealthy, violent masculinity and its impact on how GBV is viewed and perpetrated? How are the healthy masculinity implementation strategies viewed?
4. Is the CCR Team working effectively together as a team?
 Yes No
5. Is unhealthy masculinity affecting how the CCR Team is working together?
 Yes No
6. Are other forms of inequality/oppression present which affect how the CCR Team is working together?
 Yes No
7. What activities are you engaging in to strengthen the teamwork of the CCR Team (e.g. team building exercises, visioning retreats, cross training)?
8. Will the structures and processes you developed for your CCR Team facilitate resolution of complicated, and sometimes contentious, concerns as they arise?
 Yes No
9. Have you created a logic model for some aspect of your work on sexual assault, dating and domestic violence and stalking?
 Yes No
10. What resources (subject matter experts, money, personnel) do you have for assessing whether the strategic plan activities are reaching intended audiences and getting feedback from those audiences?
11. What challenges do you anticipate in gathering formative evaluation data?
 Yes No
12. Are you conducting assessments of the effectiveness of your work?
 Yes No
└ If yes, in which areas (check all that apply):
 - Meeting the needs of culturally diverse groups
 - Mobilizing men
 - Conduct/Judicial programs
 - Law Enforcement/ Campus Safety
 - Mandatory Education
 - Coordinated Community Response

13. Which of the following types of assessment have you used in your work in the past year (choose all that apply)

- Needs assessment surveys, including campus climate surveys
- Needs assessment focus groups
- Focus groups about program/policy/training effectiveness
- Participant satisfaction questions
- Pre- and post-test outcome assessments
- Pre and post-test outcome assessments using a control group
- Other(s): _____

14. Have you shared assessment findings with someone outside your CCR Team in the past year?
Are you conducting assessments of the effectiveness of your work?

- Yes No

15. Have you used a logic model or strategic plan to communicate with someone outside your CCR Team in the past year?

- Yes No

ACTION PLAN

for Campus and Community Engagement

Phase 2: Implementation

Action items:

1. Determine how each CCR Team partner can promote similar messaging about GBV, but tailor their messaging to their role within the institution.
2. Ensure GBV services take into account the unique circumstances, cultural contexts, and experiences of diverse survivors.
3. Oversee infusing a healthy masculinity framework into campus intervention and prevention efforts and pay attention to how the framework is received.
4. Strengthen the capacity of the CCR Team to function well as a team.
5. Establish an agreed upon process for healthy conflict resolution for the CCR Team.
6. Conduct formative evaluations - gather information on the challenges and successes of implementation across intervention and prevention strategies.
7. Share initial needs assessment results and strategic plan with the campus community.
8. Create a plan for ongoing assessment of implementation and impact
9. Evaluate resources for collecting outcome data.

Next Steps:

Responsible Parties:

Timeline:

Phase 2: Implementation

Coordinated Community Response

- [Steve Johnson TED Talk: Where Good Ideas Come From](#)
- [Team Building Exercises](#)
- [Team Building Activities](#)
- [Conflict Resolution: Thomas-Kilmann Model](#)
- [An Overview of the Thomas-Kilmann Conflict Mode Instrument \(TKI\)](#)
- [A Feminist Perspective on the Ethics of Communication Explored in the Context of an On-Going Group of Women with Decision Making Responsibility \(1980\) Kat Evans](#)
- [Ethical Communication: A Tool for Resolving Conflict](#)
- [Coordinated Community Response Team: Conflict Resolution Scenarios](#)
- [Five Steps to Conflict Resolution](#)
- [Exercises and Training Activities to Teach Conflict Management](#)

Assessment and Evaluation

- [OVW Campus Program Progress Indicators Worksheet](#)
- [VERA Institute's Guide for Cultivating Evaluation Capacity: A Guide for Programs Addressing Sexual and Domestic Violence](#)
- [Resources and tools for assessing CCR TEAMS](#)

Prevention

- [Sample Outcome Measures for Bystander-Focused Abuse Prevention on Campuses](#)
- [Short evaluation measures for examining bystander prevention outcomes on campus](#)
- [Technical Assistance Guide and Resource Kit for Primary Prevention and Evaluation](#)

Engaging Men

- [Using Focus Groups to Learn about Engaging Campus Men](#)

Jeanne Clery Act Compliance

- [Sample Project Plan for Clery ASR Development](#)
- [Sample Structure for Written Notification- Clery](#)

Phase 3: Course Correction and Sustainability

Coordinated Community Response

A comprehensive campus response is designed to create institutional and/or systemic changes in its responses to GBV. This requires the CCR Team to: 1) develop and implement effective policies and protocols; 2) conduct ongoing campus wide assessments, strengths and gap analyses and evaluation of its efforts to adapt to the changing community needs and correct its course to improve effectiveness; 3) confirm campus leadership is engaged in, knowledgeable about and supportive of the efforts to address and respond to GBV on campus, 4) guarantee all levels of the campus community receive ongoing training in sexual assault, domestic violence, dating violence and stalking, and 5) ensure sufficient resources are available to maintain campus prevention and intervention efforts. Transparency with the full campus community on its activities and the success of its efforts will help the CCR Team ensure broad support for creating and maintaining active efforts to address GBV.

Policy and Protocol. By Phase 3 3 of the project development, the creation of a multi-disciplinary, coordinated, and comprehensive policy for responding to GBV that applies to both students and employees should be well in process. During this phase a final draft of the policy should be prepared and approval processes begun.

Monitor Progress - Ongoing assessments and evaluation. It important that the CCR Team note gaps in engagement, policy and services, and develop course-correction strategies to move the campus as a whole toward successful prevention and intervention of GBV.

Continued Engagement of Campus Leadership. The leadership of a campus - those with formal authority (e.g. the president or chancellor) and those without (e.g. well respected faculty or students) - drive change and the resources to continue change efforts. With constant and differing demands it is easy for leadership to move on from GBV to other pressing issues on campus. It is not uncommon, for instance, that once the initial work of the CCR Team is completed, those in leadership positions delegate participation in the team to another staff member who often does not hold the same level of decision-making power. When that happens, the ability of the CCR Team to effect change is greatly reduced. For these reasons, it is critical that the CCR Team actively, and on an ongoing basis, engage leadership in its work. Methods of engagement may include: regular reporting, distribution of assessment findings, and invitations to prevention activities,

Ongoing Training for All Facets of the Campus Community. Research on primary prevention of GBV tells us that 'one shot deals' don't work. In other words, individuals need to receive new information multiple times through multiple channels before changes in understanding and behavior take hold. Turnover that may take place among faculty, staff and critical administrative positions is another reason why training cannot take place just once. A culturally relevant approach also ensures that learning opportunities are collective and in supportive environments, and led by representatives from diverse constituencies. The most successful learning opportunity will account for the training context (site of training, institutional or departmental host, etc.) and will reflect the thoughtful selection of trainers who can most effectively carry the CCR message forward so that it is received by and resonates with various campus constituencies. Sustaining efforts to effectively address GBV means offering information to students, faculty and staff in a variety of ways through a variety of means and messengers, and on an ongoing basis.

Ensure Sufficient Resources. Key to a sustained response to GBV on campus is securing the resources needed to maintain prevention and intervention programming on an ongoing basis. The ability to dedicate time for faculty and staff to participate on the CCR Team and its working initiatives is essential. Also vital are the funds needed to respond to what is likely to be a growing demand for victim services, for conduct investigations, and for prevention and awareness activities across campus. Grant funding may be a source to initiate services on campus but is seldom a long term solution. Financial support from the college/university will be required to maintain an effective and comprehensive response.

Mobilizing Men and Healthy Masculinity. Sustaining mobilizing men and healthy masculinity efforts can be challenging. Often the work rests with a few people, and if they leave, the campus is faced with a setback. That is why it is important for there to be shared knowledge on the CCR Team about what it means to initiate mobilizing men work and to have a large pool of male allies beyond the CCR Team. Ways to sustain this knowledge and work are making certain that any new CCR Team members receive training and education on mobilizing men and continuing to build the number of male allies. It is also important to show the success of the programming to key campus influencers.

Transparency. Transparency regarding the efforts and impact of the CCR Team serves to build support for and advance the goals of the GBV work on campus. Suggestions for enhancing transparency made by the White House Task Force to Protect Students from Sexual Assault include:

- Create an easily accessible campus-wide website that focuses exclusively on the school and community's response to GBV.
- Publish the findings from all research and evaluations of GBV programs on campus. Include this information on the school's website and in annual reports.
- Have policies and procedures on responding to GBV that are available in multiple formats and easy to access.
- Provide information on campus GBV policy, practice, response, and resources that is customized for different audiences (e.g., students of diverse backgrounds, parents, faculty, administration, and staff).
- Make campus climate survey data, annual Clery Act report, and other relevant forms of aggregate data on GBV publicly available on the school's website and in annual reports.

Care and Maintenance of the CCR Team. Essential to the success of all of the activities discussed above is a strong, active, knowledgeable and operational CCR Team. Activities to support the CCR Team's development include: a regular review of its membership (e.g. ensure that all relevant sectors of the campus community are represented); establishing a set of by-laws or rules by which it will operate; periodic check-ins on progress made toward accomplishing its strategic plan; updating the strategic plan on a regular basis (including a review of mission and developing a new plan approximately every 3 years); cross training of its members; and selection of strong leadership. Some specific ideas to consider to strengthen the CCR Team are:

- Term limits on leadership.
- Evaluation of the team's effectiveness using outcome measures.
- Institutionalize grant-funded prevention and intervention positions, if applicable.
- Institutionalize CCR Team membership through designated ambassador/liaison positions from departments/organizations (e.g. a student government cabinet position a liaison from the local rape crisis center, an athletics ambassador).
- Develop onboarding process for new CCR Team members to promote continuity.

Assessment and Evaluation

The key assessment activities in Phase 3 are to:

- analyze and review process and outcome evaluation data from GBV response and prevention strategies that were implemented in Phase 2. What do the data say about outcomes that have been achieved? Are the current strategies being used effective? Are course corrections called for?
- develop communication strategies across campus to convey the results of program evaluation and assessment in order to build support.

Strategic Planning

- In Phase 3 strategic planning consists of periodic reviews of the strategic plan and progress assessments – what progress has been made toward goals and objectives? What goals and objectives need to be revised? What new challenges or strengths have emerged that can be built into a revision of the plan? Which strategies have proven effective and should be enhanced? Which strategies should be dialed back?
- Draft and circulate revised plan to promote buy-in and feedback from collaborators on campus.
- Communicate with the broader campus community and campus leadership about successes and progress that has been made as well as future goals and objectives.

GUIDING QUESTIONS

for Campus and Community Engagement

Phase 3: Course Correction and Sustainability

Questions for the CCR Team members to answer and discuss as a group:

1. Does your campus have a multi-disciplinary, coordinated, and comprehensive policy for responding to GBV that applies to both students and employees in place?
 Yes No
2. Is a process for the ongoing evaluation of GBV programming and assessment of campus climate in place?
 Yes No
3. What systems has your CCR Team put in place to ensure the ongoing engagement of campus leadership?
 Yes No
4. What does your plan for ongoing training in GBV for all levels of the campus community entail?
5. Are sufficient resources in place to address the current and future demand for campus prevention and intervention efforts?
 Yes No
6. How many people on campus, and in what areas of campus, know about the work of the CCR Team?
7. What are the perceptions of different groups on campus of the work of the CCR Team?
8. How is campus response and prevention related to GBV different than it was before the CCR Team work began?
9. How are campus efforts to mobilize men different than they were before the CCR Team work began? Are men being mobilized evenly across a variety of identities?
10. What are the best ways to communicate to all campus community members about findings on the impact of CCR Team work? How do messages and methods for communication need to be tailored?
11. Is the CCR Team training and educating new team members on mobilizing men and continuing to grow the number of male allies?
12. Is your CCR Team operating at an optimum level?

ACTION PLAN

for Campus and Community Engagement

Phase 3: Course Correction and Sustainability

Action items:

1. Finalize campus-wide GBV policies and protocols
2. Conduct ongoing campus needs assessments and evaluation of GBV programming; modify response strategies based on these findings
3. Include assessments/evaluation of historically marginalized groups and mobilizing men efforts
4. Engage campus leadership
5. Ensure all levels of the campus community receive ongoing GBV training
6. Secure sufficient resources to maintain campus prevention and intervention efforts
7. Share CCR Team efforts and results with the full campus community
8. Evaluate the strength and effectiveness of your CCR Team

Next Steps:

Responsible Parties:

Timeline:

Phase 3: Course Correction and Sustainability

Policy and Protocol

- [Not Alone: The First Report of the White House Task Force to Protect Students from Sexual Assault](#)
- [Not Alone: The Second Report of the White House Task Force to Protect Students from Sexual Assault](#)
- [Campus Sexual Assault: Suggested Policies and Procedures](#)
- [5 Funding Sources for Sexual Assault Prevention and Awareness Initiatives. American Association of University Women](#)

Assessment and Evaluation

- [Communicating and Using Climate Survey Results](#)
- [Using Focus Groups to Learn about Mobilizing Campus Men – provides information on conducting outcome focus groups](#)
- [The Mobilizing Men Progress Checklist – a pre- and post-checklist to assess mobilizing men efforts](#)

VII. INTERVENTION



Although the ultimate goal is to prevent GBV from occurring in the first place, campuses must facilitate effective intervention when violence occurs. Two critical intervention components include the provision of comprehensive response services for survivors and effective systems for enforcement and accountability.

Response Services for Survivors

Understanding the mechanism for how survivors share their experiences is critical to how institutions should respond to gender-based violence. Campuses need to meet students where they are emotionally; understand the unique needs that may prevent them from reporting; and plan proactively to address their needs. Survivors are often confronted with difficult choices throughout their recovery about when, how, and to whom they will disclose their experiences.

Taking into consideration a survivor's identity and cultural factors (e.g., race, gender identity, sexual orientation, religious or cultural affiliation, ability, immigration status, and more), there can be no question that survivors who come forward have likely considered a wide range of options and are making difficult choices. It is important to appreciate that the first choice a survivor confronts may not be whether or not to hold an offender accountable. Rather, it may be deciding between personal safety, physical and/or mental wellness, and maintaining relationships, education, employment and support. When campuses create response services that contemplate how individual and cultural differences may impact how a survivor comes forward, students and employees can be better informed of their rights and options. The opportunity to make informed choices empowers survivors to choose the best way to meet their individual needs and determine whether campus adjudication, criminal prosecution, or another option is best for them.

It is critical that campuses tailor their responses and services to provide interventions that meet the needs of survivors and are flexible and accessible for all survivors of GBV in culturally relevant and specific ways. Comprehensive services can include but are not limited to:

For more information on the difference between confidential, privilege, and responsible employees, as well as information on how to build confidential reporting processes on college campuses, see [Where To Start: Understanding and Implementing Your Campus Response Protocol to Confidential Reporting](#).

- crisis intervention
- options counseling
- safety planning
- medical services and forensic exams
- hospital accompaniment
- mental health counseling
- civil and criminal judicial advocacy
- campus housing relocation and/or shelter services
- victim compensation
- the provision of accommodations such as academic assistance
- spiritual guidance and support

These services may be delivered by diverse campus and community professionals, including advocates, Title IX staff, mental health counselors, health center personnel, case managers, and/or community partners. Because the philosophy, scope, and confidentiality restrictions for these professionals are wide-ranging, each campus should consider their unique campus culture, geographic location and available resources to identify how to best deliver these services in their campus community.

Survivors need access to a range of advocacy, health, counseling, safety, and judicial services, and multiple campus departments and community organizations have a role to play in delivering services to survivors. Comprehensive services should be available to survivors regardless of whether the survivor chooses to report to law enforcement or pursue the campus adjudication process. For this reason, it is critical that campuses identify potential points of entry for response and clearly communicate those options to the campus community.

Effective Systems for Student Accountability and Law Enforcement/Campus Safety

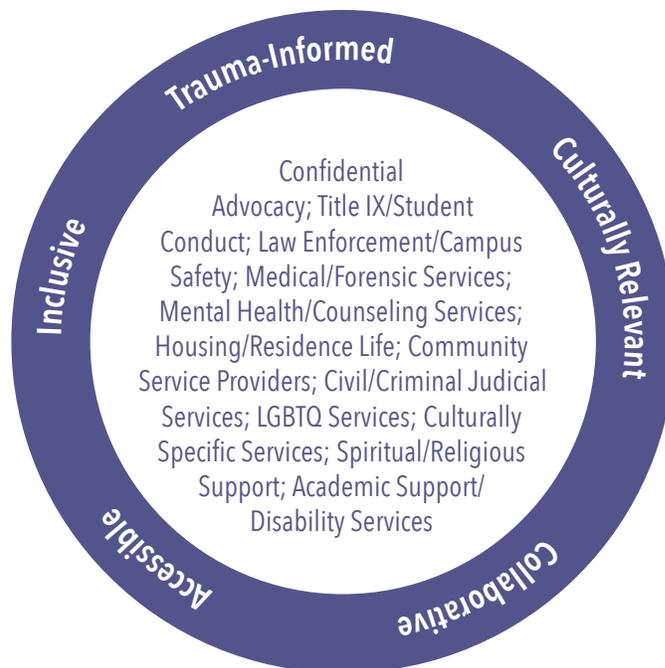
In a comprehensive model, campuses create policies and implement responses that establish expected conduct for those affiliated with the institution as well as set out the protocols that will be used to ensure fair and consistent resolution processes. It is critical to assess systems and services on an ongoing basis and to create a feedback loop to ensure that systems for enforcement and accountability methods are evaluated. In this section, we will explore the roles that Student Affairs and Law Enforcement/Campus Safety have within the CCR Team model for Intervention for gender-based violence.

Two essential elements for accountability and enforcement include:

1. Developing coordinated and comprehensive policies and procedures that are rooted in promising practices in the field and compliant with federal and state laws (e.g. Clery Act, Title IX); and
2. Implementing specialized training for campus law enforcement officers, first responders, faculty, staff, health care providers, university housing personnel, disciplinary/conduct board members and other campus staff to whom victims will turn for help.

FIGURE 3. Comprehensive Services for Survivors

Figure 3



Student Accountability. The student conduct policy and process is an important part of a campus response to GBV. Students must understand what conduct will not be tolerated within the campus community and for all parties, outlining the resolution process is a critical piece in ensuring that students make informed decisions. Therefore, any conduct process must be comprehensively documented and well managed by properly trained professionals. In an ideal process, all parties are educated on the process, treated fairly, and given the opportunity to be heard and equity is a standard practice. The Clery Act serves as a foundation for elements of the student conduct process relating to a prompt, fair, and impartial process. Elements of an equitable process can include but are not limited to:

- Reviewing, revising and updating student conduct policies including the current code of conduct and sanctions to ensure that the policy defines a clear and concise process
- Ensuring fairness for parties in conduct processes and proceedings
- Developing uniform and consistent sanctions for violations of the gender based misconduct policy
- Ensuring that all conduct processes are implemented consistently, regardless of the parties involved or other circumstances
- Increasing awareness of campus accommodations and available services
- Enhancing and establishing confidentiality protocols and information sharing

Law Enforcement/Campus Safety. While law enforcement or public safety departments vary in structure and authority on campuses, all play a critical role in responding to and intervening in GBV incidents. Law enforcement and campus public safety departments may be the first point of contact after a victim experiences an incident of GBV. It is therefore critical to ensure that all professionals involved in the report taking, investigations, hearings and disciplinary proceedings of cases of sexual

The VAWA amendments to Clery expanded the rights provided to victims of sexual assault to include victims of dating violence, domestic violence, and stalking. These rights include the elements that must be present from the moment that a victim reports to the disciplinary resolution and finding. [This checklist](#) is a summary of the elements that should be a part of the policy statements and procedures represented as part of your response protocol and in your annual security report (ASR).

assault, dating violence, domestic violence and stalking should be trained, at a minimum, annually per obligations under the Clery Act. This training will include how to take reports as well as conduct investigations and hearing processes that protect the safety of victims and promote accountability. Beyond this baseline requirement, campus Law Enforcement/Campus Safety departments should utilize a trauma-informed response and adopt culturally competent techniques. Additionally, the first point of contact for a victim/survivor may likely be a campus security authority (CSA), defined under the Clery Act, so law enforcement/campus safety should train these individuals on responding to the disclosure and how the information may be shared.

Under the Clery Act, campuses must disclose in their annual security reports (ASRs) the level of authority and extent of jurisdiction of their campus police or public safety department. Such information can aid in a greater understanding, for victims, of the role law enforcement/campus public safety might play in their case. Additionally, the Clery Act requires that institutions inform victims of power based violence the choices and options for reporting, both with campus and with local law enforcement, to be assisted by their institution in doing so, and their right to decline to notify law enforcement. It is important to emphasize that providing victims of gender-based violence choices and options for reporting to campus and/or local law enforcement will assist them in regaining a semblance of power and control in their lives. Any working relationship the campus has with local law enforcement agencies should be described and documented in a written Memorandum of Understanding (MOU) that includes the division of responsibilities in responding to and investigating GBV. The response a victim receives from these departments may influence how they choose to move forward with the criminal justice and/or student conduct processes in their cases.

This section will briefly outline the approach law enforcement/campus safety departments should take when working on GBV cases on their campus. Key ideas to consider include:

- Recognizing that sexual assault, domestic violence, dating violence and stalking crimes occur at high rates on campus but are significantly underreported.
- Ensuring that all campus law enforcement and campus public safety officers receive continual, up-to-date training on the dynamics of gender based violence, including the impact of trauma on victims of sexual assault, dating and domestic violence, and stalking.
- Designing training that leads to a trauma-informed response for investigating reports of GBV, including an understanding of common victim reactions and focus on the behaviors of the accused (as opposed to the victim).
- Enhancing collaboration by ensuring campus law enforcement and public safety departments are working in close collaboration with local law enforcement and multi-disciplinary allied agencies on campus in order to successfully intervene in GBV cases.
- Reviewing and revising any law enforcement and campus safety policies to ensure that they include a trauma-informed approach.

Although a large body of research has established that GBV is widespread, it is often unreported on campus and is often missed by law enforcement and campus safety. Some reasons these types of crimes are missed by officers include lack of effective training, lack of communication among depart-

ments, lack of understanding of trauma and how it manifests with victims and cultural barriers like language or uncertainty as to how to best engage with marginalized communities. Unfortunately, sometimes personal biases or beliefs come into play as does minimization by the victim or perpetrator. For instance, a survivor who is sexually assaulted when they have been drinking, may be viewed as culpable or partially responsible for the assault or a survivor of dating violence may not have their reports taken seriously if they maintain contact with their perpetrator. All responders should be aware of how social myths and biases of survivor behavior and responses could impact their response to GBV cases.

One additional challenge is that on campuses, there are multiple avenues that a student may take to report the crime, which then determines how the campus responds. Some victims may choose to not report to law enforcement or participate in a criminal investigation, but choose to seek help through the student conduct process. Some victims may choose neither. Victims are often reluctant to report these crimes for fear that they will not be believed, they do not trust the department they can report to, they are being threatened by the perpetrator, or they feel they cannot report because their memory is incomplete or hazy, etc. Effective law enforcement and campus safety intervention means understanding all of these dynamics and knowing how to still offer a robust response.

The impacts of overlooking, poorly responding, or inadequately investigating incidents of GBV are immense. The violence can escalate, placing the victim, other students, and faculty at risk, and officer safety can be compromised as well. The victim may begin to miss class, grades may begin to decline, and the victim may drop out of school and experience other detrimental effects. There also could be liability issues for the school and/or department. Moreover, there can be a loss of trust in the school and the victim maybe reluctant to report any further or additional incidents. Most troubling, is that when these crimes are overlooked or the victim disengages with the criminal process and doesn't file a report, the perpetrator is empowered and continues to engage in criminal behaviors with no consequence leaving the campus community at risk for future victimizations.

Trauma-Informed Approaches to Gender Based Violence. What steps can be taken by law enforcement and campus public safety to ensure effective intervention? First, it is important that all campus law enforcement and public safety officers and other campus safety personnel receive up-to-date training on GBV. This training must include information about trauma and how it affects victims who report GBV. Training on trauma-informed investigative techniques and philosophy is critical for all law enforcement and campus safety that interact with students. A trauma-informed approach to GBV takes into account the physical, social, psychological and emotional impact the violence has had on the survivor and then incorporates this understanding into any responses for the survivor. Having an understanding and foundation in trauma-informed response promotes victim healing, better interviews & investigations, and greater offender accountability which equates to better public safety and overall better trust in the system. A lack of understanding of trauma can lead to bad outcomes and potentially long-term, devastating consequences for the victim and the campus community at large. Trauma-informed understanding of crimes provides context for how victims respond to these forms of violence and can help clarify what might seem like counterintuitive victim behavior. For instance, a survivor of stalking might maintain contact with her/his stalker as they might feel that responding to the stalkers requests for communication is easier/safer than ignoring the person. That survivor might also feel that

knowing what the stalker is thinking/saying makes them feel safer. Unfortunately, the impacts of trauma on a survivor are sometimes misinterpreted as the victim not telling the truth and this can lead to departments labeling the reports as "false." Many survivors of violence cannot recall precise and exact details of what occurred during their assault or attack, due to the traumatic toll the violence took on them. However, this does not mean their reports are false. A trauma-informed approach changes the way law enforcement and campus safety respond and investigate, and most importantly how victims are interviewed. Using a trauma-informed approach allows officers to build rapport and trust with the victim, respect and empower victim decisions, include the assistance and support of victim advocates, underscores the need for prompt medical care and other treatment services, and at its core, has a high regard for victim's immediate and requested needs.

Applying the lessons learned from trauma-informed training is the next step for working with victims of GBV. Writing thorough, accurate and unbiased reports of all reports of GBV is necessary. These reports should be written objectively, with an intent to fact find and focus on behavior and actions of the offender. Law enforcement and campus safety can ensure trauma-informed interviewing is standardized and used consistently among all agency members who interact and interview victims, suspects, and witnesses. The importance and need for writing strong, clear reports and capturing accurate information cannot be overemphasized. Build a solid foundation in the report, by correctly documenting the facts of the case, and creating an accurate narrative of the situation. Law enforcement and campus safety should be careful to avoid language in reports that minimizes and dismisses violence and instead use accurate terminology

Phase 1: Planning and Preparation

The first phase of intervention is for the CCR Team to engage in assessment and planning to determine what response is needed and how services will be delivered to students. **Specialized assessment instruments for advocacy/survivor services, campus law enforcement/public safety departments, and student conduct departments** are included in the Resources and Tools section for Phase 1 and may be utilized to assess strengths and gaps in campus services, identify departments and community partners that can supplement basic services and determine areas that need improvement regarding dating violence, domestic violence, stalking, and sexual assault response.

Response Services for Survivors

In order to create systems that encourage survivors to come forward, institutions may begin by examining all of the potential ways survivors could disclose or report on their campus. Conducting an audit of all institutional employees and their roles, particularly any employees that play more than one role on-campus, is a good place to start the planning and preparation to develop or enhance existing response procedures and protocols. This includes identifying the level of confidentiality and privilege associated with each type of support resource on campus.

CCR Team planning includes developing a clear process that streamlines how a survivor gets from one place to the next including reporting, receiving services (advocacy, counseling, accommodations, etc.) and filing a complaint. This process needs to be organized so that all of the components of what a survivor needs are connected into a seam—less process of communication (who needs to know about what), and students, faculty, and staff on campus can access information about this process. When developing these processes, it is critical that campuses give survivors the opportunity to make informed decisions about what will happen next at each step of the process.

It may be useful to invest in participatory research that audits and collects information regarding student belief systems that may impede or encourage reporting, service-seeking behavior, and filing a complaint. These insights may guide the CCR Team in shaping training curricula or identifying gaps in service areas. By its very nature, participatory research would utilize student advocates who are on the CCR or affiliated with the CCR in design, administration, implementation, and analysis of any survey instruments or student focus groups.

Responding to GBV on campus is unique in that in addition to the advocacy, medical, law enforcement, judicial, housing and safety needs that all survivors may have, student survivors may present additional concerns related to their education. For instance, survivors may need assistance with changing their course schedule, negotiating financial aid, withdrawal or extensions in academic classes, or other educational needs. Students also often have predictable schedules and lives, attend class, and work in close proximity to the accused, which complicates the safety planning and accommodation processes. For these reasons, it is critical that response services are tailored to meet the specific developmental, educational, and contextual needs of the campus community.

Understanding the Role of Advocates in Facilitating Response Services for Survivors. It is important to differentiate between confidential advocacy services and other forms of campus-based support. Confidential advocacy services are unique in that they provide open-ended support for

survivors, options rather than advice, and advocacy and assistance for survivors when they choose to navigate medical, mental health, law enforcement, and/or campus and community judicial systems. In other words, advocates exist to serve the needs of survivors first. Because survivor advocates focus on the emergent and often unique needs of individual survivors, advocates are often the most appropriate resource to begin assisting survivors in exploring their support and reporting options. It is critical that advocacy services are confidential to give survivors the opportunity to learn about all of their options and choose whether or not they wish to file a report with campus or community law enforcement, report to the institution's Title IX or Student Conduct Office, request academic assistance or other campus accommodations, access civil remedies such as orders of protection, and/or request supplementary health and support services.

Can campus advocates be confidential?

Campus advocates can be designated as confidential (or privileged if state law allows) and exempted from the requirement to report individual cases to the Title IX Coordinator. Advocates provide individualized, confidential, survivor-driven options and support, facilitate access to comprehensive services, and assist survivors in navigating multiple systems of response and adjudication. Colleges and universities that lack the resources to provide campus-based confidential advocacy services may partner with local community service providers, who often provide 24-hour confidential advocacy services in the community.

Although advocates often provide crisis intervention and emotional support to survivors, their role is distinct from mental health counselors and therapists. Mental health counselors and therapists typically offer individual and/or group counseling designed to facilitate the healing process for survivors. They focus on supporting the emotional and psychological wellbeing of survivors, and may also facilitate diagnosis and treatment for psychological needs, including anxiety, depression, and related mental health concerns such as Post Traumatic Stress Disorder. Advocates, on the other hand, provide options and support in navigating multiple systems, including health and mental health systems, the criminal justice system, and others.

Advocates are also distinct from Title IX Coordinators. Whereas advocates seek to serve the needs of survivors, Title IX Coordinators are responsible for ensuring institutional equity. Title IX Coordinators are tasked with facilitating a fair and equitable campus investigation and adjudication processes for alleged Title IX violations of the school's sexual misconduct policy, monitoring campus-wide trends related to gender equity and campus climate, and overseeing institutional compliance and response to Title IX issues. Structurally, advocacy services should be separate from Title IX offices to avoid conflicts of interest between advocates working to serve the needs of survivors and Title IX offices working to ensure a fair and equitable process for all parties involved.

Health Care for Student Survivors. Survivors of GBV may need access to specialized healthcare whether the violence happened recently or in the past. Many survivors who do not want to report to their college or university will present first to the student health center for services, making it important for student health centers to develop screening mechanisms for current or previous GBV. Many student health centers can provide treatment for injuries, administer pregnancy prevention prophylaxis,

conduct screening and treatment for sexually transmitted infections, and in some cases, collect forensic evidence. For campuses that do not offer forensic evidence collection or specialized medical care on campus, survivors will need to access off-campus providers and medical services. It is important to refer students to local hospitals equipped to provide forensic medical exams with trained Sexual Assault Nurse examiners to collect evidence in cases of rape and sexual assault. Even when student health centers are not equipped to provide forensic exams or provide specialized care, staff must know how and to whom to refer students for those services in the community. Many times, students will seek forensic evidence collection off campus but return to campus to seek follow up medical care, so it is important that student health centers are knowledgeable about standards of care for both sexual assault and domestic and dating violence, to ensure that students receive continuous, sensitive and trauma-informed care.

Supplemental Response Services. Other forms of campus-based support, such as case managers, residence life staff, and other student affairs professionals, are able to provide assistance and accommodations to survivors but may be required to report the incidents to the Title IX Coordinator, regardless of whether the survivor wishes to do so. These supplementary response services may include academic assistance (e.g. course schedule change, withdrawal); assistance with financial aid, assistance with navigating study abroad, assistance in navigating athletic teams, Greek affiliations, and/or student organizations, and other services unique to institutions of higher education. It is critical that survivors have options for confidential support whether or not they choose to report to the institution. Campuses will need to engage in crucial conversations to decide how to offer a range of complementary services that meet the individualized needs of survivors while maintaining student confidentiality as needed.

Developing partnerships. When campuses are creating plans to develop new or enhance existing victim services, it is important to keep in mind that survivors need access to support services 24 hours a day/7 days a week by advocates trained to respond to GBV. If a campus does not have the resources to provide these services, collaborative partnerships between campus and community partners with expertise in GBV can be pursued to ensure accessibility to relevant survivor services and advocacy. Even when institutions do offer comprehensive campus-based advocacy services for survivors, partnerships with community service providers agencies are critical to fill in gaps in service and make certain that survivors have access to confidential services outside of the campus community. For services that are not available on campus, each campus should consider what memoranda of understanding (MOUs) exist with community providers and what MOUs need to be obtained. When developing responses services, campuses should consider the following scope of services:

- On-Campus Survivor Services and Advocacy can include but is not limited to: survivor advocacy services, crisis intervention, community referral services, access to culturally relevant services or referrals, campus housing advocacy, trauma-informed counseling, academic assistance, safety planning, accompaniment and advocacy at disciplinary hearings, health/medical care advocacy and accompaniment.
- Off-Campus Survivor Services and Advocacy can include but is not limited to: 24-hour crisis intervention including shelter services, court accompaniment, access to culturally relevant services or referrals, trauma-informed counseling that addresses sexual assault, domestic violence, dating violence and stalking, victim's compensation, victim advocacy services, legal advocacy, community referrals, health/medical care and advocacy and accompaniment including access to forensic sexual assault medical exams.

Campuses may also consider partnering with additional community organizations to bring community expertise into the planning phase, such as culturally specific organizations, statewide domestic violence and sexual assault coalitions, tribal coalitions, and other community and state agencies with local expertise in GBV.

It is important to note that although collaborating with community partners to deliver advocacy services is a viable option and at times the only option for some campuses, community partners will need to be educated on the unique institutional culture and response systems that are in place. If your campus chooses to provide confidential advocacy services through a contracted community provider, it is essential that the campus provide in-depth opportunities for those partners to be educated on state laws and federal requirements specific to institutions of higher education and the unique cultural context of your campus. While off-campus partners often bring significant expertise in their content area, they may not have easy access to institutional policies, procedures, and campus culture. Giving partners multiple opportunities to understand the context of your campus will help them to provide relevant and effective services to the campus community. A strong campus and community partnership values the expertise that all partners bring to the table, and opportunities to cross-train and learn from one another are critical to maintaining and sustaining those partnerships and facilitating high quality services for survivors.

While some students prefer to seek all of their support resources on campus, others feel more comfortable seeking resources in the community. When possible, it is helpful to have multiple options that suit the particular needs of survivors based on their age, financial resources, ability to travel off campus, and comfort level with campus or community partners. For instance, some campuses are geographically isolated from community resources and some students may prefer, but not have the capacity, to travel off campus to access services. When possible, develop cross-referral systems so that survivors can have options that suit their particular needs, and empower them to choose whether they prefer to seek support and assistance from within the institution or outside of it. Many campuses provide taxi vouchers to assist students who prefer or need to access off-campus services but do not have a means to do so. Regardless of how your campus ultimately chooses to deliver response services, clearly communicating the roles and responsibilities of diverse staff members and community partners is critical to planning for the provision of comprehensive services on campus.

Given the complexity and range of options that campuses must consider when planning how response services will be provided on campus, it is critical that the voices of survivors and response personnel be included in the process. This includes campus and community advocates, counseling professionals, Title IX and conduct staff, law enforcement, culturally specific organizations, medical personnel, first responders, and other related student affairs staff members, to develop a system that is comprehensive and makes sense on your campus.

Effective Systems for Student Accountability

As a first step, campuses should analyze the effectiveness of their student conduct practices and set realistic goals about what they can and will accomplish to improve policies, procedures and trainings for their conduct board.

Potential elements in a gender-based misconduct policy include, but are not limited to:

- Titles and language: establishing who is covered by the policy, how many policies govern gender-based misconduct (i.e. separate policy for sexual violence, dating violence, domestic violence and stalking versus single gender-based misconduct policy), using gender-neutral language and avoiding language from the criminal justice system (i.e. guilty, defendant, trial);
- GBV definitions (i.e. sexual misconduct, dating/domestic violence, stalking);
- Name(s) and contact information for Title IX Coordinator(s) and their designees;
- Options for reporting: confidential resources on and off campus, responsible employees and their obligations, campus law enforcement;
- Grievance procedures: outlining the type and timing of resolution processes utilized, general process and rights afforded to each party, whether there is an appeals phase, process and timing used for appeals and how instances of retaliation would be addressed; and amnesty; and
- Prevention and training programs utilized by campus.

It is recommended that campuses conduct a policy review to determine if policies are comprehensive and consistent. Policies should fit the available resources and culture of the campus in order to meet the needs of all campus community members, taking into account the needs of all students on campus. Although assessment and planning are considered phase 1, it is important to note that the assessment of services, policies and procedures occurs regularly and in partnership with the CCR Team partners.

Resolution Process. Though resolution processes vary in approach and structure, the professionals involved in the process should meet a minimum level of competency. Competencies are derived from the intersection of traditional work in student conduct, promising practices in the field, and trauma-informed response to gender-based violence. There are two areas that are addressed below: competency-based education/evaluation, and consistent practice.

Competency-based education is based on the role of the individual, and places emphasis on the investigative and/or deliberative roles in the process. Each competency is observable and measurable, giving the ability to address education and accountability with professionals on a systematic and individual level. Broadly, the categories of competency-based education and evaluation are:

- Process and procedures
- Cultural and trauma-informed issues
- Gathering information
- Processing information

An institution can develop learning outcomes for each competency, teach the competency in a variety of mediums to address time, resources, and learning styles, and engage in on-going evaluation of the competency of campus professionals involved in the resolution process. The competencies are also shareable, allowing the campus community to know and understand the depth and breadth of knowledge for individuals in the resolution process.

Consistent practice is another area of focus that can assist in ensuring parties in the campus resolution process have a fair and equitable experience. One way to ensure consistency is through the use of check-

lists. Research has shown checklists have proven success in high risk, high stress fields, such as aviation, aeronautics, product manufacturing, and the medical field. The issue of GBV at institutions of higher education is serious and complex, thus a systematic, well-designed, intentional checklist for administrators to use at key areas in the resolution process, such as initial individual meetings with the victim and respondent, is an ideal tool for the process. While the checklists may appear simple, the complex nuances associated with each item on the checklists can take time to understand and master. As federal regulations centered on campus GBV complaints lengthen, the checklists provide a way to simplify the process and could help alleviate any anxiety associated with non-compliance. While some administrators' current practices may align with the checklists, using and implementing the checklists into written procedures provides a way to document consistent, equitable practice in interactions with complainants and respondents to resolve issues of GBV, i.e. giving written policies and protocols, explaining possible outcomes, and informing parties of campus and community resources.

Effective Systems for Law Enforcement and Campus Public Safety

Law enforcement and campus public safety can begin their planning and preparation phase by first completing a department assessment on response to GBV crimes. The Law Enforcement/Campus Safety Grantee Assessment (included in the Resources and Tools section for Phase 1) will assess strengths and gaps in law enforcement and campus public safety departmental response, identify unmet training needs, and guide policy and procedure review. This assessment can also assist in identifying possible campus and/or community partners to develop a comprehensive response to GBV.

Policy and Procedure. In addition to designing and implementing trauma-informed training, an effective campus law enforcement or campus public safety response to GBV should conduct regular policy reviews to determine if current policies and procedures are up-to-date (best practices, definitions, and how to conform to federal and state requirements, etc.) and to ensure that they are comprehensive and consistent.

Policies should:

- Establish effective timely warning procedures as outlined in the Clery Act.
- Follow response protocols as outlined in the Clery Act (written notification, rights and options for victims including notification of reporting options to campus or local law enforcement.
- Ensure effective and timely communication between response team members.
- Keep the victim informed of the status of the investigation.
- Integrate an analysis of GBV these crimes into emergency management protocols.
- Engage in lethality/danger assessments.
- Improve the tracking and enforcement of protective orders.
- Create databases or systems to better track incidents and arrests on campuses.

Comprehensive Training. Training should lead to the law enforcement and campus public safety department's implementation of trauma-informed response and investigative strategies for all reports of GBV crimes. Once the department has completed the assessment, it can use the information to create a comprehensive and effective training plan. Training designed for law enforcement and campus safety should be tailored to the specific duties, policies and practices of the department (as well as those of the responding community agencies). It should address any limitations of their department as well as any local, state, and federal laws that impact the response and investigation of GBV on campus.

When designing law enforcement and campus public safety department training, be mindful that using individuals who are law enforcement/campus public safety or staff who have strong credibility with these audiences is important. Implement trainings that are specifically designed for law enforcement/campus public safety by utilizing trainers who engage officers (both sworn and nonsworn) and are knowledgeable about law enforcement and campus safety procedures. To implement effective training, it is critical that campus law enforcement and safety departments reach out to resources in the broader community that can provide additional information, resources, and expertise. Maintaining community partnerships bring in varying degrees of expertise and experiences and promote sustainability of training efforts.

At a minimum, training content should include the dynamics of GBV crimes, including the impact of trauma, common victim and offender dynamics, effective report taking, investigation skills, and how to best offer resources and options to survivors. It is recommended all new officers receive an intensive several-day training on these issues and a refresher training course is offered for all staff at least once per year. Supervisors and other department leadership should receive specialized training (leadership, mentoring, etc.) to enforce best practices in trauma-informed approaches.

For some campuses, community law enforcement may serve as first responders and lead any criminal investigation on campus incidents of GBV. These campuses and CCR teams should ensure that community law enforcement officers, units and departments are trained in applicable campus federal laws (e.g. Clery Act, Title IX). Moreover, it is important that training content includes elements of cultural competency to strengthen responses to diverse populations on campus (e.g. LGBTQ students, immigrants, students with disabilities, international and study abroad students).

Working in partnership with collaborative, multidisciplinary teams. It is important that law enforcement and campus public safety work in concert with other multi-disciplinary departments on campus and relevant community based organizations to effectively intervene on GBV cases. Establishing and maintaining collaborative and trusting relationships with these campus and non-campus entities will help provide better options to students who report GBV. Early establishment of a coordinated response between local law enforcement and campus law enforcement/campus public safety will help facilitate the critical activities of linking survivors to care and treatment, referrals, investigations, adjudication and other mandatory reporting measures. Any coordinated team on campus should also take care to ensure law enforcement personnel are included on the team. This team can help consider the process for presenting survivors' options for reporting and determining how rights and options will be communicated. Reporting processes can vary since campuses can vary, with some campus law enforcement entities comprised of sworn police officers and others with non-sworn public safety officers, and campus law enforcement agencies have varying jurisdictions and roles. Therefore, campus law enforcement should create and sustain partnerships with both community groups and campus representatives in order to identify additional options for survivors of GBV. Of particular benefit is the partnership between law enforcement and victim advocacy. Victim advocates, whether community or systems-based, provide direct support services and encourage reforms in campus systems to best serve the needs of all victims of GBV. It is widely accepted best practice to include contact with and referral to an advocate at the earliest point in initial response to disclosure or report.

GUIDING QUESTIONS

for Intervention

Phase 1: Planning and Preparation

Questions for CCR Team members to answer and discuss as a group:

1. Do you have a comprehensive campus-wide policy in place for sexual assault, domestic violence, dating violence, and stalking?
2. Who on your campus receives reports of GBV?
3. Are these person(s) responsible employees, mandated reporters, confidential, or privileged?
Responsible employees mandated reporters confidential privileged
4. What are the confidentiality restrictions and reporting requirements for person(s) who fall into one or more of these categories? How are reports shared amongst personnel on campus?
5. What services (academic support, counseling, medical support) are provided on campus? Who provides these forms of support? If support, such as counseling or medical services cannot be provided on campus, where are survivors referred?
6. Do you have a confidential campus-based advocacy program?
 - a. If yes, does your advocacy program address all forms of GBV, including sexual assault, domestic violence, dating violence, and stalking?
 - b. If no, how do you connect students with confidential support resources off-campus?
7. Do you have formal or informal partnerships with community advocacy and victim service providers with expertise in GBV?
8. How do 1) campus capacity; 2) demographic of student population; and 3) campus culture impact or inform how reports are received, who receives them, and barriers to accessing the response procedures?
9. Have you collected information about student/faculty/staff knowledge of campus policies around GBV?
10. What trainings have your conduct administrators, Title IX investigators or board members engaged in? How often are these trainings offered on campus? What off-campus trainings are administrators attending?
11. Are there consistent practices within your gender-based violence response and resolution processes? Are they documented? (i.e. letter templates, initial meetings, hearing scripts)
12. a. When was the last law enforcement assessment/campus public safety/security department assessment implemented?
Date:
 - b. Did you incorporate dating violence, domestic violence, stalking, and sexual assault?

13. Has your campus evaluated Clery compliance related to geography, counting and collecting crime statistics, and crime log/timely warning/emergency notifications?
14. Has your campus created written information, such as a one-page summary of accommodations, rights and options in response to the report of sexual assault, dating violence, domestic violence, and stalking as required by the Clery Act?
15. Has your campus implemented primary prevention and awareness programs for new students and employees as well as ongoing prevention and awareness programs for current students and employees addressing bystander intervention options, risk reduction tips as defined by the Clery Act, and the definition of dating violence, domestic violence, sexual assault, stalking and consent in your applicable jurisdiction in alignment with requirements from the Clery Act?
16. Has your campus implemented annual training for those officials involved in the investigation and adjudication of sexual assault, dating violence, domestic violence and stalking incidents that includes a focus on trauma informed and culturally competent practices?
17. Has your campus completed an assessment of your law enforcement/campus public safety response protocols, training components, and policy?
18. 18. Does your law enforcement/campus public safety department have a comprehensive law enforcement/campus public safety policy in place for sexual assault, domestic violence, dating violence, and stalking that provides the department with steps for responding to reports, assisting the victim, collaborating with campus and community victim services, and conducting trauma-informed interviews with victims, witnesses, and suspects?
19. Are members of your law enforcement department/campus public safety members an active part of your CCR Team?
20. What other groups (campus or community) do members of your law enforcement/campus public safety department participate in that relate to GBV?
21. How would you describe your campus' relationship with your local off-campus police department?
22. Does your institution have current MOUs with the local community police department in relation to GBV? Does the MOU cover assistance with policy review to ensure a cohesive trauma-informed response from all officers that might participate in an incident, does MOU cover shared training opportunities so that cross training of community and campus officers takes place?
23. Does your institution allocate specific funds, resources and personnel to sexual assault/misconduct? Dating/domestic violence, and stalking cases? If so, describe?
24. Do you have a local law enforcement expert on GBV who could provide training for your department?

25. What is the frequency, number of training hours and training topics law enforcement and campus safety officers receive at each level of the department on sexual assault, domestic violence, dating violence and stalking?
26. Do you have a local community expert on GBV who could partner with a law enforcement/campus public safety officer to offer training?
27. If you do not have the internal or local capacity to train response personnel, are national experts available to facilitate your training?
28. What methods of training will your department use? Will these reach all officers including first responders and dispatch?
29. If available, have resources for training been properly allocated?
30. If not created by your department, has content for training been reviewed by a credible expert to ensure content is up to date and appropriate for GBV cases?
31. Does training content include components related to working with the diverse groups on campus (e.g. LGBTQ, immigrant, students with disabilities).

ACTION PLAN

for Intervention

Phase 1: Planning and Preparation:

Action items:

1. Conduct a policy review to determine if policies are current, comprehensive, and consistent.
2. Assess campus support services to determine what services are available, who is providing them, and what level of confidentiality/privilege exists.
3. Assess campus and community resources to determine what services can supplement campus resources.
4. Complete the Law Enforcement/Campus Safety Assessment.
5. Assess law enforcement, campus safety, and student conduct departments to determine aspects of response and adjudication that need to be modified or expanded.
6. Create or locate suitable law enforcement training content. If not available, contact national experts to arrange onsite training.

Next Steps:

Responsible Parties:

Timeline:

RESOURCES AND TOOLS

for Intervention

Phase 1: Planning and Preparation

Resources for Survivor Services

- [Office of Victims of Crime Guide to Creating a Needs Assessment](#)
- [Rutgers University: Conducting a Resource Audit](#)
- [National Protocol for Sexual Assault Medical Forensic Evaluations](#)
- [Where to Start: Understanding and Implementing Your Campus Response Protocol to Confidential Reporting](#)

Resources for Law Enforcement

- [Trauma-Informed Law Enforcement Training Resource: Tom Tremblay](#)
- [Prosecution of Gender-Based Violence Training and Technical Assistance: Aequitas](#)
- [East Central University Request Form for Technical Assistance](#)
- [DOJ Recommendations for Policies and Training for Campus Law Enforcement & Public Safety](#)
- [East Central University Critical Questions for Law Enforcement](#)
- [East Central University Preliminary Gaps and Needs Form for Campus Law Enforcement](#)
- [Connecting the Dots: Recognizing and Responding to Stalking](#)
- [The Law Enforcement/Campus Safety Assessment](#)
- [Creating a Law Enforcement Memorandum of Understanding \(MOU\)](#)
- [The Blueprint for Campus Police: Responding to Sexual Assault](#)
- [Sexual Assault Supplemental Form](#)
- [Danger Assessment](#)

Resources for Jeanne Clery Act Compliance

- [Jeanne Clery Act Self-Assessment Survey](#)
- [Sample Written Notification under the Clery Act](#)
- [Common Themes in Clery Act Program Reviews](#)

Resources for Student Conduct/Title IX

- [Sexual Misconduct Policy Checklist](#)
- [Model Campus Stalking Policy](#)
- [Student Conduct Training Resource: Jeremy Inabinet](#)
- [Minimum Standards of Training for Campus Security Personnel and Campus Disciplinary and Judicial Boards](#)
- [U.S Department of Education Resources on Title IX](#)

Phase 2: Implementation

Response Services for Survivors

Once a campus has determined how it will deliver response services for survivors of GBV, the institution needs to communicate the process to the campus community and educate the community in a manner that is effective and transparent. A successful and consistent implementation plan will outline how almost every member of the campus community has a role to play.

There is no one-size-fits-all solution for institutions to communicate with and educate students and employees about the campus response structure and services. It is important for the campus to widely disseminate protocols and provide regular, ongoing training to the campus community. Institutions are required to provide a written summary of resources, other academic, housing and safety measures available to students and campus response protocols under the Clery Act. Communicating solely through written materials in policies, websites and orientation materials is unlikely to be effective in reaching all members of the campus community. Campuses should brainstorm other ways in which they might reach their students and employees (e.g. in person presentations for targeted populations, PSA videos, marketing campaigns).

The CCR Team should also carefully consider how information will be shared with one another based on legal requirements and their role and responsibility within the system. Survivors have the right to confidentiality and identifying information should not be shared within the context of the CCR Team. Honest discussions among the team about the limits of confidentiality will facilitate conversations about trends and gaps in campus systems, without discussing individual cases where confidentiality may be compromised.

When survivors seek response services, it is important that the process for accessing services is transparent and seamless. It should be fairly simple for a survivor on campus to know how to access services and where to go for assistance. These processes should be clearly stated and accessible. A consistent protocol that refers survivors as soon as possible to a confidential advisor who can clearly present all of the support and reporting options can help to facilitate a smooth transition to services. When survivors choose to navigate the law enforcement or student conduct system, they should be kept informed of the process and timeline of events to keep the process transparent and reduce fear and anxiety. The more transparent a system is, the more the campus community will trust the institution, and the more likely survivors will come forward to utilize services.

A key component of delivering survivor response services is to ensure that services are accessible and inclusive for all students on campus. It is critical to monitor which students are utilizing services. It is important that services are accessible to international students, students with disabilities, diverse racial and ethnic students, male survivors, and other survivors from historically marginalized communities. Advocates, case managers, counselors, and medical personnel should also be trained on other forms of oppression based on race, sexual orientation, gender identity, religion, ethnicity, or ability that survivors may negotiate before, during, and after their experience of violation or assault. Campuses are advised to invest in anti-oppression and/or anti-racist trainings that familiarize campus staff with the unique challenges of diverse student groups.

As implementation begins, campuses should also be sure that services are tailored to the needs of survivors who have experienced different forms of GBV. For example, the needs of a sexual assault survivor

are often quite different from the needs of a survivor experiencing ongoing domestic or dating violence or stalking. Response staff may be trained in sexual misconduct but have little experience in the dynamics of dating violence and stalking, or vice versa. Ongoing training on the dynamics of diverse forms of GBV, as well as emerging trends such as the use of technology to facilitate GBV, will be an important step in making sure that responses are relevant and meaningful for the campus population.

Given that survivors of different forms of GBV have different needs, campus advocates, case managers, counselors, student affairs staff, law enforcement/campus safety, and medical personnel should be trained on all forms of GBV, including sexual assault, domestic violence, dating violence and stalking. Campuses should also ensure that both students and employees are trained on their respective rights and obligations. Potential areas for training include, but are not limited to:

- What constitutes sexual assault, dating and domestic violence, and stalking;
- Who are privileged and confidential employees, and the difference between these employees;
- What reporting obligations employees have under Title IX and the Clery Act;
- What survivor reporting options are; and
- What resources exist on and off campus.

Effective Systems for Student Accountability

Protocols. After the campus has developed a comprehensive, campus-wide policy that addresses all forms of GBV, the next step is for campus departments and community partners to develop internal protocols that articulate how each department will respond to reports, communicate with other departments, and make referrals. The goal is to create a system where survivors can enter the system at multiple points and still maintain seamless access to all relevant services. The CCR Team oversees the development of departmental protocols to be sure that the protocols are consistent with one another and to promote cross-referrals to campus and community partners. The development of written protocols promotes accountability by clearly communicating the roles and responsibilities for each partner on the CCR Team.

Effective Systems for Law Enforcement/Campus Public Safety

Once the law enforcement/campus public safety assessment in Phase I is completed and it is determined that law enforcement policies and procedures are comprehensive and consistent with training, departments should make necessary changes. Policy should now fit the available resources and culture of the campus in order to meet the needs of all campus community members, taking into account the needs of all on campus, including students with disabilities, international students, and LGBTQ students.

Ensure that plans for up-to-date and on-going training is scheduled for all law enforcement and campus safety officers. Foundational information on GBV and training on trauma-informed responses should be offered regularly for any new hires. Training should be periodically reviewed and updated by subject matter experts in the field to ensure that the training is based on current best practices. Other officers and supervisors should have access to on-going training on specialized topics related to GBV (e.g. serving survivors of the LGBTQ community; strangulation; victims with disabilities).

Members of law enforcement/campus public safety should develop or continue to maintain relationships with campus and community partners. The continued relationships will help facilitate the critical activities of linking survivors to care and treatment, referrals, investigations, adjudication and any mandatory reporting measures.

GUIDING QUESTIONS

for Intervention

Phase 2: Implementation

Questions for CCR Team members to answer and discuss as a group:

1. Do you have coordinated response protocols in place to clearly communicate how campus and community partners will work together to provide services, share information, and cross-refer students?
2. Do you have a communications plan for reaching students and employees about the response protocols and services both on and off campus?
3. Are your services accessible to all survivors, including students with disabilities, diverse racial and ethnic groups, male survivors, and other historically marginalized groups on your campus?
4. Do you have formal or informal partnerships with community service providers to supplement campus support services?
5. Are all students (incoming, transfer, upper-class students, graduate students, international students) aware of the resources available to them?
6. Do your services reflect best practices and remain in compliance with evolving state law and federal mandates?
7. What resources are available to your campus for training on response to GBV as well as anti-racism or anti-oppression?
8. If you do not have the internal capacity to train response personnel, are local/national experts available to facilitate your training?
9. Do you have campus tools in place for different staff members to submit reports of GBV? Who do those reports go to?
10. Do you provide annual training to all response personnel, including advocates, law enforcement, student conduct personnel, counselors, medical staff, and student affairs staff?
11. Has the student conduct response procedure and/or protocol taken into consideration the student demographic in how they utilize the response protocol?
12. Have policies and procedure changes been written, reviewed, and approved? Have these changes been communicated to department personnel?
13. Have members of your law enforcement/campus public safety team taken steps to develop or maintain relationships with campus and community partners? Do they have an impactful presence on the CCR Team?

ACTION PLAN

for Intervention

Phase 2: Implementation

Action items:

For the CCR Team:

1. Develop clear and consistent response protocols for each department that articulate how campus departments will respond to reports, communicate with one another, and refer students between departments.
2. Ensure that services for survivors are accessible to all students on campus, regardless of race, ethnicity, ability, gender, sexual orientation, and/or citizenship.
3. Partner with community organizations to provide services that the campus is unable to provide.

For Law Enforcement/Campus Safety:

4. Develop clear and consistent departmental policies and procedures that articulate how officers will respond to reports, communicate with one another, and refer students between departments.
5. Ensure that law enforcement/campus safety partner with campus and community experts to deliver ongoing basic and advanced training for response personnel.
6. Maintain law enforcement/campus safety relationships with all campus and community partners.

Next Steps:

Responsible Parties:

Timeline:

RESOURCES AND TOOLS

for Intervention

Phase 2: Intervention

Resources for Survivor Services

- [Where to Start: Understanding and Implementing Your Campus Response Protocol to Confidential Reporting](#)
- [Where to Start: A Guide to Safety Planning with Victims of Campus Sexual Violence](#)
- [Stalking Resource Center: Resources for Victim Service Providers](#)
- [OVC Checklist for Victim Justice](#)
- [Resource Kit for Campus Health Centers](#)
- [Men Can Stop Rape Resources for Male Survivors](#)
- [First Do No Harm: 8 Tips for Addressing Violence Against Transgender and Non-Binary People](#)
- [Responding to Transgender Victims of Sexual Assault](#)
- [Futures Without Violence Resources for College Campus Health](#)
- [Campus Dating Violence Fact Sheet](#)
- [Domestic Violence and Communities of Color Fact Sheet](#)
- [Young Women of Color Advocates and Leadership: A Mentoring Tool](#)
- [Cultural Competency, Sensitivities, and Allies in the Anti-Violence Against Women Movement: A Resource Manual](#)

Resources for Law Enforcement

- [White House Task Force Sample MOU for Law Enforcement](#)
- [The Handbook for Campus Safety and Security Reporting 2016 Edition](#)
- [IACP Police Response to Violence Against Women](#)
- IACP Supervisor Report Review Checklists:
 - » [Response to Stalking Report Review Checklist](#)
 - » [Response to Non-Lethal Strangulation Report Review Checklist](#)
 - » [Sexual Assault Report Review Checklist](#)
 - » [Domestic Violence Report Review Checklist](#)
 - » [Protection Orders Violation Report Review Checklist](#)

Resources for Student Conduct/Title IX

- [It's Not Just the What but the How: Informing Students about Campus Policies and Resources](#)
- [Where to Start: Drafting and Implementing No Contact Orders for Sexual Violence Victims on College Campuses](#)
- [Resource Guide for Title IX Coordinators](#)
- [2014 Questions and Answers on Title IX and Sexual Violence](#)

Phase 3: Course Correction and Sustainability

Response Services for Survivors

As campuses are successful in developing comprehensive policies and procedures to respond to GBV, it is likely that the number of reports will increase. Increased reports are typically a sign that your campus is improving your response to GBV, and does not necessarily reflect an increase in actual incidents. The irony is that as your campus builds its capacity to respond well, the increase in reports may place additional strain on campus staff and departments. It is essential to consider how your campus will manage the increased need for resources as your ability to respond improves.

The development and maintenance of the CCR Team is essential for preserving strategic partnerships that will allow campuses to provide high quality, individualized services to students even as the demand for services increases. Integrating the work of the CCR Team into job descriptions will build capacity campus wide and provide continuity in the event of staff turnover. CCR Teams should also develop sustainability plans to increase the number of staff as needed in various departments across campus.

Responding to incidents of GBV is difficult work, and although an increase in the number of reports is likely to reflect that students and staff feel more comfortable reporting GBV to the institution, it may also reduce the capacity for campus departments to meet the rising demand. Anticipating the increase in reports and planning accordingly can help prevent compassion fatigue among staff members. Compassion fatigue can occur when response personnel lack the internal or external resources to cope with the emotional toll of responding to survivors of trauma. Compassion fatigue is a normal stress response that impacts both new and seasoned response personnel, and can interfere with the ability of staff members to do their job well. Departments should closely monitor the workload of response staff and encourage staff members to take time to recuperate between cases. Supporting staff members and encouraging response staff to take breaks to take care of themselves will increase their ability to be available to others.

Ongoing Evaluation. It is important to continually assess how response systems are working, both on a departmental level as well as system-wide. In addition to regular climate surveys, response services should engage in ongoing process and outcome evaluation to measure the effectiveness of their services. For instance, brief client satisfaction surveys may be developed for each campus response department and community partner. Coordinating departmental process and outcome evaluations with regular climate surveys can provide valuable information on how your institution is changing over time, as well as demonstrate the impact of the work of the CCR Team. These evaluation tools can help your campus demonstrate change in reporting patterns, incidence or prevalence, attitudes, behaviors, perceptions, and outcomes. Focus groups with students can be another mechanism that CCR Teams can use to understand the impact of their efforts, the need to modify services and/or continue to communicate protocols to the campus community. The key is to continually monitor what is working, and likewise, to understand when programs are not working. Ultimately, these evaluation efforts will help demonstrate success and identify areas for improvement.

Effective Systems for Student Accountability

To make course corrections and effectively sustain enforcement and accountability, a campus must make a commitment to continued learning about effective conduct board policies and procedures. Recognizing that student culture changes, state and federal laws change, and best practices change, campuses need to have a sustainable plan and resources for ongoing training about conduct responses to GBV.

As comprehensive policies and protocols are implemented, it is also important for campuses to continually monitor them for effectiveness. Course correction and sustainability involves ensuring that there is a feedback/evaluation process specific to student conduct. There is need for constant evaluation of the student conduct process after implementation. This could take many forms such as surveys, key informant interviews, biannual meetings, and focus groups. Following implementation of the campus response protocol and/or procedure, the campus should engage in a course correction and plan for ensuring sustainability of the response procedure and/or protocol, but also assess the effectiveness of training and awareness around the procedure for reporting. Partnering on-campus with individuals skilled in assessment can be a positive way to enhance the educational process and create a more informed campus community. Those responsible for the education of the individuals involved in the resolution process should also be involved in the assessment of that education.

Effective Systems for Law Enforcement/Campus Safety

The law enforcement process mirrors student conduct with the need for constant evaluation after implementation. Course correction and sustainability mean ensuring that there is a feedback/evaluation process specific to the law enforcement/campus safety. This feedback/evaluation could include surveys, biannual meetings, focus groups, on-going training and onboarding for new law enforcement/public safety staff and first responders, and audits of reports to determine if trauma-informed processes are being employed. Law enforcement/campus public safety who attend trainings that focus on the trauma-informed approach will act from a place of understanding trauma rather than using victim blaming actions. Evaluation will make it clear if law enforcement/campus public safety personnel are asking questions and designing their investigation with an understanding of trauma and how it affects victims.

The development and scheduling of continuing education for law enforcement/campus public safety officers is also essential to ensuring that officers have the most up to date information on procedure for investigating GBV cases, interacting positively interact with the victim and creating a situation of healing rather than further traumatization.

Finally, since law enforcement/campus public safety does not work in isolation and is an integral part of the campus, it is vital that they continue participating in the CCR Team and to maintain positive working relationships with all campus and community partners addressing GBV. Part of maintaining these relationships can involve assessing changing campus needs, which might then involve reviewing and revising law enforcement/campus public safety MOUs to ensure all parties are addressing those needs in a timely manner, are referring victims to the appropriate services, and are continuing to be team players.

GUIDING QUESTIONS

for Intervention

Phase 3 - Course Correction and Sustainability:

Here are key questions for members of the CCR Team to answer and discuss as a group regarding Phase 3:

1. Have different departments experienced an increase in the number of reports they are receiving?
2. Are all appropriate safeguards in place and actively working to ensure that survivors who choose to report are shielded from campus-based scrutiny, isolation, stigmatization, or reprisal?
3. Are departments evaluating advocacy and victim services programs for effectiveness?
4. Do you have the internal or external resources and staffing necessary to meet the evolving needs of students?
5. Are you evaluating response training for effectiveness?
6. Can response training be maintained on an annual basis?
7. Have success indicators from the strategic plan been achieved? Why or why not?
8. Have your response departments made modifications to departmental protocols based on the evaluations?
9. Have reporting tools been updated to ensure information is up-to date specifically for contact information for on/off campus reporting options?
10. Are you evaluating the law enforcement/campus public safety department as a whole?
11. Has your law enforcement department/campus public safety made modifications to departmental protocols based on the evaluations?
12. Will law enforcement/campus public safety training be maintained on an annual basis?

ACTION PLAN

for Intervention

Phase 3 - Course Correction and Sustainability:

Action items:

For the CCR Team:

1. Conduct outcome evaluations for campus response departments.
2. Monitor and revise policies and protocols on an ongoing basis.
3. Develop a sustainability plan for staffing.
4. Develop an onboarding process to transition new staff members.
5. Conduct outcome evaluations for training.

For Law Enforcement/Campus Safety:

6. Conduct evaluation of law enforcement/campus public safety department's efforts to respond to GBV.
7. Monitor and revise law enforcement/campus public safety policies and protocols on an ongoing basis.
8. Develop an onboarding process to train new officers as well as determining continuing education needs of current personnel.

Next Steps:

Responsible Parties:

Timeline:

RESOURCES AND TOOLS

for Intervention

Phase 3 - Course Correction and Sustainability:

- [OVC Guide to Performance Measurement and Outcome Evaluation](#)
- [SART Evaluation Tools](#)
- [Self-Care and Trauma Work](#)
- [OVC TTAC: Compassion Fatigue and Self Care](#)

IX.

IX. PREVENTION AND EDUCATION



The Clery Act, enacted in 1990, has included a requirement for colleges and universities to provide prevention programs regarding sexual assault since the 1992 Campus Sexual Assault Bill of Rights added this to the law. The Violence Against Women Reauthorization Act of 2013 included amendments to the Clery Act adding dating violence, domestic violence, and stalking to requirements of the Clery Act. The Clery Act and its implementing regulations further bolstered a minimum standard for prevention including the implementation of comprehensive, intentional, and integrated programming, initiatives, strategies, and campaigns focused on ending dating violence, domestic violence, sexual assault, and stalking that employ primary prevention strategies. The programs should be culturally relevant and inclusive of diverse communities. The Clery Act and regulations provide a minimum standard for colleges and universities to use in building a prevention education program. Campuses should consider reaching beyond the basic requirements to build programs that account for a holistic program plan. The Clery Prevention Programs document in the Phase 1 Resources and Tools section provides an overview of planning for programs that meet the standards of the Clery Act.

Prevention and education activities include elements of awareness building and information dissemination, but the ultimate goal of prevention and education is to reduce the number of students who experience GBV. Therefore, an effective strategy must be comprehensive in its inclusion of awareness, education, and primary prevention strategies that effectively engage the campus community in actionable approaches to reduce GBV.

It is necessary to make a clear distinction between education and prevention. Education increases awareness and provides the campus community with information about campus policies, procedures, reporting options, and campus and community resources. Education, however, is not sufficient as a stand-alone strategy for reducing violence. Prevention aims to stop the violence before it occurs and reduce the number of incidents that occur on or off campus. Both strategies are critical for campuses with a goal to create a safe environment for all students.

At a minimum, comprehensive education programming should ensure all incoming students receive information about:

1. Campus policies associated with dating/domestic violence, sexual assault, and stalking, including reporting requirements and options; and
2. Campus and community resources for survivors of sexual assault, domestic and dating violence, and stalking.

Efforts aimed at mobilizing campus men as influencers of other men and as allies with survivors of GBV are critical to comprehensive prevention. These efforts ideally focus not just on male-identified students but on male-identified administrators, faculty, coaches, and staff as well, since they are often campus leaders and role models. Strategies can include teaching campus men bystander intervention skills as well as addressing issues connected to masculinity.

Overall Prevention and Education Recommendations:

- Separate educational programming from prevention programming.

All of the key concepts that are utilized in violence education and prevention programs and strategies fall into one of two categories:

- » *Externally Mandated*: These are concepts that will be enforced and community members will be held accountable for them regardless of their degree of “buy-in.”
 - » *Intrinsically Motivated*: These are concepts that are not externally enforceable and compliance can only be achieved at the will of the individual community member based on their own degree of intrinsic motivation or “buy-in.” Consider that strategies for achieving men’s “buy-in” might be different in some ways than achieving women’s “buy-in” since their socialization is different.
- Educational programs that are used to share information that is dictated by policy and procedure can be mandated to ensure all students, staff, faculty, and administrators receive and understand the information.
 - Because of the necessity of engaging intrinsic motivation to change behavior and increase bystander intervention, it is highly recommended that participation in prevention be voluntary. In order to engage members of the campus community in active voluntary participation, steps must be taken to identify and engage key stakeholders across campus, identify and engage individuals with the most social influence from across different subgroups, build relationships with those individuals, and personally invite them to participate in prevention programming.
 - Develop or adapt theory-informed campus men’s prevention programming based on positive, healthy masculine social norms that can be made relevant to campus men’s diverse social identities and circumstances.
 - Include multiple and multimedia prevention strategies for campus men, such as introductory trainings, peer theater, events, conferences, panels, classroom discussions, positive policies for fraternities and athletes, retreats, social media, trainings, classes, public education campaigns, pledges, and men’s groups. Some of the strategies should be specifically for campus men and others for men and women as allies.

Phase 1: Preparation and Planning

Despite the fact that most people have an immediate connection to some form of GBV, very few people identify with the issue or the solution, and most have opted out of actively participating in prevention. In order to move forward with an effective prevention strategy during Phase 1, CCR Teams must work to build a prevention strategy with which the majority of community members will positively identify. Here are recommendations for a CCR Team when planning a prevention strategy and preparing prevention programming:

- 1. Inclusion Matters:** In order to move forward with an effective prevention strategy, the first task required is to fundamentally create a campus climate with which the majority of community members positively and openly identify. The only way to shift a campus culture to one that is inhospitable to violence is to engage a critical mass of the campus community, including those who have been historically marginalized or opted out of engaging in prevention. Preparation and Planning Recommendations:
 - **Plan to develop all prevention content, as best one can, in collaboration with various impacted student populations.** Messages should reflect from the onset the language and culture of subgroups that have been historically marginalized and/or disengaged from prevention activities, including campus men. Resist the urge to simply adapt for various groups so-called standardized programmatic and social marketing components developed with a particular audience in mind, unless extensive efforts are made for editorial and creative shifts in advance of publication and dissemination.
 - **Plan to utilize gender-inclusive language and examples:** Traditionally, violence prevention programs have approached audiences with one primary narrative; men are the ones perpetrating violence and women are the victims of violence. This is alienating to both men and women and keeps members of the LGBTQ community out of the conversation altogether. Provide examples and images that represent the real life experiences of participants.
- 2. Consider developing a strategy to utilize a bystander intervention approach:** An inclusive approach to bystander intervention will mobilize a campus community to actively engage in prevention. **Recommendations to consider when choosing or developing a bystander intervention program:**
 - **Expand the definition of who and what a bystander is:** Traditionally a bystander is an individual witnessing an imminently high-risk situation facing the choice of whether or not to intervene. Broaden that definition to include anyone who is aware violence is present in their community. Give bystanders the ability to do more than just react to potential acts of violence. Broaden their role to also include choices that can be made on a day-to-day basis to contribute to new norms within the community that are intolerant of violence (e.g., having a conversation, attending an event, wearing a pin, hanging a poster, etc.). With campus men, consider how masculine socialization inhibits their intervening and how prosocial norms of healthier, nonviolent forms of masculinity can increase their “buy-in” as interveners.

- **Meet people where they are:** Given the urgency of engaging participants to stop the next rape or assault from happening on a campus, a message is most effective when it is simple, direct, and manageable. Research on attitude and behavior change suggests that the optimum conditions to shift deeply held beliefs include:
 - » Intrinsic motivation to examine the belief;
 - » Adequate time to process; and
 - » Manageable increments of change between starting position and desired position.

So even though we want to get to a point when there is no sexism and everyone is equal and there are no offensive behaviors, we cannot continue to try to accomplish this all at once. Most members of a campus community agree that sexual assault, dating/domestic violence, and stalking are bad. Meeting our audience in that space and allowing them to define their own line as a bystander, when they feel something arises to the need of intervention, allows for the most immediate and effective route to engaging participants in prevention.

- **Validate barriers:** Bystander intervention is easier said than done. Even well intentioned people do not always intervene in the face of concerning behavior, because of personal, social, and cultural barriers. Therefore, we must also create a space that allows participants to openly acknowledge their barriers to bystander action. In order for bystander intervention programs to be effective, we must generate interventions that are realistic despite these barriers. It is only when participants acknowledge their barriers that they can begin to develop realistic solutions to intervene. Assume that whatever barriers participants have when they come into a training (e.g., being shy, afraid for personal safety, worried about being embarrassed, cultural implications), they will still have those barriers when they leave. It is up to us to give them tools to help them get around those barriers.

3. Consider integrating a healthy masculinities approach into your prevention planning and preparation: A theory-based healthy masculinities approach can serve to help campuses better meet men where they are, thus increasing their “buy-in” to prosocial, nonviolent norms. **Recommendations to consider when choosing or developing a healthy masculinity program:**

- **Choose or develop healthy masculinity approaches that are theory-based.** A healthy masculinity approach is going to be most effective if it is grounded in theory. The “5 Theories that Can Help Mobilize Campus Men” one-pager in the Phase 1 Resources and Tools section is a brief introduction to the positive role that the following theoretical frameworks can play: social reconstructionism, dominant and counter stories, emotional and social intelligence, identity-based motivation, and social norms theory.
- **Choose or develop healthy masculinity approaches that are based on adult learning:** Adult learning theory, first developed in the United States by Malcolm Knowles, is grounded in the assumption that adults bring useful knowledge and experiences to a learning situation. Applied to mobilizing campus men, this creates opportunities to use campus men’s experiences of masculinity as sites to mutually investigate harmful and healthy social norms. Experiences will differ depending on the institution they are attending: community colleges, small liberal arts colleges,

mid- and large state institutions, Historically Black Colleges and Universities, tribal colleges, faith-based institutions, institutions for students with disabilities, commuter colleges, Hispanic-Serving institutions, or others. Experiences will also vary depending on what sub-group they might be part of – athletes, fraternity members, men of color, an LGBTQ group, and so on.

- **Conduct focus groups with campus men to determine the effectiveness of planned prevention programming.** Focus groups are a useful and manageable way to gather information from campus men. Examples of Phase 1 topics you can investigate related to mobilizing men include: the attitudes of men on your campus toward sexual assault, domestic and dating violence, and stalking; their knowledge of masculine social norms on campus; and their assumptions and knowledge about their role in prevention. See “Using Focus Groups to Learn about Mobilizing Campus Men” in the Phase 1 Resources and Tools section.

4. **Develop plans to evaluate outcomes of prevention and education programs.**

Given the human stakes associated with GBV on college campuses, we must evaluate the effectiveness of our strategies. **Recommendations:**

- Establish and evaluate measurable outcomes.
- Assess process successes and challenges.
- Engage in continuous program improvements.

GUIDING QUESTIONS

for Prevention and Education

Phase 1: Preparation and Planning

Questions for CCR Team members to answer and discuss as a group:

1. Does your institution have an overall strategy for developing prevention programs for GBV that meet the requirements of the Clery Act?
 Yes No
2. Does your prevention program include safe and positive options for bystander intervention and risk reduction?
 Yes No
3. Are your community partners involved in curriculum development?
 Yes No
4. Do your prevention and education programs address all forms of GBV, including sexual assault, domestic violence, dating violence, and stalking?
 Yes No
5. Are your education and prevention programs culturally relevant and inclusive of historically marginalized or underrepresented groups?
 Yes No
6. Have you developed education and prevention programs to reach men of all backgrounds as well as others from historically marginalized communities who have traditionally opted out of participating in prevention efforts?
 Yes No
7. Are you assessing your audiences for their readiness for content using focus groups, key informant interviews, or other means?
 Yes No
8. Are you providing repeated exposure to education and prevention programs?
 Yes No
9. Are you creating developmentally appropriate, theory-based programming?
 Yes No
10. Which of the following best describes education programs on your campus related to sexual assault, dating and domestic violence, and stalking?
 - They are programs we developed ourselves and have been using for years.
 - They are programs we have purchased training on from outside vendors.
 - They are programs we have received training on and have adapted from outside vendors.
11. What is the strongest aspect of your current prevention and educational work?
12. What is the biggest challenge to providing prevention and education on your campus?

ACTION PLAN

for Prevention and Education

Phase 1: Preparation and Planning

Action items:

1. Write Implementation Plan: Consider creating a prevention strategy that includes bystander intervention, a healthy masculinity approach, and is inclusive, ensuring all members of the campus community can identify with the mission. Include:
 - a. Deliberate distribution plans
 - b. Communications and social marketing plans
 - c. Evaluation plans (including process and outcome evaluation)
2. Adapt Strategy: Adapt content and delivery mechanisms in order to best engage members of the campus community who have historically been left out or disengaged from prevention. Consider:
 - a. Expanding the definition of a bystander
 - b. Mobilizing male-identified students, administrators, faculty, staff, and coaches
 - c. Meeting people where they are
 - d. Using inclusive examples and experiences
 - e. Acknowledging barriers and ensuring bystander intervention options are realistic

Next Steps:

Responsible Parties:

Timeline:

RESOURCES AND TOOLS

for Prevention and Education

Phase 1: Prevention and Education

Mobilizing Men

- [5 Theories that Can Help Mobilize Campus Men](#)
- [Center for the Study of Men and Masculinities](#)
- [The Healthy Masculinity and Campus Athletics Project Training Manual](#)
- [The Healthy Masculinity and Campus Athletics Project Game Plan](#)
- [Promoting Community Education through a Social Marketing Campaign Targeting Campus Men for Prevention](#)
- [Using Focus Groups to Learn about Engaging Campus Men](#)

Jeanne Clery Act Compliance

- [The Clery Prevention Programs - provides a n overview of planning for programs that meet the standards of the Clery Act](#)

Bystander Intervention

- [It's On Us - a free bystander intervention campaign created by the White House for college campuses](#)

Phase 2: Implementation

Implementation of a comprehensive prevention strategy must work to engage people in prevention and education that will equip them with the motivation, knowledge, and skills they need to take action. The following considerations are recommended for implementing a successful violence prevention strategy:

1. Engage individuals across all levels of the campus community. Consider engaging all community members as potential bystanders through social marketing, effective communication strategies, and skills practice. The same applies to campus men and a healthy masculinity approach. **Recommendation:**

- Address and maximize engagement with individuals from across campus subgroups including students, staff, faculty, and administrators.

2. Implement a deliberate distribution strategy. Keep in mind that in order to shift the cultural norms necessary to reduce violence, we need to engage a critical mass of the campus community to actively engage in new behaviors. Given the human cost of this issue, it is critical that we implement prevention strategies that are as efficient and effective as possible. **Recommendations:**

- Sequence matters. Though the tendency is to train first year students first, the reality is that much of the training is rapidly undone as soon as they realize the “real” campus norms are not congruent with what they have just been taught. On the other hand, their training experience is enhanced and strengthened if the new behaviors are reinforced by the more established members of their campus community. Engaging advanced students first, can help to establish campus norms that can catch on more swiftly and become more sustainable.
- Engage individuals with the most social influence from different subgroups across campus first. Training is most efficient and effective when the newly developed skills are reinforced and modeled outside of the training room by people with the most social influence.
- Reach out to groups who have been historically disengaged from prevention (including men). Training participants should be diverse representatives of the campus population.
- Consider ways to distribute programming through the classroom setting – especially at campuses with a large population of non-traditional students. Because students are typically unable to stay for programming after class, aligning violence awareness, intervention, and prevention messaging with class goals can create access points to students who would not otherwise be reached.
 - » Prevention trainers and educators can build relationships with faculty and staff members so that they will get classroom time to address violence.
 - » Elements of the campus program can be integrated into existing class content. For example, a twentieth century history class could spend one session on the development and implications of Title IX. A women’s studies class could cover Kimberle Crenshaw’s article Mapping the Margins, on the exclusion of women of color from dialogues on violence against women. A sociology professor could assign articles on bystander dynamics like diffusion of responsibility or pluralistic ignorance.

- » If a campus is planning a campus-wide event, try to do so during class hours, and have classes attend the event instead of their normal session. Faculty can offer extra credit for attendance.

3. **Messenger Matters:** A prerequisite to inspiring engagement and hope is establishing an effective relationship between instructor and participant. The success of a prevention program is predicated on instructors creating an environment that is not only non-judgmental, respectful, and honest, but also hopeful and energizing. **Recommendations:**

- **Invest in prevention:** Traditionally, training and resources have been focused on advocacy and response after a violent incident has happened. While that focus is still currently necessary, successful violence prevention strategies employ well-trained messengers who have practiced and mastered the program content, exhibit engaging speaking styles, and are emotionally connected to the content they are delivering and the impact it can have on participants' willingness to act and engage.
- **Adapt and personalize content:** Instructors should develop content with diverse audiences in mind, ensuring content is inclusive of traditionally marginalized subgroups and subgroups that have traditionally opted out of prevention actions. Instructors should also incorporate personal anecdotes and shared experiences throughout violence prevention content delivery (e.g., personal connections to the issue, bystander stories, barriers to intervening, historical trauma/cultural context, dominant and counter stories of masculinity). For successful engagement, use of authenticity, personal connections, hope, vulnerability, humor, and genuine trust building can breakdown walls that previously kept participants from aligning with the mission of violence prevention.
- **Utilize unexpected messengers:** There is power in the unexpected messenger. A well-liked biology professor or athletic coach talking about why men and women should care about violence prevention and how all members of the campus community, including themselves, can contribute to a safer campus may have a different impact than the Title IX Coordinator or a Gender Studies professor saying the same thing.
- **Develop multiple messengers:** Online programs have recently grown in popularity as a way to engage college students in prevention programming. This strategy is only useful if it is part of a larger multi-tiered comprehensive approach that entails multiple messengers and multiple dosages.

GUIDING QUESTIONS

for Prevention and Education

Phase 2: Implementation

Questions for CCR Team members to answer and discuss as a group::

1. Do you actively promote the availability of the prevention programs?
 Yes No
2. Are your prevention instructors well-practiced and engaging?
 Yes No
3. Have you developed a communications strategy that maximizes engagement with the campus community across different departments, offices, and organizations?
 Yes No
4. Approximately what percentage of each of the following groups do you reach with your education strategies related to sexual assault, dating and domestic violence, and stalking?
 - Faculty _____%
 - Administrators _____%
 - Staff _____%
 - First year students _____%
 - Students beyond their first year _____%
 - Graduate students _____%
 - Transfer students _____%
 - Other(s): _____%
5. Do faculty and staff receive training related to sexual assault, dating and domestic violence and stalking when they begin as new employees?
 Yes No
6. Do faculty and staff receive any ongoing training related to sexual assault, domestic and dating violence, and stalking?
 Yes No
7. Do you currently deliver education and/or prevention programs related to sexual assault, dating and domestic violence and stalking to the following groups on your campus?
 - Faculty
 - Administrators
 - Staff
 - First year students
 - Students beyond their first year
 - Graduate students
 - Transfer students
 - Other(s): _____

8. Is education mandatory for any of these groups?
- Student athletes
 - Greek life students
 - First year students
 - Transfer students
 - Students beyond their first year
 - RAs
 - Faculty
 - Staff
 - Administrators
 - Other(s): _____
9. How many hours of mandatory training related to sexual assault, dating and domestic violence, and stalking do students get across their time on campus?
10. Which of the following topics are covered in education on sexual assault, dating and domestic violence and stalking?
- Student conduct policy
 - Reporting options for sexual assault, dating and domestic violence, and stalking
 - Resources for seeking help with sexual assault, dating and domestic violence, and stalking
 - Definition of sexual assault
 - Definition of dating and domestic violence
 - Definition of stalking
 - Reactive Bystander intervention skills
 - Proactive Bystander Skills to help reset norms on campus
 - Risk reduction / self defense
 - Rape myths
 - Continuum of violence
 - Male/female socialization and gender roles as historically contingent and connected to various forms of oppression and repression
 - Statistics about prevalence
 - Mobilizing men

ACTION PLAN

for Prevention and Education

Phase 2: Implementation:

Action items:

1. Implement selected prevention strategies.
2. Engage individuals across all levels of the campus community (include students, staff, faculty and administrators).
3. Implement a deliberate distribution strategy. Consider:
 - a. Sequence – engaging advanced students first.
 - b. Influence – engage individuals with the most social influence across different groups first (starting with 3rd and 4th year student groups).
 - c. Reach out and build relationships with groups who have historically been disengaged from prevention (including men).
 - d. Utilize faculty and classrooms as a means of distribution.
4. Ensure prevention messengers are prepared, engaged, and have adapted and personalized content. Consider:
 - a. Instructor practice and content mastery.
 - b. Authenticity, urgency and hope.
 - c. Utilize unexpected messengers.

Next Steps:

Responsible Parties:

Timeline:

RESOURCES AND TOOLS

for Prevention and Education

Phase 2: Implementation

- [8 Steps to Mobilizing Campus Men](#)
- [Men Can Stop Rape Educational Handouts](#)

Phase 3: Course Correction and Sustainability

Strengthening new behaviors through reinforcement, practice, and multiple exposures to key messages are integral components to a successful violence prevention strategy. It is imperative that we create lasting and permanent behavior change in individuals. This lasting behavior change is a necessary ingredient for sustained culture change on college campuses, ultimately resulting in the permanent reduction of violence. **Recommendations:**

1. Provide repeated exposure to the same message and skill building opportunities.

Providing participants with multiple exposures to the same message and opportunities to practice new skills will strengthen and expand positive outcomes. **Recommendations:**

- Create multiple opportunities to practice the targeted skills, increasing competence and a sense of self-efficacy, which ultimately increases the likelihood that participants will actually engage in new behavior. This can be done through follow-up programming, booster sessions, workshops, and by providing opportunities for more advanced skills practice and content.
- Provide reminders. When trying to establish a new attitude or habit, a key factor is keeping the new belief or behavior in the forefront of our mind long enough for it to take hold. This can be done through e-mail or social media prompts, follow-up meetings, boosters, or action-oriented social marketing (e.g., posters with bystander tips).

2. Encourage peer support. Research suggests that the formal role of the peer educator can be limited when they are utilized in a context where the participants are expecting an “expert” to be delivering the information. The most powerful role peers can play is influencing each other within social groups in natural, daily, informal interactions. When students utilize their own social sphere to model and influence others, their impact can be tremendous in setting new norms incompatible with violence. **Recommendations:**

- Engage socially influential students across different groups in prevention first.
- Build and reinforce student skills in influence, role modeling, and setting new norms that violence is not tolerated and everyone can do their part to prevent it.

3. Sustain changes. Ultimately – culture change won’t happen because of a program. Culture change will happen when new norms become an automatic part of the community. **Recommendations:**

- A frequent mistake CCR Teams make is limiting prevention strategies to specific programs. The reality is, all specific programs have a shelf life, so it is imperative that even while implementing specific programs, campuses are taking steps to embed permanent prevention messages and key norms into existing infrastructure and campus culture. Examples may include bystander intervention and healthy masculinity values that get embedded in the mentoring program for all new athletes, a bystander story of the week is established in the campus newspaper, fraternities institute into their

orientations healthy masculinity practices, or a new staff orientation video helps connect staff members to their role in creating a safe campus. Consider how norms are set on your campus and work to embed positive prevention messaging into those norm-setting mechanisms. The following questions can help guide you:

- » What are the mechanisms (formal and informal) that transfer cultural norms to newcomers on your campus? How are these messages disseminated?
- » Who are the disseminators? What do they need to integrate messages of prevention into their sphere of influence?
- » How do we institutionalize the change so that it automatically gets passed on with staff turnover, reorganization, or new administrators?
- » How can trainings be institutionalized?
- » How can messages be permanently embedded in institutional traditions? Programs? Value dissemination points?
- » Are there ways to integrate content into printed materials that already exist (e.g., agency brochures, policy and procedures manuals)?
- » Is there existing infrastructure to allow booster sessions or refresher courses for trained bystanders to ensure they stay up to date on violent behaviors, risk factors and intervention skills? For campus men trained in healthy masculinity to ensure they have the opportunity to further deepen and develop their ability to reinforce nonviolent, prosocial values and behaviors?

4. Assess how your prevention programming is working. Whether bystander intervention or healthy masculinity, a campus needs to assess whether the programming is having the impact it wants. The CCR Team might already have tapped campus evaluation experts to address this, but if there are no such experts on campus, consider conducting outcome focus groups. The Using Focus Groups to Learn about mobilizing campus men provides possible outcome questions to ask related to mobilizing men programming. Also, if the CCR Team filled out the Mobilizing Men Progress Checklist, fill it out again at the end of Phase 3 to see what advancement has or has not occurred.

GUIDING QUESTIONS

for Prevention and Education

Phase 3: Course Correction and Sustainability:

Questions for CCR Team members to answer and discuss as a group::

1. Do you document prevention programs for inclusion in the Annual Security Report? Does this include type and frequency?
 Yes No
2. Do you gather feedback from prevention program participants? Yes / No
 Yes No
3. On average, how many doses or exposures does an average student on your campus have to education materials about sexual assault, dating and domestic violence each year?
4. How are campus community members reminded of ways they can contribute to a safe campus?
Check all that apply:
 - Social marketing
 - Technology (e.g., e-mail prompts, social marketing posts, text messages)
 - Booster sessions (formal or informal)
 - Social events
 - Regular meetings
 - Classroom meetings
 - Facilitated discussions
 - Other(s): _____
5. What kind of skills are students encouraged to practice in order to effectively influence and support peers?
6. Does your social marketing strategy include actionable prompts for campus community members (e.g., bystander tips, ways to proactively contribute to prevention)?
 Yes No
7. Does your team have a sustainability plan?
 Yes No
8. How are key norms embedded into campus infrastructure and culture?

ACTION PLAN

for Prevention and Education

Phase 3: Course Correction and Sustainability:

Action items:

1. Write Sustainability Plan. Include the following:
 - a. Imbed key prevention language and strategy into campus infrastructure and culture.
 - b. Plan for prevention staff turnover.
 - c. Use the results of climate surveys to continue assessing and evaluating the effectiveness of prevention programming.
 - d. Create continuation plan for deliberate distribution of prevention programs, relationship-building, and communications.
2. Provide repeated exposure to the same message and skill building opportunities. Consider:
 - a. Booster sessions
 - b. Action-oriented events
 - c. Social marketing with skill-building components
 - d. Reminders (e.g., e-mail or social media prompts, texts, meetings, social gatherings)
 - e. Plan opportunities for peer support.

Next Steps:

Responsible Parties:

Timeline:

RESOURCES AND TOOLS

for Prevention and Education

Phase 3: Course Correction and Sustainability

- [Progress Checklist for Mobilizing Campus Men](#)
- [Using Focus Groups to Learn about Engaging Campus Men](#)

REFERENCES

- ¹ Demers, J. M., Banyard, V. L., Cohn, E., Edwards, K. M., Moynihan, M. M., Walsh, W., & Ward, S. (2015). Academic correlates of unwanted sexual contact, intercourse, stalking and intimate partner violence: An understudied but important consequence for college students. Manuscript submitted for publication to *Journal of Interpersonal Violence*.
- ² Krebs, C. P., Lindquist, C. H., Warner, T. D., Fisher, B. S., & Martin, S. L. (2007). The Campus Sexual Assault (CSA) Study. Washington, DC: National Institute of Justice, U.S. Department of Justice.
- Krebs, C., Lindquist, C., Berzofsky, M., Shook-Sa, B., Peterson, K., and Planty, M., et al. (2016). Campus climate survey validation study. Final technical report. Washington, DC: Bureau of Justice Statistics, U.S. Department of Justice.
- Mengo, C. & Black, B. M. (2016). Violence victimization on a college campus: Impact on GPA and school dropout. *Journal of College Student Retention: Research, Theory & Practice*, 18(2): 234-248.
- ³ Campbell, R., Dworkin, E., & Cabral, G. (2009). An ecological model of the impact of sexual assault on women's mental health. *Trauma, Violence, & Abuse*, 10, 225-246.
- Ullman, S. E. & Peter-Hagene, L. C. (2016). Longitudinal relationships of social reactions, PTSD, and revictimization in sexual assault survivors. *Journal of Interpersonal Violence*, 31(6): 1074-94.
- ⁴ Silverman, J, Raj A, et al. 2001. Dating Violence Against Adolescent Girls and Associated Substance Use, Unhealthy Weight Control, Sexual Risk Behavior, Pregnancy, and Suicidality. *JAMA*. 286:572-579. Available at <http://jama.ama-assn.org/cgi/reprint/286/5/572>.
- ⁵ Amar, A. F. (2006). College women's experience of stalking: Mental Health Symptoms and Changes in Routine. *Archives of Psychiatric Nursing*, 20(3): 108-116.
- ⁶ Cantor, D. et al. (2015). Report on the AAU campus climate survey on sexual assault and sexual misconduct. The Association of American Universities. https://www.aau.edu/uploadedFiles/AAU_Publications/AAU_Reports/Sexual_Assault_Campus_Survey/AAU_Campus_Climate_Survey_12_14_15.pdf.
- ⁷ Krebs et al, 2007.
- ⁸ Black, M.C., Basile, K.C., Breiding, M.J., Smith, S.G., Walters, M.L., Merrick, M.T., Chen, J., & Stevens, M.R. (2011). The National Intimate Partner and Sexual Violence Survey (NISVS): 2010 Summary Report. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention.
- ⁹ Krebs et al, 2016.
- ¹⁰ Baum, K. et al. (2009). Stalking victimization in the United States. Bureau of Justice Statistics Special Report: U.S. Department of Justice. <https://victimsofcrime.org/docs/src/baum-k-catalano-s-rand-m-rose-k-2009.pdf?sfvrsn=0>
- ¹¹ Fifth & Pacific Companies, Inc. (Formerly: Liz Claiborne, Inc.), Conducted by Knowledge Networks, (December 2010). College dating violence and abuse poll. Available at: <https://www.breakthecycle.org/surveys>
- ¹² Black, M.C., Basile, K.C., Breiding, M.J., Smith, S.G., Walters, M.L., Merrick, M.T., Chen, J., & Stevens, M.R. (2011). The National Intimate Partner and Sexual Violence Survey (NISVS): 2010 summary report. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention.
- ¹³ Ibid.
- ¹⁴ For more information on the White House Task Force, see <https://www.notalone.gov/>.
- ¹⁵ DeGue, S. et al. (2014). A systematic review of primary prevention strategies for sexual violence perpetration. *Aggression and Violent Behavior*, 19(4), 346-362.
- ¹⁶ Banyard, V.L. and Potter, S.J. (n.d.). Envisioning comprehensive sexual assault prevention for college campuses. Chapter forthcoming in the *Handbook of Psychology of Women*. J. White and C. Travis (Eds.). Washington, DC. American Psychological Association.
- ¹⁷ Centers for Disease Control and Prevention. (2004). Sexual violence prevention: beginning the dialogue. Atlanta, GA: Centers for Disease Control and Prevention.

REFERENCES

- ¹⁸ Nation, M. et al. (2003). What works in prevention: Principles for Effective Prevention Programs. *American Psychologist*, 58(6/7): 449-456.
- ¹⁹ Stachowiak, S. (2013). Pathways for change: 10 theories to inform advocacy and policy change efforts. Center for Evaluation Innovation. http://orsimpact.com/wp-content/uploads/2013/11/Center_Pathways_FINAL.pdf
- ²⁰ Centers for Disease Control and Prevention. (2004). Sexual violence prevention: beginning the dialogue. Atlanta, GA: Centers for Disease Control and Prevention.
- ²¹ Krug, E.G. et al., eds. (2002). World report on violence and health. Geneva, World Health Organization.
- ²² This term was coined by the Combahee River Collective (1977). The Combahee River Collective statement. <http://circuitous.org/scraps/combahee.html>
- ²³ Banyard and Potter, n.d.
- ²⁴ Perez, Z. J. and Hussey, H. (2014). A hidden crisis: Including the LGBT community when addressing sexual violence on college campuses. Issue brief: Center for American Progress. <https://www.americanprogress.org/issues/lgbt/report/2014/09/19/97504/a-hidden-crisis/>
- ²⁵ DeGue, S. et al. A systematic review of primary prevention strategies for sexual violence perpetration, 2014.
- ²⁶ The length of a strategic plan may vary depending upon an organization's vision and needs: <http://www.ncjp.org/strategic-planning/frequently-asked-questions>.
- ²⁷ CDC (2008). <http://www.cdc.gov/healthyyouth/evaluation/pdf/brief5.pdf>
- ²⁸ Ibid.
- ²⁹ Jewkes, R., Sen, P., & Garcia-Moreno, C. (2002). Sexual violence. In E. G. Krug, L.L. Dahlberg, J.A. Mercy, A.B. Zwi & R. Lozano (Eds.), *World Report on Violence and Health* (pp. 147-181). Geneva: World Health Organization.
- ³⁰ Centers for Disease Control and Prevention. (2011). Do a SWOT analysis. http://www.cdc.gov/phcommunities/resourcekit/evaluate/swot_analysis.html
- ³¹ C.Havens & D. Haas. (2000) How Collaboration Fuels Innovation, p236. The Knowledge Management Workbook 2000-2001. Butterworth-Heinemann.
- ³² CPP Human Capital Report (2008) Workplace Conflict and How Businesses Can Harness it to Thrive. Retrieved May 7, 2016 from: https://www.cpp.com/pdfs/Cpp_Global_Human_Capital_Report_Workplace_Conflict.pdf
- ³³ Ibid.
- ³⁴ Hales, B. M. & Pronovost, P. J. (2006). The checklist – A tool for error management and performance improvement. *Journal of Critical Care*, 21: 231-235.