CAMPUS
Technical Assistance and Resource Project

Implementation of a Comprehensive

Sexual Assault, Domestic Violence, Dating Violence and Stalking Program

TECHNICAL ASSISTANCE TEAM

Campus Disciplinary and Judicial Boards TA Provider: **The Mississippi Coalition Against Sexual Assault**

Community Coordinated Response TA Provider: **The California Coalition Against Sexual Assault**

Comprehensive Prevention and Education TA Provider: **Green Dot etc., Inc.**

Engaging Men TA Provider: **Men Can Stop Rape**

Historically Black Colleges and Universities TA Providers: **The National Organization of Sisters of Color Ending Sexual Assault and Black Women's Blueprint**

Law Enforcement TA Provider: **East Central University**

The Jeanne Clery Act TA Provider: **The Clery Center for Security on Campus**

This document was created by the Campus Program Technical Assistance Team to provide colleges and universities with effective strategies when implementing a sexual assault, domestic violence, dating violence and stalking program.

MISSION: The mission of the United States Department of Justice, Office on Violence Against Women's Campus Program is to develop effective, culturally-relevant, campus-based programming that builds upon strong campus and community partnerships with the goals of strengthening services for victims of sexual assault, domestic violence, dating violence, and stalking and promoting multifaceted prevention strategies within the campus community. To that end, the Campus Program provides comprehensive, responsive, and well-informed Technical Assistance to campus grantees and other colleges and universities to ensure that survivor-centered responses are holistic, while holding offenders accountable.

Components of a Comprehensive Program

The ultimate objective of the Campus Program is to help colleges and universities create effective, comprehensive responses to sexual assault, domestic violence, dating violence and stalking. A comprehensive approach includes both prevention and intervention and requires a multi-faceted, coordinated effort that engages key stakeholders from the surrounding community and throughout the campus, including students, faculty, staff, and administrators. A successful prevention and intervention strategy is informed by research and promising practices, and effectively communicates to the entire campus body that sexual assault, domestic violence, dating violence and stalking will not be tolerated.

To meet this objective, the Campus Program has identified three overarching program goals that include several core elements. These goals and elements are designed to implement the statutory requirements for the Campus Program, in addition to supporting the Program's overarching statutory goals of developing and strengthening comprehensive and holistic victim services, effective strategies for holding offenders accountable, and prevention education and awareness programs.

GOAL #1: Broad Campus and Community Engagement

An effective comprehensive strategy requires buy-in and participation from key stakeholders from the community and throughout the campus. Research and practice confirm that the broad-based changes needed to effectively respond to sexual assault, domestic violence, dating violence and stalking cannot be accomplished when efforts are confined to one or two entities (e.g., counseling center, a women's center, or law enforcement) acting independently. However, even broad scale efforts are not successful if they are not coordinated or are implemented within isolated silos. As such, the foundation for a comprehensive strategy is the utilization of a Coordinated Community Response Approach.

ELEMENT #1: Develop a Coordinated Community Response (CCR) Approach:

The CCR Approach ensures a timely, culturally relevant and respectful response to sexual assault, domestic violence, dating violence and stalking committed on or off campus. Implementing such an approach requires establishing a coordinated community response team. This team coordinates all prevention and intervention efforts; facilitates communication between key campus departments and community partners; ensures messages across efforts are consistent and reinforced; and ensures the system's response to victims is seamless, consistent, and supportive. Without shared oversight and inter-agency/office/department cooperation, responses to victims can be inconsistent, unnecessarily duplicative, and insensitive; and prevention efforts can be contradictory, exclusive and ineffective. An effective CCR team requires representation from key-stakeholders across campus and the community, including, those who:

1. Directly respond to these crimes (e.g., law enforcement officers, judicial officers, counseling center staff, prevention office staff, community based victim service providers and advocacy program staff, civil/legal agency staff, etc.);
2. Set campus norms, policies and practices (e.g., student leaders, administrators, faculty and staff); and,
3. Represent groups who have been historically marginalized and/or excluded (e.g., LGBTQ individuals, communities of color, international students, individuals with disabilities, etc.).

The partners of the CCR team should meet on a regular basis, and participation on the CCR Team should be integrated into the job responsibilities of key campus positions.

The roles of the CCR team include (but are not limited to):
- Engaging key partners (from on and off campus) to develop and oversee all aspects of the campus response to sexual assault, domestic violence, dating violence and stalking.

- Developing, implementing, reviewing, and revising protocols, policies, and procedures for addressing these crimes.
- Prioritizing policy development and systems change as goals to institutionalize efforts to effectively address sexual assault, domestic violence, dating violence and stalking.
- Ensuring all prevention and intervention efforts are consistent and cross-reinforcing.
- Assessing and improving strategies, policies and procedures developed and correcting any aspects that proves ineffective. Regular assessment and evaluation of efforts are critical.
- Involving community partners on an ongoing basis (e.g. state, tribal or territorial domestic violence and/or sexual assault coalition) 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 under-represented groups.
- Developing and overseeing a communications strategy that maximizes engagement with the campus community across different departments, offices, and organizations.

ELEMENT #2: Develop Shared and Consistent Messaging, Goals and Strategies for the CCR team:

Shared goals and strategies ensure that efforts to address these crimes provide similar and supportive responses to survivors and promote a message that all university departments and entities take these crimes seriously. This approach requires the CCR team to determine its shared values, mission, and goals for addressing sexual assault, domestic violence, dating violence and stalking on campus before implementation strategies are developed. Creating a mission statement or charter can support this approach. In addition, the CCR team should determine how each partner can promote similar messaging, but tailor their messaging to their role within the university or community so that it strengthens the system wide responses to these crimes. Consistent strategies ensure that no matter which entity the survivor accesses, a supportive and coordinated response is implemented.

ELEMENT #3: Ensure CCR efforts are rooted in a Culturally Relevant, Survivor Centered Approach:

In light of the sensitive and unique nature of sexual assault, domestic violence, dating violence, and stalking, any responses to survivors cannot be implemented in a one size fits all strategy. These responses should take into account the unique circumstances, cultural contexts, and experiences of each survivor. A comprehensive program:
- Is grounded in the experiences of all survivors on campus. This requires the campus to understand not only the dynamics of the crimes, but the nuances that each crime presents and how these crimes are experienced by diverse groups of survivors on campus;
- Takes into account cultural contexts in order to better understand the survivor's experience and how this may affect such actions like a survivor's decision not to report or seek services;
- Is flexible and adaptable to the needs of survivors so they are not re-traumatized by the campus's efforts; and
- Prevents the creation of processes, protocols and systems that support institutional interests over survivor's needs.

ELEMENT #4: Infuse a Healthy Masculinity Framework into CCR team efforts

It is equally important that campuses proactively address the societal and cultural underpinnings that perpetuate these crimes. Accepted social norms regarding harmful masculinity, male privilege, and patriarchy are embedded in both men's and women's views of survivors and perpetrators. Campuses must address unhealthy, violent masculinity and its impact on how these crimes are viewed and perpetrated by: 1) recognizing unhealthy aspects of masculinity that are harmful; 2) supporting gender equity; and 3) addressing the intersection of masculinity with race, ethnicity, class, orientation, etc. This work requires intentional efforts that prioritize prevention and intervention and an analysis of how harmful masculinity affects attitudes and behaviors associated with these crimes.

Widespread engagement of men is necessary to advance the work of changing culture by replacing negative, unhealthy masculine social norms with positive, healthy masculine social norms on campus. Since no one strategy (an awareness-raising event, for example) is effective for engaging men, multiple strategies need to be combined together into integrated, comprehensive efforts. The responsibility for developing the strategies and plans for infusing a healthy masculinity framework into the campus intervention and prevention efforts begins with the CCR team. A CCR team of women and men sends a message to the campus that sexual assault, domestic violence, dating violence and stalking are important issues for everyone.

The "engaging men" responsibilities of the CCR team include (but are not limited to):
- Assessing and engaging any expertise on masculinity and violence against women that exists on campus and in the community;
- Becoming trained or educated on intersections between masculinity social norms, violence against women, male survivors, and primary prevention of sexual assault, domestic and dating violence, and stalking;
- Conducting assessments or having campus or/and community experts conduct assessments to learn about men and masculine social norms in the campus community;
- Developing a logic model specifically for engaging men;
- Infusing engaging men strategies into all 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 engage men as allies;
- Strategically building a broad spectrum of campus male allies that can speak to the issue of engaging men.

ELEMENT #4: Ensure CCR efforts create systemic changes in responses to sexual assault, domestic violence, dating violence and stalking

Comprehensive campus programs should be designed to create institutional and/or systemic changes in its responses to these crimes. This requires the CCR teams to: 1) develop and implement effective policies and protocols; 2) conduct 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) ensure campus leadership is engaged, knowledgeable about and supports the efforts of project; and 4) ensure all levels of the campus community received extensive ongoing training in sexual assault, domestic violence, dating violence and stalking.

GOAL #2: The Reduction of Sexual Assault, Domestic Violence, Dating Violence and Stalking

While the prevention and education activities of the Campus Program include elements of awareness building and information dissemination, the ultimate goal of prevention and education is to reduce the number of students who are victimized by sexual assault, domestic violence, dating violence and stalking. Therefore, prevention and education programming should reflect multi-tiered prevention approaches including primary prevention strategies, in addition to, education and awareness efforts. Research and practice indicates that effective prevention efforts must include more than one-time programming and awareness events. They must be consistent, comprehensive and ongoing. Strategies should include:
- Conducting prevention and education efforts across the campus (e.g., students, staff, faculty and administrators)
- Determining the amount of programming and content offered

- Assessing audience readiness for content
- Providing repeated exposure to programming and
- Creating developmentally and culturally appropriate content and programming.

While creating a strategic plan for prevention, it is critical that the CCR Team ensures campaigns and educational content are: (1) coordinated; (2) complementary, not contradictory; and (3) mindful of the readiness of the intended audience. As the CCR Team develops its comprehensive prevention strategy, campuses should focus on the following three necessary elements in their prevention and education programs:

ELEMENT #1: Ensure that all incoming students receive information about campus policies and campus and community resources

It is vital that initial programming for incoming students accomplish three important objectives. First, programming should contain information about policies and resources in a way that is clear and accessible to all students. Second, the information about resources for victims should be presented in a way that works toward overcoming the significant barriers to reporting that have kept these crimes dramatically under-reported. Third, the information should support help-seeking behaviors and be presented in a manner that is inclusive of individuals who have been historically under-represented.

ELEMENT #2: Ensure prevention strategies are comprehensive and culturally relevant

Strategies should include universal and targeted approaches and activities that engage a range of campus community members. Culturally specific strategies should be employed to effectively engage communities of color, underserved and international communities.

Prevention activities may include, but are not limited to:
- Social norms campaigns
- Public service announcements
- Training for faculty and staff on recognizing the dynamics of sexual assault, domestic violence, dating violence, and stalking and responding appropriately
- Public education campaigns on identifying and responding to abusive relationships and/or healthy relationships
- Targeted prevention efforts with athletic teams, Greek organizations, and other student organizations, etc.
- Peer theatre productions
- Social media campaigns
- Development of student organizations to combat this violence
- Community awareness events, etc.

It is important that the CCR Team notes gaps in engagement and develop course-correction strategies to move toward a critical mass working together to reduce these crimes.

ELEMENT #3: Include bystander intervention strategies and approaches

Informed by current research, and in consultation with experts on bystander intervention, campuses should implement educational and training efforts that seek to mobilize the community to action, and equip bystanders to get involved before, during and after a potential act of sexual assault, domestic violence, dating violence and stalking.

The bystander model focuses both on increasing the campus community members' receptivity to prevention messages and training and supporting bystander behaviors – helping community members become more sensitive to issues of sexual assault, domestic violence, dating violence, and stalking and teaching skills to intervene with the intent to prevent assaults from occurring. This conceptual model

provides community members with a specific role that can be adopted in preventing and interrupting incidents of sexual assault, domestic violence, dating violence, and stalking. This role includes interrupting situations that could lead to assault before it happens or during an incident, speaking out against social norms that support sexual assault, domestic violence, dating violence, and stalking and having skills to be an effective and supportive ally to survivors. Prevention programs will also provide skill-building opportunities for both direct and indirect intervention in order to increase helping behavior without placing bystanders' own safety in jeopardy. A bystander approach can work within broader community models of change by providing a perspective that shows how all community members have a direct stake and role to play in sexual violence and domestic violence prevention, including community attitude change.

Campuses should develop and/or utilize bystander education programs that have well-researched approaches (e.g., Socio-Ecological Model) and/or are evidence-based. A bystander intervention program that incorporates components such as recognizing inappropriate behavior, skill building, requesting a commitment to intervene, and role modeling is highly recommended. Campuses should also consider in the development or utilization of existing programs whether the program's strategies are effective across all demographics (e.g., gender, ethnicity, sexual orientation, etc.) to meet the unique characteristics of each campus. Campuses should think carefully about which agency will house the grant funded project in order to maximize its visibility and accessibility to the larger community (e.g., student affairs vs. law enforcement).

ELEMENT#4: Address healthy masculinities and implement robust engaging men strategies

Efforts aimed at engaging college-age men as influencers of other young men and as allies with survivors of sexual assault, domestic violence, dating violence and stalking is critical to comprehensive prevention efforts. Men have historically been excluded from preventing sexual assault, domestic violence, dating violence and stalking. Many people, for example, still misconstrue risk reduction (i.e., taking a self-defense course, watching your drink, never going out alone at night and more) as prevention, which places the burden of responsibility on women and girls. Comprehensive prevention programming should include both women and men. Some of the programming should address the relationship between masculinity and primary prevention. Many of the risk factors for individual perpetration of sexual assault identified by researchers are linked to masculinity such as having coercive sexual fantasies; having hostility towards women; and adhering to societal norms supportive of sexual violence, male superiority, and male sexual entitlement. When focused on masculinity, then, primary prevention can be described as stopping sexual assault, domestic violence, dating violence and stalking by replacing harmful attitudes and behaviors associated with unhealthy masculinity with pro-social norms associated with healthy masculinity.

Because engaging men prevention programming involves challenging and changing social norms, it requires robust, comprehensive, and coordinated strategies over time. Elements of the engaging men programming include (but are not limited to):
- Developing or adapting theory-informed engaging men programming based on positive, healthy masculine social norms;
- Creating and using an engaging men brand(s) across programming;
- Including multiple strategies to engage men, such as introductory workshops, peer theater, events, conferences, panels, retreats, social media, trainings, classes, public education campaigns, pledges, and men's groups;
- Implementing programming and campaigns that address campus men's diverse social identities and circumstances;
- Developing or adapting programming that takes into account stages of change that men and communities experience and uses techniques appropriate for motivating that change at different stages of readiness;

- Conducting training or preparing students, administrators, faculty, staff, and community members to either conduct engaging men workshops and trainings or be spokespersons for the engaging men programming and campaigns; and
- Strategically and consistently implementing engaging men programming throughout a school year.

GOAL #3: Effective Intervention

In addition to the goal of reducing sexual assault, domestic violence, dating violence and stalking, the Campus Program also focuses on ensuring effective interventions for survivors of these crimes. This goal encompasses two prongs: (1) creating and maintaining effective systems for enforcement and accountability and, (2) providing survivor-centered services.

ELEMENT #1: Create Effective Systems for Enforcement and Accountability

Campuses should create systems and implement responses that move the campus towards fair and consistent offender accountability. It is necessary that they include comprehensive policies and protocols that strengthen security and investigative strategies on and off campus, support appropriate disciplinary actions that hold offenders accountable and enhance the prosecution of these crimes.

Campuses should focus on three necessary elements:
1. Developing coordinated and effective policies and procedures that are rooted in research and best practices in the field;
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 whom victims will turn to for help; and,
3. Developing procedures that ensure all campus and community partners are providing consistent, timely responses that meet the needs of victims.

Activities can include but are not limited to:
- Forming sexual assault or domestic/dating violence response teams
- Supporting sexual assault forensic medical exams
- Enhancing investigation techniques including trauma informed forensic interviewing of sexual assault victims
- Establishing effective timely warning procedures
- Ensuring fairness for victims and offenders in judicial processes and proceedings
- Reviewing, revising and updating campus judicial policies including the current code of student conduct and institutional sanctions to ensure that the code defines a clear and concise disciplinary process
- Developing uniform and consistent penalties for infractions of the student code of conduct
- Ensuring that all judicial/disciplinary cases are pursued in the same manner, regardless of "who" the victim and/or offender may be
- Increasing awareness of campus accommodations and services available to victims
- Increasing awareness of civil/legal remedies for victims
- Enhancing and establishing confidentiality protocols and information sharing
- Integrating these crimes into emergency management protocols
- Engaging in lethality/danger assessments
- Improving the tracking and enforcement of protective orders
- Creating databases to better track incidents and arrests on campuses
- Coordinating campus response teams (i.e. Sexual Assault Response Team (SART), Behavioral Intervention teams, Crisis Intervention teams and Emergency Management Teams), etc.

ELEMENT #2: Victim Services and Advocacy

It is critical that campuses tailor their efforts to provide interventions that put the needs of survivors first, and are comprehensive, culturally relevant, flexible, and accessible for all victims of sexual assault, domestic violence, dating violence and stalking. In light of the unique dynamics and experience of the survivors of each crime, victim services and advocacy should be distinct and when needed intersect to fully address the needs of the survivors. Victim services and advocacy offered should not be identical. Collaborative referral relationships between campus and community based victim service providers should ensure accessibility to relevant victim services and advocacy. Services should be offered by partnering with community victim service providers with expertise in sexual assault, domestic violence, dating violence and stalking (i.e. rape crisis center, domestic violence shelter, etc.). Victim services and advocacy programs must be made available 24 hours a day/7 days a week and should be staffed by individuals trained to respond to these crimes. Please note that having University Counseling Center or Women's Center services only, or as the primary resource for victims, is not sufficient to meet this requirement unless a wide range of comprehensive victim services is provided by these entities and accessibility is not limited.

Campuses must provide, at minimum, the following array of services:
- **On-Campus Victim Services and Advocacy** should include but is not limited to: victim advocacy services, crisis intervention, community referral services, access to culturally relevant services or referrals, housing advocacy, specific counseling that addresses sexual assault, domestic violence, dating violence and stalking, educational advocacy, accompaniment and advocacy at disciplinary hearings, health/medical care advocacy and accompaniment, etc.
- **Off-Campus Victim Services and Advocacy** should include: 24 hour crisis intervention including shelter services, court accompaniment, access or provide culturally relevant services or referrals, specific counseling that addresses sexual assault, domestic violence, dating violence and stalking, victim compensation, victim advocacy services, legal advocacy, community referrals, health/medical care and advocacy and accompaniment including access to forensic sexual assault medical exams, etc.

This can be demonstrated by:
- Partnering with community victim service providers that have expertise in sexual assault, domestic violence, dating violence or stalking to develop a referral process, response protocols and supports that ensure 24 hr. accessibility to confidential victim services and advocacy for all survivors. (Note: a partnership primarily focused on providing training to the campus and participation in its CCR team meetings does not meet this requirement); **AND/OR**
- Developing a campus based victim services and advocacy program that includes advocacy services, crisis intervention, referral to community services, access or provide culturally relevant services or referrals, university housing advocacy, specific counseling that address sexual assault, domestic violence, dating violence and stalking, educational advocacy, judicial/disciplinary advocacy and accompaniment, health/medical care advocacy and accompaniment, etc. *(Note: This should not be developed without also having a partnership with a community-based victim service organization to ensure survivors have access to confidential services and options outside of campus resources)*