



# Creating Change Together: A Guide for Rape Crisis Centers Partnering with Colleges & Universities



# TABLE OF CONTENTS

<b>INTRODUCTION</b>	<b>2</b>
<b>CREATING A PRESENCE ON CAMPUS</b>	<b>2</b>
<b>ADVOCACY</b>	<b>4</b>
<b>CAMPUS JUDICIAL PROCESS</b>	<b>5</b>
<b>KEY CHALLENGE: MANDATED REPORTING</b>	<b>6</b>
<b>RCCs SUPPORT SURVIVORS REGARDLESS OF CAMPUS OUTCOMES</b>	<b>6</b>
<b>FEDERAL REGULATIONS</b>	<b>7</b>
<b>SEXUAL VIOLENCE FEDERAL REGULATIONS COMPLIANCE CHECKLIST</b>	<b>10</b>
<b>TASK FORCES/COALITIONS</b>	<b>12</b>
<b>PREVENTION EDUCATION</b>	<b>14</b>
<b>RESOURCES</b>	<b>19</b>

This publication is designed to provide accurate and authoritative information regarding campus sexual assault. Nothing in this publication is to be construed as the rendering of legal advice. Anyone reading this publication is responsible for obtaining such advice from their own legal counsel. This publication is intended for educational and informational purposes only.

## INTRODUCTION

Sexual violence is a complex problem in all communities across the country. College communities are certainly not immune from these crimes. Research shows that college campuses experience high rates of sexual violence, with one in five women, and a substantial number of men, experiencing attempted or completed sexual assault during their college career. The Ohio Alliance to End Sexual Violence (OAESV) envisions that the State of Ohio will be free of sexual violence. As Ohio's statewide coalition, OAESV advocates for comprehensive responses and rape crisis services for survivors and empowers communities to prevent sexual violence. In order to reduce the amount of sexual violence on college campuses, a strong partnership between local rape crisis centers and college campuses is needed. These partnerships will make effective prevention education, advocacy, and lasting campus climate change possible. OAESV is committed to helping foster and assist with these partnerships.

Rape Crisis Centers (RCCs) across the state and country have the experience and subject-matter expertise to help campuses work towards changing their climate through providing advocacy, training, and educational programs. RCCs can also provide guidance on policies, social marketing campaigns, raising awareness, and developing relevant prevention strategies. This guide was created as one tool for RCCs that are working towards building or improving meaningful partnerships with their local campus. Provided within this guide is basic information on the following: creating a presence on campus, providing advocacy for survivors of campus sexual violence, federal regulations that direct campus response to sexual violence, campus task forces/coalitions that address sexual violence and providing sexual violence prevention and awareness education on campus. While this guide specifically addresses sexual violence, keep in mind that many of these items could also apply and be utilized for addressing intimate partner violence and stalking.

## CREATING A PRESENCE ON CAMPUS

With years of experience and expertise, RCCs have many useful skills to offer a campus community, many of which are unfortunately unknown by the vast majority of campus community members. Any partnership is only effective if people are aware of the partnership, what the partnership can provide and how to utilize the partnership. Given the fact that the make-up of a campus community is multifaceted and constantly changing, RCCs together with their campus partners must consistently work to make their presence known. The first step is to establish a solid foundation by forming relationships with natural allies, and then working to extend the RCC's reach into various segments of campus. Establishing relationships with both employees and students is the most important starting point—after all, who wants to be told how to do their job by someone that they don't know well? If there is a task force/coalition on campus that addresses sexual violence and the RCC is not already a member, ask the campus about it and offer to participate.

Often people on campus may not think to utilize RCC services because they are simply not aware of them. Therefore, it is important that RCCs market themselves to their local campus. Consider creating a menu of items, based on the RCC's expertise and capacity, which can be offered to various groups on campus. If the RCC has the capacity to offer multiple services, such as assistance with trainings, educational programs, advocacy and prevention, consider developing a separate menu for each service. Get creative with the menu to leave a lasting impression. Make sure to brand each menu and all other items used on campus with a logo or other image that is easy to recognize from your RCC. Before completing and disseminating the menus, meet with representatives from different groups on campus. These meetings will likely prompt additions or changes to the menu items. It is also a great way to establish a broader knowledge base about the RCC on campus. A great place to begin is to set up a meeting with the Title IX Coordinator, who administers the campus's sexual violence policy, response, and Title IX compliance. Below is list of groups to consider meeting with and ideas of possible ways to involve the RCC more actively on campus.

- **Student Activities** – Discuss resource fairs and other major campus activities that the RCC can participate in. Discuss and get contacts for student groups on campus that focus on sexual violence awareness and prevention, are most influential on campus, and/or require sexual violence prevention or healthy relationships programming.
- **Pan-Hellenic and Interfraternity Council** – Discuss ways of providing information or programs to fraternities and sororities. Most national organizations require their Greek chapters to have some type of program on sexual violence.
- **Residence Life** – Discuss being involved with resident assistant and hall director training. If the schedule does not allow time for that, consider making a short video that highlights things that the RCC can offer and puts a face with a name. Hopefully this will encourage them to make referrals to the RCC and contact the RCC for assistance with programs.
- **Student Conduct Office** – Discuss opportunities to provide trauma informed training to the staff and judicial hearing boards. Discuss making referrals and providing advocacy. Discuss acting as a consultant on polices and sanctions that address sexual violence.
- **Women's Center** (or other office that coordinates sexual violence prevention and awareness education efforts) - Discuss ways in which your RCC can assist in prevention and awareness efforts such as: consulting, helping to create programs and/or social marketing campaigns, reviewing materials to ensure that the language includes proper trigger warnings and is not re-traumatizing, assisting in training peer advocates/educators, being involved in prevention strategy development.

- **Health Center** - Discuss making referrals and providing advocacy. Discuss helping to create/update screening questions involving sexual violence.
- **Counseling Center** - Discuss making referrals and providing advocacy.
- **Campus Police** - Discuss making referrals and providing advocacy. Discuss providing trauma informed training to law enforcement and/or campus security.
- **Academic Department Chairs** – Discuss being a guest lecturer in classes. Discuss providing training on trauma or how to respond to disclosures of sexual violence. Offer to provide trigger warning and referral language for professors to use in their classes prior to addressing topics on sexual violence.

Another item you can discuss in all of your meetings is ways in which the campus will also contribute to the partnership. Some ideas include that the campus provide qualified students to work as interns. Classes that include a service component could assist on projects the RCC is working on within the community. A marketing or design class could assist with a social marketing campaign or other print materials the RCC is creating. Depending on the RCCs needs there are a number of other possibilities. Regardless of which services the RCC and the campus will or will not be providing, there should be a clear understanding between the two entities of what is expected of one another. Developing a Memorandum of Understanding (MOU) can be very beneficial in this process. For a sample MOU visit: <https://www.notalone.gov/assets/mou-rape-crisis-centers.pdf>. While RCCs can and may desire to offer many things, the capacity, resources and time to do so is not always readily available. The campus should understand this and the MOU should be revisited and revised as capacity and resources for either the campus or RCC changes.

## ADVOCACY

Providing advocacy for survivors of sexual violence is something that RCCs are highly skilled at and do every day for people of all ages and from every walk of life. Given the high rates of students who experience sexual violence on campus it would be logical to assume that RCCs would have many students seeking advocacy services. Unfortunately, this is not always the case. Implementing some of the ideas from the previous section can hopefully help break this trend. Another important step is to establish a referral protocol and transportation plan with key offices on campus. Many students do not have the ability to drive to the RCC for services. A plan to eliminate that obstacle is vital. Work with the campus to determine if the RCC will meet students on campus or if the campus will provide transportation or transportation vouchers to get to the RCC. As more students begin to come for services they are likely to refer others. When a survivor of campus sexual violence comes to the RCC for services they may be looking to just talk with someone, they may also be looking for guidance with the campus judicial process and/or criminal justice process. While RCCs certainly have an extensive knowledge base about the criminal justice process they may or may not have much experience with the

campus judicial process. The campus judicial process is very different than the criminal justice process and can feel intimidating for students.

## **CAMPUS JUDICIAL PROCESS**

The basic campus judicial process structure includes many components. Every campus is required to have a procedure for making complaints. It may be possible to file a report with multiple offices on campus or it may be channeled through one. When a student reports, the responsible employee must provide written notification about support services available on campus and in the community, including visa and immigration assistance. Students also need to be informed of their rights and the process. The responsible employee should discuss with them that they have the right to report the crime to local law enforcement, how to do that, and how criminal charges are filed. Once the campus is aware of possible sexual violence they must take immediate and appropriate action to investigate the incident and remedy its impact. They must also put safety measures in place such as no contact orders. Additionally, the campus must offer academic, living, working and transportation accommodations to the student. The campus cannot wait for the outcome of the hearing to offer safety measures and accommodations. It is important to note that campuses are required to make accommodations regardless of the survivor's willingness to report on campus or to local law enforcement. The campus must begin investigating immediately. Though campuses can wait a few days if local police need to first conduct interviews or gather evidence, they cannot wait until the criminal investigation is complete to begin their own. The campus investigation should be completed within 60 days. During the investigation the campus should provide all parties involved with periodic updates and must inform them if there will be a delay in process.

Once the investigation is complete it is likely that a judicial hearing board will hear the case. The judicial hearing board should be trained on hearing sexual violence cases and may or may not include students. In the hearing both the survivor, often referred to as the complainant or accuser, and the perpetrator, often referred to as the accused, must be provided equal opportunity to: attend and speak at the hearing, present witnesses and evidence, and have any support person (including attorneys) of their choosing present. After the hearing is completed both the survivor and accused must be simultaneously informed of the outcome of the hearing. Some additional items to note about hearings include: the standard of evidence used is often the preponderance of the evidence standard, which means that it is more likely to be true than not true that a policy violation occurred. Both parties may be afforded the opportunity to review documents that will be used in the hearing prior to the hearing. Also, if the survivor is not comfortable with sitting in the same room as the accused student they have the right to ask for accommodations, such as being present for the hearing through closed circuit video calling. Please note that the judicial process varies from campus to campus. Therefore, it is important to set up a time to meet with someone from the student conduct office who can explain their process, provide a list of survivors' rights, and inform you of their guidelines for the support person during hearings.

## **KEY CHALLENGE: MANDATED REPORTING**

One of the things that can be very difficult for campus survivors is the mandatory reporting requirements. On campus nearly all employees are required to report incidents of sexual violence, with the exception of those acting in the role of a clinical professional, including licensed mental health counselors, social workers, psychologists, pastors/clergy acting in a pastoral capacity and health center employees. Additionally, new guidance from the White House Task Force to Protect Students from Sexual Assault and [Department of Education](#) informs schools to designate “responsible employees,” and also informs schools that Title IX gives schools the latitude to include trained advocates on campus as confidential resources to students, and not automatically defined as responsible employees reporting to the Title IX Coordinator.

Confidentiality is of the utmost importance for survivors, knowing their rights, options, and being informed of any limitations to confidentiality. Unfortunately, many students are not always aware that faculty, for example, are responsible employees. A survivor may go to a trusted professor to make a disclosure and then find out the professor has to report, even though the student did not want it to be reported. If this happens it is important that the student know that even though the incident was reported that does not mean they have to participate in the investigation. If the student does not wish to proceed, the campus will still be required to investigate if the campus deems there is a hostile environment. Campuses balance issues of survivor rights and of community safety. The campus will determine whether they can honor the request for survivor anonymity during the process, while still providing a safe and nondiscriminatory environment for the entire campus community, including the survivor. Students must be informed on how the campus will protect their confidentiality upon reporting. Campuses should be working on ways to inform students about which people on campus are responsible employees, as well as ensuring students have someone the survivor can speak to in confidence.

## **RCCs SUPPORT SURVIVORS REGARDLESS OF CAMPUS OUTCOMES**

RCCs should strongly consider contacting the University if they are made aware that a survivor was not treated professionally, was re-traumatized or their rights are not being upheld. This should only be done after first receiving a release of information from the survivor, and if requested, that will keep their name confidential. If the RCC is not sure who to contact, the best place to start would be with the Title IX Coordinator. This would also be the person to contact if you are made aware of patterns or systemic issues that need to be reported to the University. RCCs can be a great partner in highlighting these issues and helping to improve the process/policy.

RCCs can also benefit from participating in cross-training from campuses about the campus policy and process. Having knowledge of the campus process and students rights will help RCCs prepare the survivor for what to expect, support them through the judicial process, and advocate for all of their rights to be upheld. More information on rights will be discussed in the next section. Also consider visiting the website for Know Your IX at <http://knowyourix.org>.

## FEDERAL REGULATIONS

Student survivors of sexual violence on campus have many rights. In order to more effectively provide advocacy services and ensure rights are being upheld, it is important to understand the federal regulations campuses must abide by. Two policies, known informally as “Title IX” and “The Clery Act,” provide structure for the response to and the prevention of campus sexual violence. Both policies are classified in Title 20 (Education) of the United States Code. Compliance is enforced by the United States Department of Education under Title IV of the Higher Education Act of 1965 (20 USC § 1001), which requires all colleges and universities that receive federal dollars to comply with the Higher Education Act and its amendments.

**The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act** (20 USC § 1092(f)) is the federal law that requires all campuses to disclose information about crime on and around their campuses.

- The law was amended in 1992 to add a requirement that schools afford victims of campus sexual assault certain basic rights, and was amended again in 1998 to expand the reporting requirements. The 1998 amendments also formally named the law in memory of Jeanne Clery.
- Subsequent amendments in 2000 and 2008 added provisions dealing with registered sex offender notification and campus emergency response. The 2008 amendments also added a provision to protect crime victims, "whistleblowers", and others from retaliation.
- The Violence Against Women Act, reauthorized in March of 2013, included the **Campus Sexual Violence Elimination Act (Campus SaVE)**, which amends the Jeanne Clery Act and affords additional rights to campus victims of sexual violence, dating violence, domestic violence, and stalking.  
<https://www.govtrack.us/congress/bills/112/hr2016/text>
- In April of 2014 a rule-making committee for the Campus SaVE Act reached consensus on the proposed rules.

**Title IX** refers to 20 U.S.C. § 1681(a), which prohibits sex discrimination in educational institutions that receive federal funding.

- While Title IX is a very short statute, Supreme Court decisions and guidance from the U.S. Department of Education have given it a broad scope. For example, sex discrimination includes sexual harassment and sexual violence since it creates a hostile educational environment.
- Under Title IX, schools are legally required to respond and remedy hostile educational environments and failure to do so is a violation that means a campus could risk losing its federal funding.
- Title IX guidance from the U.S. Department of Education, known as the “**Dear Colleague Letter**” (DCL), discussed the obligations schools have to address campus sexual violence.  
<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201104.html>
- In April 2014 the U.S. Department of Education issued additional guidance, **Questions and Answers on Title IX and Sexual Violence**, as part of the White

House Task Force to Protect Students from Sexual Assault.

<http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>

**White House Recommendations** began in January 2014 when President Barak Obama established the White House Task Force to Protect Students from Sexual Assault. The Task Force was an interagency effort led by the Office of the Vice President and the White House Council on Women and Girls and included the following: Attorney General; Secretary of the Interior; Secretary of Health & Human Services; Secretary of Education; Director of the Office of Science and Technology Policy; Director of the Domestic Policy Council; Cabinet Secretary; and heads of agencies or offices as designated.

In April of 2014 the task force released a report with multiple recommendations for campuses to follow and launched the website <http://notalone.gov>. The goals of the task force and website are to:

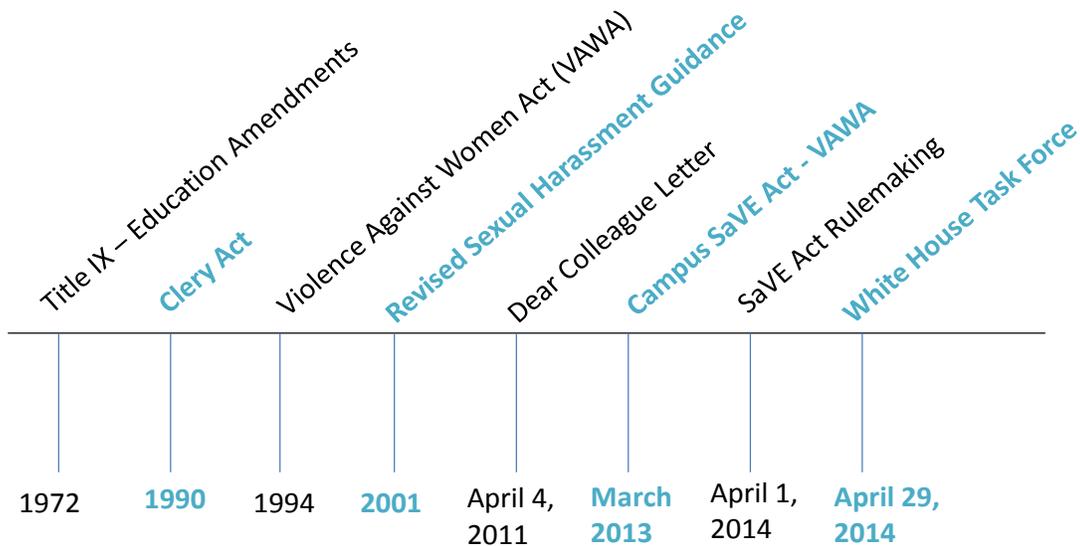
- Identify the scope of the problem.
- Provide information and resources to assist campuses in responding to and preventing sexual violence.
- Improve upon and provide more transparency around federal enforcement of the regulations.

The report issued additional guidance, including:

- *The Intersection of Title IX and the Clery Act*, including students' rights under FERPA: <https://www.notalone.gov/assets/ferpa-clerychart.pdf>
- *Sample Language for Reporting and Confidentially Disclosing Sexual Violence*, <https://www.notalone.gov/assets/reporting-confidentiality-policy.pdf>.

The timeline on the next page is provided to create visual clarity as to when each of the regulations and recommendations were made. Additional time frames are listed to show future plans to provide campuses with additional resources.

# Timeline



## September 2014

- Samples of promising policy language, including confidentiality
- Training program for campus officials involved in investigating & adjudicating sexual assault cases

## October 2014

- Office on Violence Against Women (OVW) to announce grantees for multi-year initiative on evaluating campus prevention programs

## Fall 2014

- Centers for Disease Control and Prevention (CDC), Department of Education (DoE) and, OVW to convene panel of experts on promising practices and convene pilot teams

## December 2014

- DoE will develop trauma-informed training materials for campus health center staff

## 2015

- CDC will solicit proposals to identify and fill research gaps on sexual violence prevention

Ensuring that all of the federal regulations are being followed can be challenging. On the next page is a checklist to assist with new regulations, as of August 2014.

## Sexual Violence Federal Regulations Compliance Checklist

### Symbol Code

+ = Title IX

^ = Campus SaVE Act

\* = White House Recommendation

### Policy

- Statement against sex discrimination. +\*
- Procedure for responding to incidents. + ^
- Procedures that victims should follow. + ^
- A list of possible sanctions. ^
- Protective measures the University can take. ^
- Statement of how the complainant's confidentiality will be protected. ^
- Statement of use of the preponderance of the evidence standard. + ^
- Equal opportunity for complainant and accused to appeal. +
- Equal opportunity for complainant and accused to present evidence and witnesses. +
- Entitlement for complainant and accused to have a support person during disciplinary proceeding and other related meetings. ^
- A list of standard of evidence used. ^
- A list of rights. ^
- Definitions for dating violence, domestic violence, stalking, sexual assault and consent. ^

### Response

- Take steps to protect the complainant. Cannot wait until the outcome of the investigation. +
- Provide written notification about existing support services on campus and in the community. + ^
- Provide written notification of options for and assistance with academic, living, transportation, and working situations. + ^
- Have someone a survivor can speak to in confidence and inform students who can and cannot maintain confidentiality. \*
- Universities should partner with and create a MOU with local rape crisis center.\*
- Take steps to prevent and eliminate recurrence of any harassment. +

### Investigation / Disciplinary proceedings

- Provide a prompt, effective, equitable, fair, and impartial investigation and resolution. + ^

- Take immediate action. Cannot wait for criminal investigation to be completed. +
- Campus investigation should be completed within 60 days +
- Mediation is not appropriate in sexual assault cases. +
- Accused students and complainants should not be permitted to cross-examine one another directly. +

## Training

- Investigation and hearing must be conducted by officials who receive annual training. ^
- Provide trauma informed training for campus officials. \*
- Hearing boards should be informed that: questions about the survivor’s sexual history with anyone other than the alleged perpetrator should not be permitted; previous consensual sex does imply consent; parties should not be allowed to personally cross-examine each other. \*
- Provide training for residence hall advisors. +
- Provide training for athletes and coaches. +

## Notification

- Disseminate notice of nondiscrimination including the Title IX Coordinator’s contact information. +
- Disseminate notice of grievance procedure and where to file complaints. +
- Publish information about crime on campus in an Annual Security Report including incidents of domestic violence, dating violence, sexual assault and stalking. ^
- Withhold the names of victims when releasing “timely warnings”. ^
- Simultaneous notification to the complainant and accused of the outcome of the disciplinary proceedings and appeals procedures. + ^

## Awareness / Prevention

- Provide education programs to promote awareness of sexual violence. ^
- Provide all incoming students and new employees with:
  - a statement that violence is not tolerated and definitions of the types of violence prohibited;
  - definition of consent (criminal definition in the jurisdiction, not the campus policy);
  - information on bystander intervention;
  - information on risk reduction;
  - the institution’s sexual violence policy. ^
- Provide ongoing prevention education, risk reduction and awareness campaigns. ^
- Provide education programs to incoming students and employees. + ^
- Encourage students to report incidents of sexual violence. + ^

## TASK FORCES/COALITIONS

An important step in partnering with campuses is to join or help establish a task force/coalition on campus that specifically addresses sexual violence. Having a group dedicated to the response and prevention of sexual violence provides a more effective, consistent response that includes a network of seamless referrals. This creates more support for survivors as well as minimizes the likelihood of re-traumatizing the survivor. Additionally, these groups help to make more efficient use of resources and allow for a strong cohesive message to the campus community about the commitment to addressing sexual violence. These groups are sometimes referred to as Sexual Assault Response Teams (SARTs).

If a group is already in existence, ask if a representative from the RCC can join. If a group does not already exist, look for a partner on campus who will work to help establish one. Identify why such a group is needed, the benefits of working together as a group versus assigning it to one particular office or position, the objectives for the group to accomplish, and the topics that will be covered at meetings. This will help bring to light the key figures on campus and in the community who need to be part of the team. If a team does exist, but is only addressing the response to sexual violence, consider suggesting that a sub-committee be added to address awareness and prevention. New members may need to be added to the team to effectively accomplish this. Below is a list of positions to consider inviting to be part of the task force/coalition.

### Task Force/Coalition Team Members:

<ul style="list-style-type: none"> <li>◦ Dean of Students/Student Conduct</li> <li>◦ Residence Life</li> <li>◦ Orientation</li> <li>◦ International Student Services</li> <li>◦ Campus Ministry</li> <li>◦ Counseling Center</li> <li>◦ Diversity Office</li> <li>◦ Health and Wellness</li> <li>◦ Center for Students with Disabilities</li> <li>◦ Student Activities               <ul style="list-style-type: none"> <li>◦ Student groups</li> <li>◦ Student government</li> <li>◦ Greek Life</li> </ul> </li> <li>◦ Local Rape Crisis Center</li> </ul>	<ul style="list-style-type: none"> <li>◦ Campus and local police</li> <li>◦ Human Resources</li> <li>◦ Athletics</li> <li>◦ Office of Sponsored Research</li> <li>◦ Title IX Coordinator</li> <li>◦ Marketing</li> <li>◦ Faculty Development</li> <li>◦ Academic Deans</li> <li>◦ Student advisors</li> <li>◦ Women’s Center</li> <li>◦ Women’s Faculty Caucus</li> <li>◦ Professors who teach on the topic               <ul style="list-style-type: none"> <li>◦ Philosophy, Psychology, Sociology, Gender studies</li> </ul> </li> <li>◦ Local SANE nurse</li> </ul>
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Once a group is established it is important for each group member to feel that their participation is needed and is a good use of their time. Ensuring that the team meets on an ongoing basis with a structure in place that will allow the group to take actions to improve the campus climate helps to keep the team moving forward. There are many ways the group can be structured. How a group is structured and how often it meets will depend on the needs of the campus. Below is one example of a basic structure. Additional information can be found in **A Safer Campus: A Guidebook on Prevention and Response to Sexual and Intimate Partner Violence and Stalking for Ohio Campuses**, <http://www.odh.ohio.gov/~media/ODH/ASSETS/Files/hpr/sexual%20assult/ohiocampusguidebook.ashx>.

<b>Sub-committee</b>	<b>Possible Action Items</b>	<b>Possible Members</b>
Preparedness	Policies Protocols Compliance Mandatory trainings	Human Resources Title IX Coordinator Vice President(s) Dean of Students Faculty Development Advocates Students Rape Crisis Center
Response & Recovery	Reporting Investigations Accommodations Judicial process Support Services Sanctions	Police (campus and local) SANE nurse Advocates Students Residence Life Academic Advising/Deans Student Conduct Health Center Counseling Center Campus Ministry Rape Crisis Center
Prevention & Awareness	Prevention programs Awareness building Risk reduction Social marketing	Orientation Office Professors Coaches Greek Life Student Activities Residence Life Marketing Diversity Office Students Advocates Rape Crisis Center

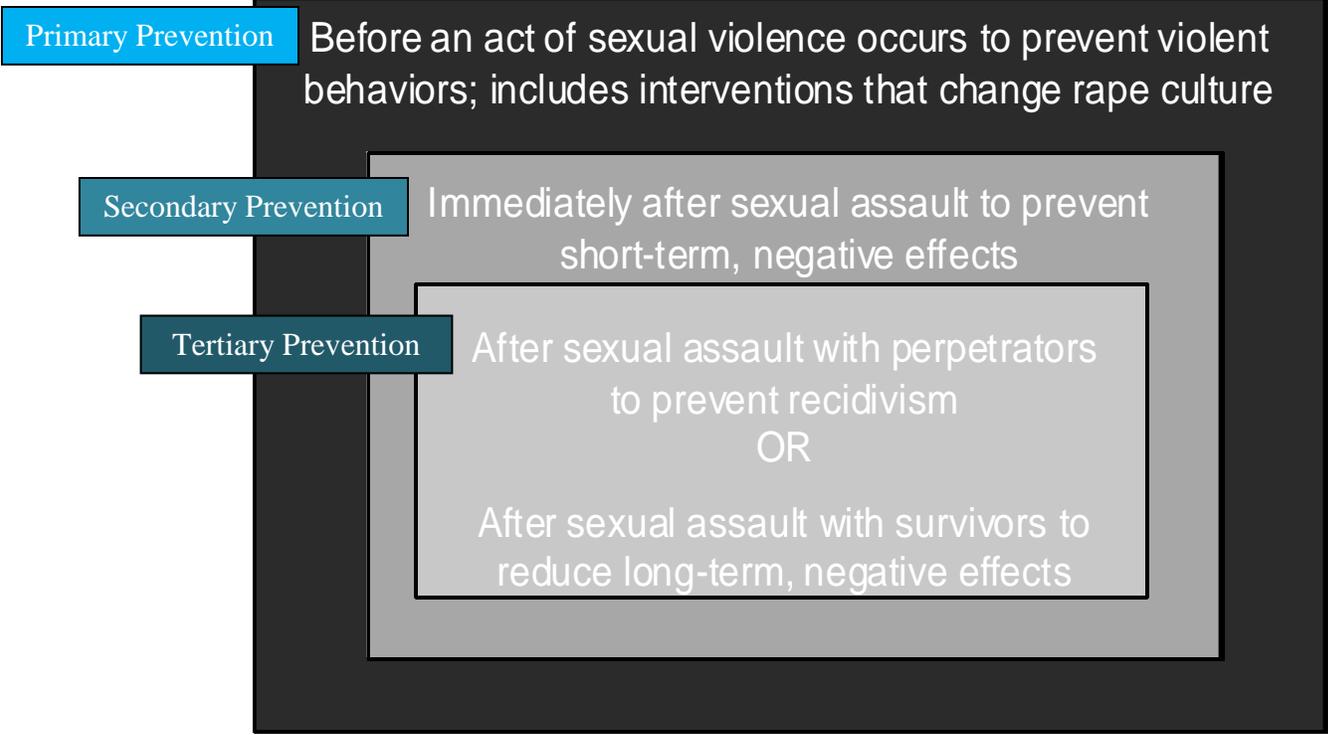
When using this structure it is helpful to both meet as a full Task Force and to meet separately as sub-committees to work on specific tasks.

Always keep in mind the importance of the student voice on each committee. Include a diverse group of graduate and undergraduate students, representing different areas of campus. Identify ways to inform others on campus about the task force/coalition. This will help to spread the message that the campus takes the issue of sexual violence very seriously and is working to effectively respond to and prevent it.

## PREVENTION EDUCATION

Prevention education is paramount to creating lasting social change on campus regarding sexual violence. An effective prevention education strategy utilizes multiple platforms and is tailored specially to the campus. Federal regulations require that campuses provide prevention programs and awareness campaigns that are evidence-based and evaluated for effectiveness, that are ongoing, that address social norms that facilitate sexual violence, and that include primary prevention in the definition. Building the capacity to develop a prevention education strategy is a significant task involving many components and people. Therefore, this section will address items to assist the prevention team in beginning to develop a successful and sustainable prevention education strategy.

In addition to utilizing multiple platforms, a prevention education strategy should strike the right balance between awareness and prevention education. In order to accomplish this, an excellent place to start is to ensure that everyone working on the project has a thorough understanding of the differences between awareness, risk reduction and prevention. There is generally an understanding that programs and campaigns focused on facts, definitions, how to get help, and general knowledge of the issue constitute awareness because they do not address the root causes and solutions to prevent its occurrence before it happens. Risk reduction includes behaviors aimed at decreasing the likelihood of a harmful behavior. Self-defense would be included as a risk reduction approach. Primary prevention is about stopping the violence before it happens and addressing the underlying conditions that contribute to violence. Next, take the conversation a step further by discussing the differences between primary prevention, secondary prevention and tertiary prevention. For specific definitions see the chart on the next page or visit <http://www.cdc.gov/violenceprevention/pdf/SVPrevention-a.pdf>.



The Spectrum of Prevention is a great tool to begin another very important conversation prior to developing a prevention education strategy. The spectrum helps the team to see the big picture and think about the additional components that will need to be addressed besides the actual programs and campaigns. It can also serve as a tool in beginning the conversation about the capacity that will need to be built in order to carry out the prevention education strategy.



Adapted from: Davis R., Fujie Parks, L., & Cohen, L (2006). *Sexual Violence and the Spectrum of Prevention: Towards a Community Solution*. Enola, PA: National Sexual Violence Resource Center.

The end goal of each prevention education strategy is to prevent sexual violence before it happens, which is accomplished through primary prevention. However, it is important that the campus be ready to implement and receive the prevention education in order for it to be successful. It is possible that additional infrastructure needs to first be built, for example around awareness education, trainings, leadership development, or policy change, prior to the implementation of primary prevention efforts. In order to know if the campus is ready to effectively receive primary prevention, a climate survey should be administered. Climate surveys provide information about the knowledge, perceptions and attitudes of each segment of the campus community. If the campus has not recently conducted a climate survey about sexual violence, strongly consider doing this. It will serve as a very informative tool when working to tailor the strategy specifically to the campus's needs. More information on climate surveys can be found at <https://www.notalone.gov/assets/ovw-climate-survey.pdf>. Conducting a qualitative study as well as a quantitative study is recommended to provide a rich data set. OAESV offers training and technical assistance on climate surveys and conducting campus prevention readiness assessments. For more information visit [www.oaesv.org](http://www.oaesv.org).

As the team begins developing a prevention education strategy, establishing learning goals for each of your target audiences, which should include both students and employees, is a great first step. Keep in mind that the components needed in order for the efforts to be most effective include:

- Comprehensive
- Varied Teaching Methods
- Sufficient Dosage
- Theory Driven
- Positive Relationships
- Appropriately Timed
- Socio-Culturally Relevant
- Well-Trained Staff
- Outcome Evaluation

For more detailed information about these items visit:  
<http://wiki.preventconnect.org/Primary+Prevention+Strategies>.<sup>1</sup>

Additionally, consider:

- Mixed gender team of prevention educators.
- Gender-sensitive design that also engages men.
- Tailored to specific contexts and communities.

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<sup>1</sup> Nation, M., Crusto, C., Wandersman, A., Kumpfer, K. L., Seybolt, D., Morrissey-Kane, E., & Davino, K. (2003). **What works in prevention: Principles of Effective Prevention Programs.** *American Psychologist*, 58, 449-456.

A balance of awareness and prevention is crucial. It is important to recognize the value of and continue doing events such as Take Back the Night while ensuring that strategies addressing primary prevention are included. A practical exercise that will help determine prevention capacity as well as strike the right balance is listed below. First, answer questions 1 – 3, then create a chart like the one below and fill it in with actual programs/campaigns that the campus is currently doing or would like to begin doing. After filling out the chart answer question 4.

1. What current efforts do we currently employ to address sexual violence on campus?
2. In an ideal world, what would you like to offer to prevent sexual violence on campus?
3. What activities would you like to add moving forward based on your current capacity and challenges?

	Short-Term	Long-Term
Awareness: Possible topics: survivor stories, myths/facts about sexual violence, services	Walk a mile in her shoes; Take Back the Night; One-time program (orientation); Social marketing low saturation focused on facts	Multi-session awareness programs: academic courses on violence or trauma; Committees and task forces; Social marketing high saturation focused on facts
Prevention: Possible topics: active bystander behavior, healthy relationships, consent	One-time prevention program on bystander intervention and consent; Social marketing campaign low saturation focused on social norms	Multi-session skills based prevention programs on active bystander intervention, consent and healthy relationships; Multi-platform social marketing high saturation focused on social norms

4. What offices, individuals or groups are natural allies, should be asked to be involved and should the team begin to build relationships with in order to make these efforts a reality?

Adapted from: Leslie, Alex (2014). *Prevention On Campus: Prevention Capacity and Strategy Development worksheet*.

Many additional resources for developing a prevention education strategy can be found at <https://www.notalone.gov/schools/#prevention-resources> and [www.preventconnect.org](http://www.preventconnect.org).

Once the team has developed a prevention education strategy the next steps are to continue to build the capacity to carry out the strategy, train people who will be implementing the strategy, and finally, begin implementing the strategy! OAESV recognizes that a tremendous amount of work is needed to create and implement a prevention education strategy and understands that the time and resources to do so may be limited. In order to assist RCCs and campuses in developing a successful, sustainable strategy and cut down on the time and research needed, OAESV is piloting a Campus Prevention Service (CPS) Package. The CPS package will help campuses conduct climate surveys and, based on the results, recommend a course of action. It also includes assistance in coalition building, professional development, bystander empowerment and/or engaging men to promote long-term social norms change and data-to-action framework that ensures prevention strategies are based on the best local and national evidence available. For more information visit: [www.oaev.org](http://www.oaev.org).

## RESOURCES

### Creating a Presence on Campus and Advocacy:

- Sample MOU – <https://www.notalone.gov/assets/mou-rape-crisis-centers.pdf>
- National Alliance to End Sexual Violence Campus Sexual Assault Policy Statement:  
<http://endsexualviolence.org/files/NAESVCampusSexualAssaultPolicyStatement%206-2014.pdf>

### Task Forces / Coalitions:

- Tool kit - <http://ovc.ncjrs.gov/sartkit/>

### Federal Regulations:

- Campus SaVE Act text <https://www.govtrack.us/congress/bills/112/hr2016/text>
- Campus SaVE Act rule making text  
[http://www.insidehighered.com/sites/default/server\\_files/files/VAWA%20neg-reg%20consensus.pdf](http://www.insidehighered.com/sites/default/server_files/files/VAWA%20neg-reg%20consensus.pdf)
- White House Task Force website <http://notalone.gov>
- Dear Colleague Letter <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201104.html>
- Questions and Answers on Title IX and Sexual Violence,  
<http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>
- Additional resources:
  - <http://clerycenter.org>
  - <http://knowyourix.org>

### Prevention Education:

- Guide on climate surveys: <https://www.notalone.gov/assets/ovw-climate-survey.pdf>
- <https://www.notalone.gov/schools/#prevention-resources>
- Guidelines for the Primary Prevention of Sexual Violence and Intimate Partner Violence: <http://www.preventconnect.org/wp-content/uploads/files/2009/VSDVAA-2009-Prevention-Guidelines.pdf>
- Principles of Effective Prevention Programs:  
<http://wiki.preventconnect.org/file/view/Applying+the+Principles+of+Prevention-What+Do+Prevention+Practitioners+Need+to+Know+About+What+Works.pdf/246029721/Applying%20the%20Principles%20of%20Prevention-What%20Do%20Prevention%20Practitioners%20Need%20to%20Know%20About%20What%20Works.pdf>
- Sexual Violence Prevention: Beginning the Dialogue:  
<http://www.cdc.gov/violenceprevention/pdf/SVPrevention-a.pdf>
- [www.oaesv.org](http://www.oaesv.org)