


# WHERE ARE WE NOW?

## A Self-Assessment Tool for Changing Campus Culture



A tool to help campus response teams assess their current response and create a guide for future improvement.

### ***Thank you for being a part of Ohio's Changing Campus Culture Initiative!***

We recommend that campus responders and partners use this tool as an opportunity to work together to create a common vision for the ongoing development of your campus response to gender-based violence.

Reflecting on the questions together is a process that can generate clarity about the strengths of your current campus response, as well as help you prioritize areas in need of additional development.

This tool is designed for campuses to use as an internal self-assessment. The results need not be shared with the Ohio Alliance to End Sexual Violence (OAESV) or the Ohio Department of Higher Education (ODHE).

When choosing who will be involved in the Where Are We Now? self-assessment process, consider including:

- Title IX Coordinator,
- A representative from campus safety,
- A rape crisis or intimate partner violence advocate,
- An administrator involved in the student conduct process and
- General counsel.

You do not need to assure representation of the entire campus population. Rather, you should maximize the team's collective expertise on how your campus responds to gender-based violence.

The procedures for using the tool are intentionally flexible. The end goal is to have one set of responses that reflects all participants' input – and can be used to move your campus forward in developing and implementing more comprehensive protocols to gender-based violence. Depending on your campus' unique qualities and conditions, you can decide whether to have all participants complete the tool individually and then come together to discuss and aggregate responses, to work as a group to fill out a single tool, or some other process that works for you.

The OAESV technical assistance team is available to help your campus implement the Changing Campus Culture initiative. If you have questions about completing this assessment or using your results to make improvements in your response protocols, please contact us at [campus@oaesv.org](mailto:campus@oaesv.org).



## The Essential C's<sup>1</sup>

### Compliance • Competence • Commitment • Collaboration

The purpose of the Ohio Changing Campus Culture Initiative's *Where Are We Now?* tool is to provide a way for Ohio campuses to objectively describe their current response protocols and look ahead to where they improve and grow. The tool is designed to assess four aspects of campus response to gender-based violence. For each of the "Essential Cs" listed below, there are overarching questions that shape the specific items that are included in each section:

- COMPLIANCE** How sufficient are the resources that have been allocated to carry out the campus's duties in responding to gender-based violence? To what extent do campus protocols ensure an appropriate and consistent response to every incident of gender-based violence?
- COMPETENCY** How sufficient are the collective knowledge and skills in enabling campus responders to act appropriately and consistently to a wide variety of situations involving gender-based violence? To what extent has the campus institutionalized strategies for the ongoing education of campus responders regarding gender-based violence?
- COMMITMENT** To what extent do the most prominent leaders on campus take personal responsibility for addressing gender-based violence? To what extent does the entire campus population hold each other accountable for changing campus culture? How strong is the campus's willingness to give time and energy to efforts related to responding to violence on campus?
- COLLABORATION** In what ways do stakeholders work together to improve the campus response to gender-based violence? How do partners build the capacity of one another to achieve collective solutions to gender-based violence on campus that no one responder could achieve independently?

These are a few guiding questions that can help your campus team begin to think about what it means to move beyond a compliance mindset to a changing campus culture mentality.

<sup>1</sup> The Toolkit is organized around the eight Essential C's that guide the work of campuses as they develop and implement response protocols to gender-based violence. Four of the Essential C's included in this tool lend themselves most to self-assessment.

The Changing Campus Culture Initiative’s self-assessment process starts with compliance, which is a critical component of effective survivor-centered responses. However, compliance alone is not sufficient to create a comprehensive response to gender-based violence. Competence, commitment, and collaboration are additional components that can support deeper changes on Ohio’s campuses.

**Compliance Focuses on Five Key Duties**

This section is designed to assess whether the campus has the preconditions necessary to carry out the duties that ensure a consistent and appropriate response to gender-based violence. This section starts with a brief summary of the responsibilities of a campus in protecting students from gender-based violence.

There are five main duties to be carried out by the Title IX Coordinator to respond when gender-based violence is reported. For each duty, at least one best practice standard is identified and displayed in Table 1. The intention of supporting compliance on campuses is to increase the chance that every time gender-based violence occurs, the actions that are taken are appropriate and consistent (see bottom line in Table 1).

Key duties of campuses in responding to cases of gender-based violence.		
	DUTY OF OFFICE	BEST PRACTICE STANDARDS
1	Put into writing the actions that the campus will take when they receive information about a possible case of gender-based violence. This documentation of campus “response” protocols	Content is: <ul style="list-style-type: none"> <li>• Comprehensive</li> <li>• Clear</li> <li>• Continually updated</li> <li>• Accessible</li> </ul>
2	Deliver training to parties responsible for executing the actions specified in the protocols	Training programs are: <ul style="list-style-type: none"> <li>• Culturally relevant</li> <li>• Trauma-informed</li> <li>• Effective — individuals who receive training can demonstrate requisite knowledge and skills. In other words, those individuals exhibit COMPETENCE**</li> </ul>
3	Investigate cases of gender-based violence	Protocols outline processes that are: <ul style="list-style-type: none"> <li>• Prompt</li> <li>• Fair</li> <li>• Equitable</li> </ul>
4	Execute disciplinary adjudication process	
5	Publish security reports	Products are: <ul style="list-style-type: none"> <li>• Annual</li> <li>• Accessible</li> </ul>
<b>BOTTOM LINE:</b> To respond to every incident of gender based violence in a manner that is appropriate and consistent.		

\*\*The extent to which training is delivered effectively generates the COMPETENCE of the campus response, which is examined in a section separate from compliance.

The protocols can be thought of “living documents,” which require ongoing review and updating. Not only do they codify the values and commitments of the campus in terms of handling allegations of gender-based violence, the content can be used as the source material to develop trainings and/or to inform the development of Memorandum of Agreements (MOUs) with response partners on campus and in the community and off-campus. These written protocols should be kept current with recent developments in law and practice. Additional resources to help assist with updating protocols can be found in the Online Resource Guide section of this toolkit under Model Policies, Checklists & Toolkits for Developing Response Protocols.

To what extent are sufficient resources allocated to carry out the campus’s duties in responding to gender-based violence? To what extent do the protocols ensure an appropriate and consistent response to every case of gender-based violence?

<b>Sufficiency of staffing</b>		<b>No</b>	<b>Partially</b>	<b>Yes</b>
1	Is the Title IX Coordinator (Coordinator) position filled at all times?	0	1	2
2	Is the Coordinator dedicated solely to this role?	0	1	2
3	Is the person free of conflicts of interest that would create real or perceived barriers to access?	0	1	2
4	Is the Coordinator adequately trained to respond to gender-based violence?	0	1	2
5	Does the Coordinator work on drafting & modifying protocols (defined in Table 1)?	0	1	2
6	Is the Coordinator’s name, title, and contact information widely disseminated on campus to students, employees, and contractors?	0	1	2
7	Does the Coordinator document every report or request for assistance in resolving a case involving gender-based violence?	0	1	2
8	Does the Coordinator have access to information to complete investigations (e.g., campus law enforcement reports)?	0	1	2
9	Does the Coordinator review campus police records/daily crime logs for violations of Title IX?	0	1	2
10	Is there a team and or additional staff that work on issues of gender-based violence to support the Title IX Coordinator?	0	1	2
<b>Comprehensiveness and clarity of protocol content</b>		<b>Absent</b>	<b>Vague</b>	<b>Clear</b>
1	Operational definitions of gender-based violence such as sexual assault, rape, sexual harassment, stalking, intimate partner violence, etc.	0	1	2
2	Definition of consent	0	1	2
3	Definition of incapacitation	0	1	2
4	Definition of coercion	0	1	2
5	An official statement prohibiting retaliation against individuals who report incidents under Title IX	0	1	2
6	Procedures for what happens if a complainant experiences retaliation	0	1	2
7	Statement that specifies either college or student can initiate a complaint	0	1	2
8	Statement that there are no time limitations for when a student can come forward with a complaint	0	1	2
9	Standard practice of consulting with complainant prior to initiating an investigation	0	1	2
10	Definition and identification of “responsible employees”	0	1	2
11	Definition and identification of CSA’s (Campus Security Authority)	0	1	2
12	Definition and identification of individuals on campus who serve as confidential resources	0	1	2
13	Provisions when the complainant is a minor	0	1	2

Comprehensiveness and clarity of protocol content		Absent	Vague	Clear
14	Provision of names, titles and contact information for making a report	0	1	2
15	Outline of the responsibilities of the “Title IX Coordinator”	0	1	2
16	Outline of the responsibilities of “responsible employees”	0	1	2
17	Outline of the responsibilities of “campus security authorities”	0	1	2
18	Description of campus versus criminal justice responses	0	1	2
19	List of the range of campus disciplinary sanctions	0	1	2
20	Description of when campus will refer a matter to law enforcement	0	1	2
21	Description of how the campus works with law enforcement	0	1	2
22	Outline of the timeframes for investigation, disciplinary actions, and any appeals	0	1	2
23	Statement about what is confidential and what is not	0	1	2
24	Procedures for protecting a complainant’s prior sexual history	0	1	2
25	Statement that mediation will not be used in incidents involving sexual violence	0	1	2
26	Description of potential interim measures to ensure:			
	a.) protection of the complainant	0	1	2
	b.) protection of larger campus	0	1	2
	c.) fairness to the respondent and complainant	0	1	2
27	Description of purpose of emergency notifications and timely warnings.	0	1	2
28	Description of procedures for keeping, maintaining, and destroying records	0	1	2
29	Description of data collection procedures	0	1	2
30	Statement describing what will be reported in the ASR	0	1	2
<b>Fairness of Investigation and Disciplinary Adjudication Process</b> If the campus has not developed a process for investigating and adjudicating cases of gender-based violence, skip the questions in this section.		<b>Rarely</b>	<b>Sometimes</b>	<b>Almost Always</b>
1	Both investigations and adjudications:			
	a.) use the preponderance of evidence as the standard of proof	0	1	2
	b.) permit both parties to have an advisor of choice	0	1	2
	c.) apply participation of attorneys, if allowable, equally to both parties	0	1	2
	d.) are completed in a timely manner (60 days), except for good cause	0	1	2
	e.) have documentation throughout the entire process	0	1	2
	f.) assess for and implement interim measures when needed or requested	0	1	2

<b>Fairness of Investigation and Disciplinary Adjudication Process</b> If the campus has not developed a process for investigating and adjudicating cases of gender-based violence, skip the questions in this section.		<b>Rarely</b>	<b>Sometimes</b>	<b>Almost Always</b>
<b>2</b>	When any report of a potential incident of gender-based violence occurs, the investigation that is undertaken:			
	a.) is conducted independently by either a campus designee (e.g., Title IX investigators) or by an outside trained contracted investigator	<b>0</b>	<b>1</b>	<b>2</b>
	b.) is conducted for fact-finding purposes only	<b>0</b>	<b>1</b>	<b>2</b>
	c.) is conducted by individuals free of bias	<b>0</b>	<b>1</b>	<b>2</b>
	d.) is unrelated and not influenced by a law enforcement response, if there was one	<b>0</b>	<b>1</b>	<b>2</b>
	e.) is completed without waiting for the conclusion of a criminal justice response, if there was one	<b>0</b>	<b>1</b>	<b>2</b>
<b>3</b>	During the investigation, complainants are:			
	a.) informed about what information can, and cannot, be kept confidential	<b>0</b>	<b>1</b>	<b>2</b>
	b.) advised on evidence collection and preservation	<b>0</b>	<b>1</b>	<b>2</b>
	c.) asked their wishes as to whether to pursue a formal campus disciplinary action	<b>0</b>	<b>1</b>	<b>2</b>
	d.) assisted in exercising their right to file a formal criminal complaint, if they so desire	<b>0</b>	<b>1</b>	<b>2</b>
<b>4</b>	Throughout the investigation, both parties — complainant and respondent:			
	a.) are informed about their rights, options, and available services	<b>0</b>	<b>1</b>	<b>2</b>
	b.) have an equal opportunity to present relevant witnesses and other evidence	<b>0</b>	<b>1</b>	<b>2</b>
	c.) are provided ongoing information about the status of the investigation.	<b>0</b>	<b>1</b>	<b>2</b>
<b>5</b>	Throughout the adjudication process, both parties — complainant and respondent — are:			
	a.) permitted to challenge the impartiality of an adjudicator	<b>0</b>	<b>1</b>	<b>2</b>
	b.) permitted to review all applicable documents prior to the review by the adjudicator	<b>0</b>	<b>1</b>	<b>2</b>
	c.) free to decline participation in the disciplinary procedure	<b>0</b>	<b>1</b>	<b>2</b>
	d.) provided updated information on the progress and outcome of the adjudication	<b>0</b>	<b>1</b>	<b>2</b>
	e.) notified simultaneous, in writing, of the case resolution – including any right to appeal.	<b>0</b>	<b>1</b>	<b>2</b>
<b>6</b>	If issued as part of the case resolution, sanctions are monitored for compliance	<b>0</b>	<b>1</b>	<b>2</b>
<b>Accessibility of Campus Security Report</b> if the campus does not publish an Annual Security Report, (ASR) check here and skip remaining questions in this section.		<b>No</b>	<b>Partially</b>	<b>Yes</b>
<b>1</b>	All the Clery geography locations are pre-identified.	<b>0</b>	<b>1</b>	<b>2</b>
<b>2</b>	The report is published annually.	<b>0</b>	<b>1</b>	<b>2</b>
<b>3</b>	Only aggregate, non-identifying information is included.	<b>0</b>	<b>1</b>	<b>2</b>
<b>4</b>	Campus police daily crime logs are maintained.	<b>0</b>	<b>1</b>	<b>2</b>



How sufficient are the collective knowledge and skills in enabling campus representatives to act appropriately and consistently to a wide variety of situations involving gender-based violence on campus? To what extent has the campus institutionalized strategies for the ongoing education of campus members regarding gender-based violence?

<b>General Competencies</b> if the campus has not developed ongoing campus-wide education practices for representatives, skip the questions in this section.		<b>Not feasible or relevant</b>	<b>Planning for next AY</b>	<b>In progress this AY</b>	<b>Done this AY</b>
<b>1</b>	There is an educational program that includes annual activities to promote the following competencies and abilities among all administrators, professors, instructors, coaches, and other staff who interact with students on a regular basis:				
	a.) increased awareness of gender-based violence	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
	b.) general knowledge about how to identify gender-based violence and respond to disclosures	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
	c.) specific responses mandated under Title IX e.g., how to inform complainants of their rights, how to report to Title IX Coordinator, roles and responsibilities of responsible employees	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>2</b>	There is an ongoing educational program that includes annual activities to promote the following competencies and abilities among resident assistants, peer advisors, orientation leaders, tutors, mentors, captains of athletic teams and other student leaders:	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
	a.) increased awareness of gender-based violence	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
	b.) general knowledge about how to identify gender-based violence and respond to disclosures	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
Please reflect upon how your campus has developed training for the general campus community in ways that emphasize best practice standards of “effective” and “culturally appropriate.” How do you engage adult learners and make education on gender-based violence relevant to different groups on campus, including on-line and commuter students, if applicable?					

<b>Employee Specific Competencies</b> if the campus does not have ongoing education for campus responders to gender-based violence, skip questions in this section.		<b>Not feasible or relevant</b>	<b>Planning for next AY</b>	<b>In progress this AY</b>	<b>Done this AY</b>
<b>3</b>	Training is delivered annually to campus employees that are involved in response to cases of gender-based violence, such as the Title IX team, decision-makers, responsible employees, first responders, and investigators. Training activities aim to:				
	a.) incorporate new responses and resources as they are developed	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
	b.) increase personal accountability for protecting students who experience gender-based violence	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
	c.) build skills on how to investigate and conduct hearings on gender-based violence	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
	d.) clarify roles and responsibilities	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
	e.) teach trauma-informed responses	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
	f.) improve protocols related to collection and preservation of evidence	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
	g.) incorporate state and federal reporting requirements including access to confidential resources	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
Please explain how your campus has developed training for the campus employees in ways that emphasize best practice standards of “effective” and “culturally appropriate.” How do you engage responders in ways that in-creases their accountability for protecting students who experience gender-based violence?					



<b>Policing Competencies</b> if the campus does not have ongoing education practices developed specifically for security, police, and law enforcement, skip the questions in this section.		<b>Not feasible or relevant</b>	<b>Planning for next AY</b>	<b>In progress this AY</b>	<b>Done this AY</b>
<b>4</b>	Training activities coordinate campus police/security and local law enforcement responses to gender-based violence and include the following learning objectives:				
	a.) MOU's between local law enforcement and campus police/forming cross-jurisdictional partnerships	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
	b.) increase the ability of local law enforcement to understand campus protocols to gender-based violence	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
	c.) ensure students receive proper notification of their rights to file a Title IX complaint from campus security/police officers	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
	d.) ensure students receive proper notification of their rights to file a Title IX complaint from local law enforcement officers	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
	e.) ensure campus No Contact Order and Civil Protection Orders are enforced when violations are reported	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
	f.) increase likelihood that campus security/police officer(s) will report incidents to the Title IX Coordinator on campus	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
	g.) increase likelihood that local law enforcement officer(s) will report incidents to the Title IX Coordinator on campus	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
	h.) increase trauma-informed response competencies among responders	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
Please explain how your trained law enforcement partners meet objectives stated above — or why not feasible at your campus.					

**Policing Competencies**

if the campus does not have ongoing education practices developed specifically for security, police, and law enforcement, skip the questions in this section.

		Not feasible or relevant	Planning for next AY	In progress this AY	Done this AY
<b>5</b>	Practitioners with issue-specific competencies are available to students who experience gender-based violence:				
	a.) specialized advocates	0	1	2	3
	b.) forensic nurses	0	1	2	3
	c.) international Student Centers / immigration assistance	0	1	2	3
	d.) LGBTQI+ center	0	1	2	3
	e.) multicultural affairs and other culturally-specific offices	0	1	2	3
	f.) disability resource centers	0	1	2	3
	g.) financial aid services	0	1	2	3
Please explain how your campus makes responders with expertise in gender-based violence available to your students – or why not feasible at your campus.					

To what extent do the most prominent leaders on campus take personal responsibility for addressing gender-based violence? To what extent does the entire campus population hold each other accountable for changing campus culture? How strong is the campus's willingness to give time and energy to efforts related to responding to violence on campus?

		Not feasible or relevant	Planning for next AY	In progress this AY	Done this AY
<b>1</b>	Provide a statement that the campus' goal is to be free of gender-based violence and uphold a safe and respectful environment for all who attend and work there.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
	Please explain how your campus statement emphasizes best practice standard of "unequivocal." What makes the statement strong? What makes it clear?				
<b>2</b>	Posts Notice of Nondiscrimination and Grievance Procedures.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
	Please explain how your campus posts in ways that emphasize best practice standard of "accessibility." How easily available are your notices on an ongoing basis?				
<b>3</b>	Designate a single official or office to oversee a consistent campus response to gender-based violence.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
	Please explain how your campus has vested authority in ways that emphasize best practice standard of "coordination" across individuals, departments, and organizations. How successful is your campus in coordinating activities to facilitate a seamless experience for reporting, investigating, and adjudicating gender-based violence cases?				

		Not really	Partially	Mostly	Completely
<b>4</b>	Responsibility for gender-based violence on campus is shared by all members of the campus community, including:				
	a.) faculty	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
	b.) administrators	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
	c.) staff	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
	d.) students	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
	e.) board of trustees	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
	f.) alumni	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
	Please reflect on how your campus has shared responsibility that emphasize best practice standard of “collective ownership.” How do you ensure that everyone is empowered to play a role in creating a gender-based violence free learning environment?				
<b>5</b>	When prioritizing campus issues, leadership assigns sufficient importance to gender-based violence.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
	Please reflect on the extent to which buy-in by your campus leaders extends beyond fear of being found non-compliant by federal regulatory agencies.				
<b>6</b>	The campus has developed a culture of respect.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
	Please explain how your campus has supported positive cultural messages and environmental cues to hold the campus population accountability for civil conduct.				
<b>7</b>	The campus has fostered a climate that encourages reporting of gender-based violence.	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
	Please reflect upon the extent to which your campus has reducing “chilling effects” for reporting gender-based violence? What changes has your campus implemented to overcome barriers to reporting?				

**COLLABORATION** Overarching Questions

In what ways do stakeholders work together to improve the campus response to gender-based violence? How do partners build the capacity of one another to achieve collective, solutions to sexual violence on campus that no one responder could achieve independently?

		Not really	Partially	Mostly	Completely
<b>1</b>	Identify a group of key campus and community stakeholders that meet on a regular basis to discuss campus responses to gender-based violence, with membership that includes:				
	a.) Title IX Coordinator	0	1	2	3
	b.) Title IX Deputies and investigators	0	1	2	3
	c.) Student Conduct	0	1	2	3
	d.) Campus Safety/Police	0	1	2	3
	e.) Human Resources	0	1	2	3
	f.) Dean of Students	0	1	2	3
	g.) Diversity Office	0	1	2	3
	h.) Community-based rape crisis and/or intimate partner violence programs	0	1	2	3
	Please explain how you ensure adequate membership and engagement in your gender-based violence response team on campus.				
<b>2</b>	The campus engages meaningful contributions from the following groups to improve the campus response to gender-based violence.				
	a.) health centers	0	1	2	3
	b.) culturally-specific centers	0	1	2	3
	c.) clergy and other faith-based leaders	0	1	2	3
	d.) student groups	0	1	2	3
Please explain how your campus ensures meaningful participation and engagement of groups that can improve the campus response to gender-based violence.					

		Not really	Partially	Mostly	Completely
<b>3</b>	The campus fosters connections to resources in the broader community in order to improve gender-based violence response:				
	a.) by participating in a community task force on gender-based violence	0	1	2	3
	b.) by maintaining a comprehensive list of community service providers who can support complainants and respondents in a culturally-relevant manner	0	1	2	3
	c.) by establishing a formal relationship with a community-based rape crisis center	0	1	2	3
	d.) by establishing a formal relationship with a community-based intimate partner violence program	0	1	2	3
	e.) by establishing a formal relationship with local law enforcement	0	1	2	3
	f.) by communicating with parents, alumni and surrounding community	0	1	2	3
	Please explain how your campus works to maintain positive relationships with organizations in the broader community that can improve the campus response to gender-based violence.				
<b>4</b>	There are protocols to facilitate aggregate data information sharing, including:				
	a.) among key responders	0	1	2	3
	b.) for maintaining communication with campus leaders	0	1	2	3
	c.) for maintaining communication with stakeholders	0	1	2	3
	d.) for maintaining communication with complainant	0	1	2	3
	e.) for maintaining communication with respondent	0	1	2	3
	f.) for documentation and record-keeping	0	1	2	3
	g.) for maintaining privacy and confidentiality	0	1	2	3
Please explain the extent to which your campus official protocol documents that specify procedures related to information sharing for the benefit of all parties.					

		Not really	Partially	Mostly	Completely
<b>5</b>	Specific communication practices are established to:				
	a.) remove identifying information about the complainant from communications whenever possible	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
	b.) use VAWA compliant releases when a survivor wants to share information	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
	c.) make interpretation available to students who are Limited English Proficient or Deaf	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
	d.) notify stakeholders when interim measures, such as a no contact order, are in place — to ensure they are up-held	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
Please explain how your campus established communication practices to achieve the goals stated above.					
<b>6</b>	Responders coordinate their activities to ensure that:				
	a.) all roles and responsibilities are delineated	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
	b.) all stakeholders understand the roles and responsibilities of the other stakeholders	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
	c.) cross-training among stakeholders occurs	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
	d.) there are campus services and supports available to meet the diversity of the student body	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
	e.) confidential resources and also those who hold privilege are identified for complainants	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
Please explain how your response stakeholders design activities to achieve the goals stated above.					



		Not really	Partially	Mostly	Completely
<b>7</b>	The campus has established a formal MOU:				
	a.) to facilitate cooperation between the campus and community rape crisis center and/or intimate partner violence center (IPV)	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
	b.) with crisis and IPV programs — that specifies how and when advocates will be engaged	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
	c.) with crisis center and IPV programs— that specifies how and when additional services will be provided	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
	d.) to facilitate cooperation between the campus and local law enforcement	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
	e.) with law enforcement — that includes clear guidance on when a campus should refer a matter to local law enforcement	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
	f.) with law enforcement — that includes clear guidance on when law enforcement should reach out to a campus (e.g., when an incident of gender-based violence with a student occurs off-campus)	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
	g.) with law enforcement — that includes procedures for information sharing	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
	h.) with law enforcement — that includes procedures for confidentiality	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
	i.) with law enforcement — that clearly states the campus will not stop their investigation of lieu of a criminal justice proceeding	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
	j.) with law enforcement — that clearly states that any temporary stay in the Title IX investigation to account for a law enforcement fact finding process will immediately resume upon notification that the investigation is complete	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
	Please explain the ways that establishing MOUs have served as either barriers or facilitators in improving your campus response to gender-based violence.				