SAFETY BUSTICE SAFETY S

BEST PRACTICES

FOR VIRGINIA CAMPUSES ADDRESSING GENDER-BASED VIOLENCE



Virginia Sexual and Domestic Violence

VIRGINIA SEXUAL & DOMESTIC VIOLENCE ACTION ALLIANCE

VIRGINIA'S LEADING VOICE ON SEXUAL AND INTIMATE PARTNER VIOLENCE

1118 WEST MAIN STREET RICHMOND, VA 23230 WWW.VSDVALLIANCE.ORG INFO@VSDVALLIANCE.ORG 804.377.0335 @VACTIONALLIANCE



Virginia Sexual and Domestic Violence

SAFETY & JUSTICE FOR ALL FOR VIRGINIA CAMPUSES ADDRESSING INTERPERSONAL VIOLENCE

ORIGINAL RELEASE: 2015 REVISED AND UPDATED: SEPTEMBER 2021

ACKNOWLEDGEMENTS

THE VIRGINIA SEXUAL & DOMESTIC VIOLENCE ACTION ALLIANCE WISHES TO THANK THE FOLLOWING GROUPS FOR THEIR ASSISTANCE IN COMPILING AND REVIEWING THESE BEST PRACTICES, AND FOR THEIR LEADERSHIP IN ENHANCING CAMPUS RESPONSE TO INTERPERSON-AL VIOLENCE:

VIRGINIA CAMPUS TASK FORCE THE RED FLAG CAMPAIGN PARTNER CAMPUSES GOVERNOR'S TASK FORCE ON COMBATING CAMPUS SEXUAL VIOLENCE

SAFETY AND JUSTICE FOR ALL: BEST PRACTICES FOR VIRGINIA CAMPUSES ADDRESSING INTERPERSONAL VIOLENCE

RESEARCHED AND WRITTEN BY: JEN UNDERWOOD, MSW, GENDER-BASED VIOLENCE CONSULTANT

REVIEWED AND EDITED BY CURRENT AND FORMER ACTION ALLIANCE STAFF



TABLE OF CONTENTS

<u>6</u>
<u>8</u>
<u>14</u>
<u>28</u>
<u>38</u>
<u>46</u>
<u>58</u>
<u>68</u>
<u>81</u> <u>83</u> <u>85</u>
90 94 98 100 101 102 105 107

INTRODUCTION

INTERPERSONAL VIOLENCE: SCOPE OF THE PROBLEM

Interpersonal violence is a widespread societal problem that impacts all facets of our communities, including college campuses. It encompasses a variety of abuses, including rape and sexual assault, intimate partner violence, stalking, sexual harassment, family violence, and identity-based harassment (Violence Prevention Alliance, n.d.). Interpersonal violence is common on college campuses, though specific prevalence rates vary greatly between institutions.

In the U.S., 43.6% of women and nearly a quarter of men experienced some form of contact sexual violence in their lifetime (Smith et al., 2018). College-aged women (age 20-24) are at the greatest risk of experiencing nonfatal intimate partner violence and also experience the highest rates of rape and sexual assault (Futures Without Violence, 2009). 1 in 16 cisgender men will be sexually assaulted in

college, and nearly 1 in 4 undergraduate students who are transgender or gender non-conforming experience sexual assault in college (End Rape on Campus [EROC], n.d.-c; EROC, n.d.-f).

Students with disabilities experience assault at two times the rate of students without disabilities (EROC, n.d.-e). Seventythree percent of LGBTQ+ college students experience sexual harassment or abuse (EROC, n.d.-b). Bisexual women (61%) reported higher levels of rape, physical and/or sexual abuse, and stalking by an intimate partner than both lesbian (43.8%) and heterosexual women (35%). Students with marginalized identities are also more likely to experience other forms of violence and to be underserved by response services on and off campus.



Research that breaks down interpersonal

violence victimization rates of college students by race and ethnicity is lacking, including studies specifically focused on Historically Black Colleges and Universities (HBCUs) and Hispanic Serving Institutions (HSIs) (EROC, n.d.-a). National population-based studies clearly show, however, that

* See appendix for terms.

women of color are at higher risks of being victimized by interpersonal violence than white women and are less likely to report. Native American women are 2.5 to 3.5 times more likely to experience sexual assault compared to the statistics of all other races (EROC, n.d.-d).

PURPOSE OF THIS DOCUMENT

Interpersonal violence is not a new problem within higher education. The national focus on the issue and the widespread criticisms of institutional response, however, has increased dramatically over the past 10 years. Since 2011, the Department of Education (Ali, 2011), Congress (Mahaffie, 2015), the White House (White House Task Force, 2014), and the Virginia General Assembly have enacted new policies and legislation related to campus interpersonal violence.

Within this context, many campus leaders have become so focused on complying with federal requirements that they have overlooked the spirit of the regulations. All students have the right to learn and live in an educational environment where they are safe and are treated equally. The

presence of sexual violence, dating/domestic violence, stalking, and other forms of harassment threatens this right. Institutional and societal oppressions compound the effects of violence on students of color and other marginalized groups. Our purpose in writing this document is to give campus leaders the information and resources they need to institute a trauma-informed and racial justice oriented response to interpersonal violence to make their institutions safe and equitable for all students.

ALL STUDENTS HAVE THE RIGHT TO LEARN AND LIVE IN AN EDUCATIONAL ENVIRONMENT WHERE THEY ARE SAFE AND ARE TREATED EQUALLY.





EXECUTIVE SUMMARY

KEY ELEMENTS OF THE RECOMMENDATIONS

The Action Alliance created the recommendations in this document based on more than 40 years of interpersonal violence response, prevention, and policy work, as well as information gathered from a variety of governmental agencies, professional organizations, and survivor groups. The Alliance intentionally approaches its work through three connected lenses: a trauma-informed lens, a racial justice lens, and an asset-building lens. For the purposes of this document, the racial justice lens was expanded to a broader social justice lens in order to encompass multiple forms of oppression. Trauma-informed approaches recognize the impact of oppression and historical trauma on survivors (racial justice) and seek to build assets such as empowerment, safety, and agency within one's life

(asset-building). Racial justice approaches recognize that the violence and discrimination inflicted on oppressed and marginalized groups is traumatic (trauma-informed) and that efforts to end oppression must promote access to equality, safety, justice, and resources (asset-building).

RECOMMENDATION GROUPINGS

The recommendations are organized by lens as well as by role. A summary of each lens, along with corresponding recommendations, is listed below. The full text of each recommendation, along with concrete examples of the recommendations, is located in the corresponding role section of Part III – Recommendations.



A note about students. Administrators, professional staff, and instructional staff are responsible for establishing campus climate and access to equal educational opportunities. Therefore, there are no specific recommendations for students. However, students should have a voice in the process of developing and implementing policy and practice. Administrators and campus. Administrators and campus professionals should actively include students in the change process and make each step of the process safe and inclusive for them. Students who want help mobilizing change on their campus can contact organizations such as <u>Know Your IX</u>, <u>SAFER</u>, and <u>End Rape on Campus</u>.

TRAUMA-INFORMED LENS

Institutional approaches to prevent and respond to gender-based violence should be traumainformed. Interpersonal violence is a traumatic experience characterized by feelings of intense fear, helplessness, loss of control, and threat to personal safety. It impacts brain functioning, which affects survivors' actions during an assault, their behavior and decision making after an assault, and how they remember and report the assault. Interacting with traditional response systems can retraumatize survivors, especially when they are treated as though they did something wrong or are not given adequate information and support. Trauma-informed approaches counteract these effects by giving survivors power, control, and agency in their lives. Some professionals are concerned that trauma-informed approaches are biased toward survivors and take rights away from accused students. This is not true. Trauma-informed approaches create trust and transparency in the system, and call for everyone to be treated with compassion and dignity. Trauma-informed approaches do not prescribe specific outcomes or take away rights from anyone.

All professionals should integrate trauma-informed approaches into their work.

- Those who oversee policies should ensure those policies are comprehensive, fair, empowering, and promote self-determination. For example, many survivors are reluctant to seek help from official sources because they are worried about what will happen to their information after the disclosure (Karjane et al., 2005). Administrators can promote reporting and maintain Title IX compliance by creating on- and off-campus avenues for confidential and anonymous reporting. This builds trust and balances survivor rights with campus responsibilities.
- Those who interact directly with survivors should behave in compassionate, nonjudgmental ways that make survivors feel heard and supported.
- Those who provide prevention programming should ensure the programs are empowering

RECOMMENDATIONS TO PROMOTE A TRAUMA-INFORMED RESPONSE

ADMINISTRATORS

- Ensure that survivors have 24/7 access to confidential victim advocates and services.
- Implement a coordinated, consistent, and proportional campus and community response to interpersonal violence (page 23).

ADVOCATES

- Equitably address the needs of sexual violence, dating/domestic violence, and stalking survivors.
- Provide trauma-informed advocacy services (page 31).

FACULTY/INSTRUCTIONAL EMPLOYEES

- Advocate for and provide assistance to survivors within the academic system.
- Respond to disclosures in a trauma-informed manner.

TITLE IX COORDINATORS/CAMPUS DISCIPLINARY PROFESSIONALS

- Ensure the gender-based violence policy is comprehensive, accessible, supports reporting, and is trauma-informed.
- Institute multiple reporting mechanisms, including at least one option for survivors to receive confidential guidance.
- Institute trauma-informed responses to survivors' requests for confidentiality and/or no action.
- Ensure all professionals involved in the Title IX and disciplinary processes receive trauma-informed training.
- Clearly communicate with survivors up front and throughout the processes.

CAMPUS LAW ENFORCEMENT/SECURITY OFFICERS

- Ensure that timely warnings are worded in a way that protects the identity of the survivor and does not contain victim-blaming messages.
- Participate in trauma-informed training.
- Enable alternative reporting mechanisms that give survivors options when reporting gender-based violence.

RACIAL JUSTICE LENS

Institutional approaches to prevent and respond to interpersonal violence should promote racial justice. Cultural relevance is a basic component of trauma-informed services. Working from a racial justice lens, however, goes beyond that. Cultural relevance involves work on the individual level. Racial justice involves additional work on community and policy levels to change social norms and structures that support oppression. Oppression is the root cause of interpersonal violence and must be addressed in any effort to end interpersonal violence. Oppression refers to the subjugation of one social group by a more powerful identity group for the benefit of the more powerful group. In the United States, oppressed groups include (but are certainly not limited to) women, people of color, transgender people, people who identify as gay, lesbian, bisexual or queer, people with disabilities, and people who are immigrants. Systemic oppression causes gender-based violence to disproportionately impact survivors from these groups. The identity groups that hold power in the United States include (but are not limited to) men, white people, people who identify as straight, Christians, and people with material wealth. These groups are often advantaged by systemic oppression. Systemic oppression refers to the way policies, procedures, and structures create conditions serve that benefit privileged groups and disadvantage other groups, including in regard to the ability to access resources, justice, and safety. Campus professionals need to be aware that institutional responses often mirror and uphold broader systems of oppression. Campus policies and processes should empower all students equity and ensure the system is safe, inclusive, and effective

for all survivors.

All professionals should promote racial justice in their work.

- Those who oversee policies should ensure that the needs of oppressed and marginalized groups are at the center of decision-making, especially when the policies impact those groups
- Those who interact directly with survivors should work with them in culturally relevant ways and should also work to change broader structures that support oppression. For example, people from oppressed and marginalized groups may be unwilling to talk with law enforcement officers, even when they are victims of crime, because of fears of how they will be treated. Campus law enforcement/security officers should proactively address these fears and work to build positive relationships with the larger community.
- Those who provide prevention programming should explicitly state that oppression is the root cause of interpersonal violence and make sure the message informs all programs and materials.
- Those who sit on hiring committees should actively and intentionally recruit and hire diverse staff. Staff representation of identities that match the many different individuals in your community can improve student comfort and trust in your services.

RECOMMENDATIONS TO PROMOTE RACIAL JUSTICE

ADVOCATES

• Provide intersectional and racial justice-oriented advocacy services.

FACULTY/INSTRUCTIONAL EMPLOYEES

• Respond to disclosures in a manner that honors cultural differences.

TITLE IX COORDINATORS/ CAMPUS DISCIPLINARY PROFESSIONALS

- Ensure the interpersonal violence policy is racial justice-oriented, comprehensive, accessible, and supports reporting.
- Ensure that survivors and respondents have access to an advisor of their choice who will support them appropriately and effectively.
- Ensure all professionals involved in the Title IX and disciplinary process receive racial justice-oriented training.

CAMPUS LAW ENFORCEMENT/SECURITY OFFICERS

• Participate in racial justice-oriented training.

PREVENTION SPECIALISTS

- Work from a framework that recognizes oppression is the root cause of interpersonal violence.
- Specifically address the needs of historically oppressed and marginalized populations.

ASSET-BUILDING LENS

Institutional approaches to prevent and respond to interpersonal violence should promote protective factors and build upon existing community assets. Lasting social change requires work to change the social norms and structures that support violence and oppression. The most effective way to do this is to build individual skills and promote structures that support safety, equality, and healthy interpersonal interactions. This creates communities where all people feel safe, connected, and have access to learning, information, and recreation. Campus professionals should assess current response and prevention assets, including attitudes, behaviors, policies, services, and partnerships.

All professionals should incorporate asset-building into their work.

- Those who oversee policies should ensure the campus infrastructure supports and adequately funds asset-building work such as though listed below.
- Those who work directly with survivors should support them in making decisions about their lives. For example, advocates should support survivors' decisions about whether or not to participate in campus disciplinary hearings. Title IX coordinators/campus disciplinary professionals should let survivors choose how they want to participate. These actions are empowering and give survivors control and agency in their lives.
- Those who provide prevention programming should build strong partnerships with community-based sexual and domestic violence agencies to amplify campus prevention work.

RECOMMENDATIONS TO BUILD ASSETS

ADMINISTRATORS

• Ensure the sustainability and effectiveness of response and prevention systems.

ADVOCATES

• Coordinate programs and services with community-based sexual and domestic violence agencies.

FACULTY/INSTRUCTIONAL EMPLOYEES

• Engage students in the issues both inside and outside the classroom.

CAMPUS LAW ENFORCEMENT/SECURITY OFFICERS

• Know the content of the institution's Title IX policy, as well as the institution's MOUs with local law enforcement and community-based sexual and domestic violence agencies.

PREVENTION SPECIALISTS

• Develop a comprehensive, evidence-based prevention plan in collaboration with stakeholders.

LASTING SOCIAL CHANGE REQUIRES WORK TO CHANGE THE SOCIAL NORMS AND STRUCTURES THAT SUPPORT VIOLENCE AND OPPRESSION.

RECOMMENDATIONS FOR ADMINISTRATORS

ADMINISTRATORS

ADMINISTRATORS PLAY A VITAL ROLE ADMINISTRATORS AT ALL LEVELS MUST BE KEY LEADERS IN ENSURING THEIR INSTITUTIONS' RESPONSE TO INTERPERSONAL VIOLENCE IS BOTH TRAUMA-INFORMED AND RACIAL JUSTICE ORIENTED

 $\ensuremath{\mathsf{PRESIDENTS}}$, as the primary leader and face of their institution, set the tone and priority level for these issues.

SENIOR STUDENT AFFAIRS ADMINISTRATORS oversee programming and services that are integral to preventing gender-based violence, holding perpetrators accountable, and helping survivors heal.

PROVOSTS AND ACADEMIC AFFAIRS

ADMINISTRATORS oversee the academic components of students' experiences, including what they learn about the issues, themselves, and others.

FINANCE ADMINISTRATORS oversee the most basic and yet often overlooked expression of the institution's values: the budget. Institutional priorities are both shaped by and reflected in the budget, making finance administrators hav partners in any efforts to prevent and respond to good. ADMINISTRATORS ARE NOW IN THE POSITION TO MAKE CHOICES ABOUT **HOW** THEIR INSTITUTION WILL DEAL WITH INTERPERSONAL VIOLENCE, NOT **IF**.

key partners in any efforts to prevent and respond to gender-based violence.

DIRECTORS OF ATHLETIC DEPARTMENTS have public platforms and access to large numbers of influential students who can help change campus culture.

ADMINISTRATORS OF EMERGENCY MANAGEMENT AND CAMPUS SAFETY/ LAW ENFORCEMENT DEPARTMENTS oversee infrastructures and response services that create a safe environment for students to live and learn.

While the government has set certain requirements for how institutions respond to and prevent interpersonal violence, it has also given institutions a great deal of leeway in how to meet those requirements. Administrators are now in the position to make choices about how their institution will deal with these issues, not if their institution will deal with them. The institutional consequences of not meeting requirements can be disastrous, including fines, loss of funding, negative media attention, and lawsuits. The human costs, however, far exceed the institutional costs. Survivors,



their families, and their friends bear the brunt of inadequate campus responses and the absence of best practices. This creates a ripple effect, impacting bystanders as well as the rest of the campus community, thus negatively affecting the campus culture.

MOVING BEYOND COMPLIANCE

The overarching spirit of both Title IX and the Clery Act is to give all students access to education in an environment that is equitable, safe, and free from violence and discrimination. Administrators have the opportunity and the responsibility to enact systems that are trauma-informed and racial justice oriented; this way they ensure each element goes beyond checking off a box and is intended to effectively meet the spirit of the legislation. A trauma-informed system is designed to be sensitive to the impacts of violence in order to avoid causing further harm. A socially just system is built on the premise that oppression is both the root cause of interpersonal violence and reinforces it and therefore must be addressed in any initiatives designed to prevent or respond to interpersonal violence.

ADMINISTRATORS HAVE THE OPPORTUNITY AND THE RESPONSIBILITY TO ENACT SYSTEMS THAT ARE TRAUMA-INFORMED AND RACIAL JUSTICE ORIENTED; THIS WAY THEY ENSURE EACH ELEMENT GOES BEYOND CHECKING OFF A BOX AND IS INTENDED TO EFFECTIVELY MEET THE SPIRIT OF THE LEGISLATION.

RECOMMENDATIONS FOR ADMINISTRATORS

Below are specific trauma-informed and racial justice oriented recommendations and action items for administrators in institutions of higher education.

RECOMMENDATION 1: ENSURE THAT SURVIVORS HAVE 24/7 ACCESS TO CONFIDENTIAL VICTIM ADVOCATES AND SERVICES.

Confidential advocates are key to any trauma-informed institutional response. As part of the response, survivors need access to both on- and off-campus confidential advocates. While on-campus resources have the benefit of being intimately familiar with campus response options, off-campus resources offer a confidential space separate from the institution in which the trauma occurred. See <u>Tables 1 and 2</u> for a breakdown of campus and community advocacy services, as well as the difference between counseling and advocacy.

1.1 On-campus victim advocates must be designated as confidential resources. Survivors need the option to talk confidentially with someone knowledgeable about the dynamics of

interpersonal violence, barriers to reporting, and reporting options (both inside and outside of the institution).

- 1.2 Advocacy services should be easily accessible to all students. Key issues regarding access include:
 - Survivors should never be made to pay for advocacy services.
 - Survivors with disabilities should be able to access all services.
 - Survivors who are English language learners should be able to access all services.
 - Survivors should not have to navigate complex administrative processes to access services.
 - Services should be well publicized on the institution's website and on any collateral materials related to interpersonal violence.
 - Services should respect survivors' privacy by being in a location or utilizing procedures that ensure other students will not witness a survivor seeking advocacy.

WHILE ON-CAMPUS RESOURCES HAVE THE BENEFIT OF BEING INTIMATELY FAMILIAR WITH CAMPUS RESPONSE OPTIONS, OFF-CAMPUS RESOURCES OFFER A CONFIDENTIAL SPACE SEPARATE FROM THE INSTITUTION IN WHICH THE TRAUMA OCCURRED.

1.3 Off-campus victim advocates should be made equally available to survivors. Administrators should collaborate with their community-based sexual and domestic violence agency to provide advocacy services to student survivors. The institution should adequately compensate the agency for these services. Suggestions for providing collaborative services include co-programming, designating a liaison with the agency, and providing space on campus for community-based advocates to meet with students.

RECOMMENDATION 2: ENSURE THE SUSTAINABILITY AND EFFECTIVENESS OF RESPONSE AND PREVENTION SYSTEMS.

Culture change takes time. Programs and services need to have consistency and continuity across departments and across years to reach maximum effectiveness. In order for new initiatives to be effective, they must be tailored to community needs, consistently funded, and adequately staffed.

2.1 Administrators should ensure the institution has sufficient staffing to effectively handle investigations, adjudications, and overall management of Title IX cases. Since survivors are more likely to make official reports when the institution offers multiple, transparent reporting options (Brubaker, 2009), additional personnel may be needed when these changes are



made. Administrators should make sure they are planning for future caseloads, not just current caseloads.

- 2.2 Administrators should support the creation and implementation of a traumainformed and racial justice oriented comprehensive prevention plan. This process takes time and money to enact; however, investing in prevention planning up front saves in response resources later. Since financial resources will always be limited, a comprehensive prevention plan allows spending to be targeted on efforts that show the most promise for meeting community and institutional goals. A portion of financial and personnel resources should be specifically dedicated to programming that addresses the needs of marginalized and oppressed populations. To ensure the sustainability and effectiveness of the prevention plan, administrators should support the creation of a prevention coordinator position if the institution does not already have one.
- 2.3 Administrators should familiarize themselves with the work already being done on their campus and in their community. They should lift that work up whenever possible. Campus and community advocates have years of knowledge and experience in effectively addressing these issues. If administrators want to elevate their institution's efforts, supporting the work of existing specialists is more effective than moving responsibilities to individuals who are higher on the organization chart but who may lack expertise.

RECOMMENDATION 3: IMPLEMENT A COORDINATED, CONSISTENT, AND PROPORTIONAL CAMPUS AND COMMUNITY RESPONSE TO INTERPERSONAL VIOLENCE.

- 3.1 Administrators should ensure their institution has a team to coordinate the campus's response to interpersonal violence. Coordinated Community Response teams (CCRs) should meet on a regular basis (i.e., monthly) and be comprised of representatives from campus and community programs that work with interpersonal violence issues. CCRs should create and oversee response and prevention protocols and regularly assess the campus climate to ensure a consistent and effective approach. CCRs should not discuss individual cases or other information that may identify individuals. Instead, groups responsible for case coordination should report trends, anonymous feedback, and aggregate data to the CCR.
- 3.2 Administrators should ensure the configuration and institutional placement of the CCR is based on the institution's characteristics. Some institutions may have one large

coordinating team with a subgroup (such as a Title IX team) that coordinates individual cases. Others may divide responsibilities among multiple, non-intersecting teams. If responsibilities are divided among multiple teams, administrators should create mechanisms for communication and collaboration between teams and ensure information flows accordingly.

3.3 Administrators should work with the community's CCR to ensure appropriate institutional representatives serve on that team. Administrators should assure these representatives are compensated if this work is not part of their position duties. Additionally, administrators should create mechanisms to ensure effective communication between the institution's CCR and the community's CCR.

3.4 All institutions should have an active and effective MOU with their local law

enforcement agency. In the case where more than one law enforcement agency covers the institution's geography, the institution should have an MOU with all applicable agencies. These MOUs are important even if an institution employs its own sworn law enforcement officers. Campus safety requires a partnership; campus geography can be complex and incidents may start in one jurisdiction

ALL INSTITUTIONS SHOULD HAVE AN ACTIVE AND EFFECTIVE MOU WITH THEIR LOCAL LAW ENFORCE-MENT AGENCY AND COMMUNI-TY-BASED SEXUAL AND DOMESTIC VIOLENCE AGENCY.

and end in another. The community, including survivors, benefits when institutions and law enforcement agencies have good working relationships. Content of law enforcement MOUs should be tailored to the unique needs and offerings of the institution and each law enforcement agency. At a minimum, they should include a description of each party, the purpose of the MOU, and specific roles and responsibilities of each party. Institutions and law enforcement agencies should consider the following categories when determining roles and responsibilities: policies regarding survivor confidentiality, information sharing (method, frequency, and content), responding to reported incidents, training, and prevention efforts.

3.5 All institutions should have active and effective MOUs with their community-based sexual and domestic violence agency. In cases where more than one agency covers the institution's geography, the institution should have an MOU with all applicable agencies. MOUs with community -based agencies are essential to offering confidential advocacy services to survivors and are needed even if an institution employs confidential campus-based advocates. Content of the community-based sexual and domestic violence agency MOU should be tailored to the unique needs and offerings of the institution and agency. At a minimum, they should include a description of each party, the purpose of the MOU, specific roles and responsibilities of each party, and an explanation of confidentiality policies.



EXAMPLES -or administrators



In addition to confidentiality, institutions and community-based sexual and domestic violence agencies should consider the following categories when determining roles and responsibilities: advocacy services, prevention services, training services, resource and referral services, and communication expectations. The institution should adequately compensate the community-based agency for these services and codify this in the MOU.

The nature of this compensation may take a variety of forms, but should be designed in collaboration with the agency and should take a form that benefits the agency.

EXAMPLE OF A SUSTAINABLE TITLE IX PROCESS FROM VIRGINIA TECH

Virginia Tech has created a sustainable <u>Title IX process</u> by clearly defining and separating the components of the process and by hiring adequate staff members to implement it. Cases are investigated, coordinated, and adjudicated by different people to minimize bias and conflicts of interest. The deputy Title IX

coordinator for students oversees the Title IX investigators, who investigate student related cases. Investigators contact advocates to be present at each student's initial meeting (a confidential advocate from the campus Women's Center for the complainant/survivor and a non-confidential advocate from the Dean of Student's office for the respondent). Students can decide whether or not to speak with the advocate. At the completion of the investigation, the deputy Title IX coordinator for students reviews the report and determines whether it should be sent to the Student Conduct office for adjudication. The Student Conduct office has a dedicated assistant director position to coordinate Title IX cases that are referred to that office. Responsibilities include meeting separately with both the complainant/survivor and respondent prior to the hearing, explaining the process, and communicating with each student along the way. If either student is not already working with an advocate, the assistant director contacts one. Again, students can decide whether or not to

speak with the advocate. Because of the division of responsibilities, the hearing officers who adjudicate Title IX cases do not have interaction with the complainant/survivor, respondent, or witnesses before the hearing. This allows them to be as unbiased as possible when making decisions about responsibility and sanctioning. This also spreads the workload out among multiple people, which lessens burnout. Representatives from each department are part of a larger Title IX team that meets regularly for case coordination and overall system monitoring.



EXAMPLE OF CAMPUS/COMMUNITY-BASED SEXUAL AND DOMESTIC VIOLENCE AGENCY PARTNERSHIP (INSTITUTION WITH NO CAMPUS-BASED ADVOCATE) FROM DABNEY S. LANCASTER COMMUNITY COLLEGE (DSLCC) DSLCC works closely with the two community-based sexual and domestic violence agencies in its service area (Safehome Systems and Project Horizon) and has an MOU with each agency that outlines expectations and responsibilities for the partnership. Staff from both agencies provide training and education workshops for faculty, staff, and students. They all work together to coordinate the



SEXUAL AND GENDER-BASED VIOLENCE WHAT STUDENTS NEED TO KNOW Obtaining Information, Assistance and Support; Reporting Options

IMMEDIATELY AFTER INCIDENT ۲ OTHER INFORMATION, ASSISTANCE AND SUPPORT **REPORTING OPTIONS** UNIVERSITY OBLIGATIONS

content and timing of the programs so that all students receive similar messages at similar times. The college actively refers students and employees to both agencies for services, as well as includes contact information for the agencies on posters and other written materials. Both agencies are clearly listed as confidential resources on the college's website and in other Title IX information. The collaboration helps staff members at DSLCC maximize limited resources and provide the best quality services to students and employees. The partnership is strong in part because it works both ways. DSLCC staff and students participate in programs to support the community-based agencies such as fundraisers and community awareness events. This support benefits the agencies, because they also have limited resources. The collaboration also allows students and employees to interact with the agencies in positive, proactive ways. Students become more knowledgeable about the agencies and more likely to access services if they ever have the need.

EXAMPLE OF CAMPUS / COMMUNITY-BASED SEXUAL AND DOMESTIC VIOLENCE AGENCY PARTNERSHIP (INSTITUTION WITH CAMPUS - BASED ADVOCATES) FROM THE UNIVERSITY OF VIRGINIA (U.VA.) U.Va. has a well-established gender-based violence counseling and advocacy program through its Maxine Platzer Lynn Women's Center. Students, as well as employees, can access Women's Center services, including individual and group counseling, advocacy services, and support for survivors' friends, family members, and significant others. In addition to campus-based advocates, U.Va. also has a strong partnership with community agencies. The Office of the Dean of Students contracts with the community-based sexual violence agency, <u>Sexual Assault Resource Agency</u> (SARA), to provide hotline services to the university community. The office financially compensates SARA for those services. U.Va. alumni raised private funds to start the <u>Sexual Assault Advocacy Fund</u>, a program through the Central Virginia Legal Aid Society that provides professional legal support to student survivors and helps them navigate their civil, criminal, and university options. University websites, resource guides,

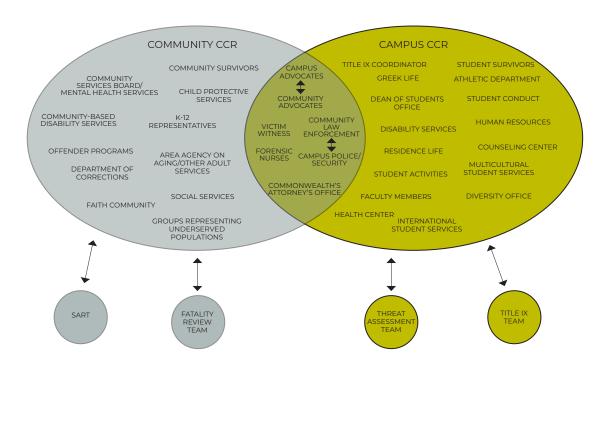
and other collateral materials prominently feature SARA

and the Sexual Assault Advocacy Fund, along with the

community-based domestic violence agency <u>Shelter for Help in Emergency</u> as resources available to students. Employees regularly refer students to these agencies. In addition, the executive director of SHE and the program director for the Women's Center's Gender Violence and Social Change program teach an undergraduate-level course each fall through Women, Gender and Sexuality Studies and the Curry

School of Education.

EXAMPLE STRUCTURE OF CAMPUS AND COMMUNITY CCRS







EXAMPLE OF ELEMENTS OF A COMPREHENSIVE PREVENTION PLAN

- 1. Does it support or exhibit gender equity?
- Does it promote (or help promote in the context of other programming) a range of healthy relationships and sexuality?
- 3. Does it offer a range of roles for men and women to play, regardless of their sexual orientation or identity?
- 4. Does it promote consent culture?
- 5. Does it turn attention to legal vs. illegal behavior (thereby suggesting that we support anything as long as it is legal)?

EXAMPLE OF RESEARCH-INFORMED CAMPUS CLIMATE SURVEY

FROM THE BUREAU OF JUSTICE STATISTICS (BJS) The BJS developed a <u>campus climate survey</u> and pilot tested it with nine colleges and universities in 2015.

EXAMPLE OF LAW ENFORCEMENT MOU FROM THE WHITE HOUSE TASK FORCE

The White House Task Force, through the <u>NotAlone.gov</u> website, published a <u>sample law enforcement MOU</u>.

EXAMPLE OF COMMUNITY-BASED SEXUAL AND DOMESTIC VIOLENCE AGENCY MOU FROM THE WHITE HOUSE TASK FORCE

The White House Task Force, through the <u>NotAlone.gov</u> website, published a <u>sample rape crisis center MOU</u>.

EXAMPLE OF COMPREHENSIVE PREVENTION PLAN

FROM WASHINGTON AND LEE UNIVERSITY (W&L)

The W&L Division of Student Affairs seeks to create a safe and healthy sexual culture by fostering and facilitating shared expectations of respect and satisfaction. To achieve this mission, the Vice President of Student Affairs/Dean of Students established the Healthy Sexual Culture Committee (HSCC). The Dean chairs the committee, which is made up of faculty, staff, and student leaders of groups related to sexual assault prevention and/or healthy sexual culture promotion. A representative from **Project Horizon**, the community-based sexual and domestic violence agency, also participates on the committee. The HSCC sets the University's comprehensive prevention plan. The Title IX coordinator, Director of Health Promotion, and a university counselor work together to create a plan that they submit to the HSCC for discussion and approval. The HSCC also coordinates and fosters collaboration among departments and student groups so that programming in this area promotes committee guidelines and avoids duplication of efforts. Offices/student groups with potential programs must fill out an application and submit it for review by the HSCC. The committee may approve their proposal, ask for clarification on certain elements of the proposal, suggest that the group to rethink their methodology, or deny the proposal for failing to meet the stated guidelines.

RESEARCH SHOWS THAT ADVOCACY ENHANCES THE SAFETY AND WELL-BEING OF PEOPLE AFFECTED BY VIOLENCE. (SULLAR)

FURTHER RESOURCES FOR ADMINISTRATORS



SELECTED FURTHER RESOURCES

VIRGINIA SEXUAL AND DOMESTIC VIOLENCE ACTION ALLIANCE (2015) Key elements of effective policy addressing campus sexual violence.

ASSOCIATION OF STUDENT CONDUCT ADMINISTRATORS (2014) Student conduct administration & Title IX: Gold standard practices for resolution of allegations of sexual misconduct on college campuses.

OFFICE ON VIOLENCE AGAINST WOMEN Implementation of a comprehensive sexual assault, domestic violence, dating violence, and stalking program.

OFFICE FOR CIVIL RIGHTS, DEPARTMENT OF EDUCATION (2011) Dear Colleague Letter on sexual violence.

OFFICE FOR CIVIL RIGHTS, DEPARTMENT OF EDUCATION (2014) Questions and answers on Title IX and sexual violence.

NATIONAL COLLEGIATE ATHLETIC ASSOCIATION (NCAA) (2014) Addressing sexual assault and interpersonal violence: Athletics' role in support of healthy and safe campuses.





RECOMMENDATIONS FOR ADVOCATES



ADVOCATES

ADVOCATES PLAY A VITAL ROLE

ADVOCATES HAVE LONG BEEN AT THE FOREFRONT OF CAMPUS GENDER-BASED VIOLENCE WORK. ALTHOUGH MEDIA AND GOVERNMENT ATTENTION ON THE ISSUE IS MORE RECENT, CAMPUS AND COMMUNITY ADVOCATES HAVE BEEN HELPING SURVIVORS AND EDUCATING CAMPUSES FOR DECADES.

Groundbreaking studies on student survivors of sexual assault were published as early as the 1980s (Warshaw & Koss, 1988). Local sexual and domestic violence programs have been foundational to the development of on- and off-campus support, advocacy, and counseling services to student survivors.

HISTORY OF CAMPUS ADVOCACY

Much of the specialized campus-based sexual assault work grew out of the early community advocacy work, with campus women's centers, student health centers, counseling centers, and student survivor groups creating campus-specific programs and services. For institutions without that type of activity, community advocates continued to provide advocacy services.

Over the past 20 years, researchers and advocates have come to more fully understand the complexities of campus-based sexual assault and dating/domestic violence. The term sexual violence is now used as an umbrella term to more accurately represent the continuum of sexually violent behaviors. Campus programming and services aimed at responding to and preventing dating/ domestic violence has increased exponentially. Through research into trauma and brain functioning, science now confirms the trauma responses that advocates have long observed in their work with survivors.

IMPORTANCE OF RACIAL JUSTICE AND TRAUMA-INFORMED LENSES

In order to best serve survivors and enact meaningful change, campus based advocacy programs should be developed and continually evaluated using a trauma-informed and racial justice lens. Since campus-based services are often embedded in the larger institutional structure, advocates do not have control over certain aspects of their services or the overall institutional response. This heightens the potential for re-traumatization and institutional betrayal (Smith & Freyd, 2013) and is something advocates must work diligently to counteract.

Advocates must also ensure services are safe, inclusive, and effective for all survivors by working to end systemic oppression. Systemic oppression causes gender-based violence to disproportionately impact survivors from oppressed and marginalized groups. Advocates should be aware that institutional responses often mirror and uphold systems of oppression and look for ways to advocate on both individual and systemic levels in ways that eliminate oppressive responses to survivors.



SYSTEMIC OPPRESSION CAUSES GENDER-BASED VIOLENCE TO DISPROPORTIONATELY IMPACT SURVIVORS FROM OPPRESSED AND MARGINALIZED GROUPS.

RECOMMENDATIONS FOR ADVOCATES

Below are specific trauma-informed and racial justice oriented recommendations and action items for campus-based advocates.

RECOMMENDATION 1: EQUITABLY ADDRESS THE NEEDS OF SURVIVORS OF SEXUAL VIOLENCE, DATING/ DOMESTIC VIOLENCE, AND STALKING.

Much of the recent national focus has been on campus-based sexual violence, yet research has consistently shown that dating/domestic violence and stalking are also prevalent on campuses (Knowledge Networks, 2011; Fisher et al., 2000).

- 1.1 Advocates must have equal knowledge and experience working with sexual violence, dating/ domestic violence, stalking and the intersections of these in the lives of survivors.
- 1.2 Advocates who are lacking in knowledge or experience in any area should seek out training and supervision in that area. Community-based sexual and domestic violence agencies, as well as statewide coalitions, offer excellent, comprehensive, and reasonably priced trainings. National networks focused on overall gender-based violence advocacy issues, as well as campus-specific advocacy services, are excellent places to connect with other advocates.
- 1.3 Advocates should equitably publicize and market their services for all forms of violence. The national focus on campus sexual violence has already heightened awareness of that issue among many people. Advocates need to spend time educating the campus community on dating /domestic violence and stalking to ensure those issues are equally recognized and related services are equally known.

RECOMMENDATION 2: COORDINATE PROGRAMS AND SERVICES WITH COMMUNITY-BASED SEXUAL AND DOMESTIC VIOLENCE AGENCIES.

These agencies are important partners in providing services to survivors. Student survivors may want to seek support outside of the institution, even if the institution provides confidential advocates. Employee survivors may not have access to advocacy services on campus or may not feel comfortable accessing those services. Survivors from both groups may need emergency housing/shelter if they are not safe in their own living situations. Community-based advocates likely have more experience with accompaniment services to the hospital, police department and/or courts. See <u>Table 1</u> for a breakdown of campus and community advocacy services.

- 2.1 Survivors should be able to access advocacy services 24/7. Most campus offices are not open 24/7, and even when a campus has victim advocates on call, they are generally not able to offer the same on-site crisis response services as community-based agencies. Services that should be available 24/7 include hotlines, accompaniment to hospitals and police stations, and access to emergency shelter.
- 2.2 In order to provide continuity of care to survivors, campus-based advocates should participate in cross training and co-training with community advocates. Cross training is helpful because it gives each group a better understanding of what services the other provides, the unique contexts the other works in, and challenges the other group faces. Co-training is important because it builds relationships between campus and community advocates, allows them to offer services from similar perspectives, and allows them to implement new initiatives.

perspectives, and allows them to implement new initiatives together.

SURVIVORS SHOULD BE ABLE TO ACCESS ADVOCACY SERVICES 24/7.

2.3 Campus advocates should meet regularly with community advocates. If the institution has a SART or coordinated community response team, the chair should invite representatives from the community-based sexual and domestic violence agency to participate. If not, the campus advocate should set up regular times to meet with the community advocate(s). These meetings should be used to share trends, give anonymous survivor feedback, and discuss any other relevant topics.

RECOMMENDATION 3: PROVIDE TRAUMA-INFORMED SERVICES.

Advocacy services are not inherently trauma-informed. Recent research on trauma's impact on brain functioning, as well as an increased focus on the behavioral manifestations of that impact, has resulted in a new commitment to practices that empower survivors (Tjaden & Thoennes, 2006). Advocates should be trained on trauma-informed responses in order to implement those services in their work.

3.1 Advocacy services should be confidential. Often, administrators make the decision about campus advocate confidentiality, not the advocates themselves. Confidentiality for campus advocates is Recommendation 1.1 in the administrator section. If administrators are hesitant to designate victim advocates as confidential resources, campus advocates should publicize where students can receive confidential help, such as the community-based sexual and



domestic violence agency.

- 3.2 Advocates should ensure their policies about confidentiality and the information they are required to share are clear and easily accessible. These policies should be in writing and should also be verbally reviewed with survivors during the first meeting. Advocates should also ensure survivors are aware of the confidentiality and information sharing policies of other departments and agencies.
- 3.3 Advocates should provide services that are flexible and survivor-focused. Other professionals within the institution are tasked with focusing on other aspects of the system (such as the rights of the accused and community safety). Advocates should understand and affirm these roles while also remembering that they are often the only voice survivors have in the system.
- 3.4 Advocates should continuously evaluate their services and their department's services to ensure they are trauma-informed. Advocates should involve survivors in the evaluation process and should make a concentrated effort to solicit help and feedback from survivors from oppressed and marginalized groups (including survivors of color, transgender survivors, survivors with disabilities, and survivors who identify as LGBTQ+).

ADVOCACY SERVICES SHOULD BE CONFIDENTIAL

RECOMMENDATION 4: PROVIDE INTERSECTIONAL AND RACIAL JUSTICE-ORIENTED SERVICES.

Racial justice involves more than working with survivors in culturally relevant ways. It involves additional work on the community and policy levels to change the social norms and structures that support oppression and allow violence to exist.

4.1 Advocates should be trained to effectively serve survivors from oppressed and marginalized groups. This training should include basic information on systemic oppression, intersectionality, historical trauma, and barriers to reporting and help seeking. Due to their history of mistreatment and violence, many survivors from oppressed and marginalized groups are fearful of reporting their abuse or assault, seeking medical treatment, and accessing the criminal legal system. 4.2 Advocates can play an important role in supporting these survivors and helping them access the services they need.

- 4.3 Advocates should continuously evaluate their services to ensure they are intersectional and culturally relevant. Self and departmental reflection are key components of evaluation and should be performed on a regular basis. Advocates should also involve students and community members who identify as members of oppressed and marginalized groups in the evaluation process to ensure they have a voice in the design and implementation of services.
- 4.4 Advocates should understand that oppression is the root cause of gender-based violence and should work in partnership with other groups to eliminate oppression in all of its forms. All work to effectively end sexual violence, dating/domestic violence, and stalking must be grounded in a racial justice framework. In addition to inviting racial justice oriented groups to join their efforts, advocates should actively support the work of those groups.





EXAMPLES FOR ADVOCATES



EXAMPLE OF A TRAUMA-INFORMED AND RACIAL JUSTICE ORIENTED CAMPUS ADVOCACY PROGRAM FROM EMORY UNIVERSITY

The Respect Program is Emory's central hub for interpersonal violence prevention and survivor resiliency. They end violence by ending oppression. They have made an intentional and public commitment to provide their programs and services through a social justice lens. The Respect Survivor Advocate provides confidential advocacy services to student survivors, their friends, and their family members. The Respect Survivor Advocate has extensive gender-based violence training on trauma-informed practices, individual advocacy, systems advocacy, and prevention. Additionally, Respect staff members utilize data from campus climate surveys to not only assess their services but also to engage students in building trauma-informed community structures.

EXAMPLE OF TRAUMA-INFORMED AND RACIAL JUSTICE ORIENTED CAMPUS/COMMUNITY PARTNERSHIP FROM YWCA-SOUTH HAMPTON ROADS (YWCA-SHR)

The <u>YWCA-SHR</u> serves <u>Old Dominion University</u> (ODU) and <u>Tidewater Community College</u> (TCC). ODU contracts with and financially compensates the YWCA-SHR for provision of campus-based first responder advocate services, crisis counseling services, long term therapy, group therapy, SART participation, and outreach education. This allows ODU students to access confidential services on campus. The YWCA-SHR has an MOU with TCC to provide counseling and advocacy services; however, no financial compensation is provided. As such, TCC students access YWCA-SHR services at YWCA offices and not on campus. The YWCA-SHR operates satellite offices that are next to or near several TCC campuses, which makes it convenient for students to access services. All YWCA agencies operate from an intentional racial justice focus. The YWCA-SHR's programs are planned and evaluated through a racial and social justice lens and staff members receive ongoing racial and social justice training. The YWCA-SHR also uses an evidence-based, trauma-informed approach in its counseling and advocacy services and all clinical staff members have extensive trauma training.



FURTHER RESOURCES

SELECTED FURTHER RESOURCES

OFFICE FOR VICTIMS OF CRIME (2014). Responding to transgender victims of sexual assault.

NATIONAL CENTER ON DOMESTIC VIOLENCE, TRAUMA & MENTAL HEALTH (N.D.). Special collection: Trauma-informed domestic violence services: Understanding the framework and approach.

NATIONAL SEXUAL VIOLENCE RESOURCE CENTER (2017). Building cultures of care: A guide for sexual assault services programs.

WOMEN OF COLOR NETWORK (2014). Essential Tool #1: How do I utilize a racial justice framework (methodology/core_values) in working with 3-tier system populations?





RECOMMENDATIONS FOR FACULTY



INSTRUCTIONAL EMPLOYEES PLAY A VITAL ROLE

Faculty members and other instructional employees are vital members of an institution's response and prevention efforts. In the context of this document, the term "instructional employees" is used to encompass anyone with teaching or instructional responsibilities, including tenure and nontenure track faculty, adjunct faculty, instructors, and graduate teaching assistants. Instructional employees can support student survivors of gender-based violence in several ways, both inside and outside the classroom.

Instructional employees see students on a regular basis, often more than other campus employees. Not only do they see students 1 to 3 times per week, but they also see students over the course of an entire term. This gives instructional employees a unique perspective on students and allows them to see changes and patterns that others in the students' lives may not see. Instructional employees are in a prime position to notice changes in classroom behavior such as withdrawal, missing class, and poor performance on projects and graded assignments.

RESPONDING TO STUDENT DISCLOSURES

Instructional employees receive disclosures for many different reasons. Sometimes they notice changes in student behavior and reach out to students. Other times, students reach out to instructional employees first. Certain types of instructional employees often become "magnets" for unsolicited disclosures. Students may see instructional employees in psychology, sociology,

and other helping disciplines as trustworthy and understanding. Instructional employees who serve as mentors and role models for students from marginalized groups (such as students of color, LGBTQ+ students, and first-generation students) are likely to receive disclosures because of the relationships they have developed with students.

REGARDLESS OF THE PATH TO DISCLOSURE, THE WAY AN INSTRUCTIONAL EMPLOYEE RESPONDS TO A SURVIVOR CAN MAKE A DEEP IMPACT ON THE SURVIVOR -- IN A POSITIVE OR NEGATIVE WAY.

Regardless of the path to disclosure, the way an instructional employee responds to a disclosure can impact the survivor in

a highly positive or highly negative way. Instructional employees who respond supportively can help survivors feel believed and can connect them to resources to help them heal. Instructional employees who respond with blame or disbelief can turn survivors off from disclosing their experience to others and from seeking further support. Instructional employees can also provide support and assistance to student survivors beyond the initial disclosure. For example, instructional employees can advocate for survivors within the larger academic structure of the institution. Most importantly, instructional employees should be transparent.

POLICY AND PREVENTION WORK

Instructional employees have an important place in policy and prevention efforts as well and can expand their impact outside of their interactions with one student. They can help develop institution -wide academic policies that are trauma-informed so that flexibility in meeting survivor needs is an institutional norm. They can also incorporate information about gender-based violence into class discussions and co-curricular activities.

RECOMMENDATIONS FOR INSTRUCTIONAL EMPLOYEES

Below are specific trauma-informed and racial justice oriented recommendations and action items for instructional employees.

RECOMMENDATION 1: ADVOCATE FOR AND PROVIDE ASSISTANCE TO SURVIVORS WITHIN THE ACADEMIC SYSTEM.

Traumatic experiences such as gender-based violence have documented negative impacts on students' academic functioning and performance (Krebs et al., 2016). With support and flexibility from instructional employees, survivors are often able to succeed academically despite the trauma they have experienced.

- 1.1 Instructional employees should offer flexibility and grace periods for survivors who miss class for trauma-related reasons. When instructional employees penalize survivors for missing class, it can have a devastating impact on their GPA and academic standing. Trauma impacts people in multiple ways, including lack of focus, inability to sleep, fear of crowds, and difficulty retaining information. This often results in survivors missing class or doing poorly on assignments. Additionally, survivors may have to miss class due to a variety of appointments related to the past violence. Survivors involved in the court process have to appear in court multiple times, often for hours or days at a time.
- 1.2 Instructional employees should advocate for survivors with deans or other administrators as necessary. Sometimes one instructional employee's flexibility is not enough to help a survivor get back on track academically. When survivors face more academic difficulties than they can overcome at one time, they may need to drop a class or withdraw for the term. Instructional employees can advocate for survivors in situations where this need arises after drop/withdrawal deadlines or when other special permission is needed.
- 1.3 Instructional employees should advocate for policy changes that provide exceptions and grace periods for programs and scholarships that have academic eligibility requirements. Losing eligibility for these opportunities because of poor grades after an assault heightens the traumatic impact of the assault.

RECOMMENDATION 2: RESPOND TO DISCLOSURES IN A TRAUMA-INFORMED AND RACIAL JUSTICE-ORIENTED MANNER.

An instructional employee may be the first person a survivor tells about an assault, and their response to the disclosure can profoundly impact the survivor. Instructional employees should be trained to fulfill their state and/or federally mandated reporting responsibilities while also treating survivors with compassion and dignity.

2.1 When survivors disclose experiences of violence or abuse, instructional employees should listen to them, believe them, and keep questions to a minimum. Helpful questions involve asking survivors what they need. Asking survivors why they did something comes across as judgmental and victim-blaming. Instructional employees should also be upfront about their reporting responsibilities. They should refer survivors to campus and community resources and empirically point out the

and specifically point out the confidential resources.

2.2 Instructional employees should seek out training on responding to disclosures. This training should cover the dynamics of gender-based INSTRUCTIONAL EMPLOYEES SHOULD BE TRAINED TO FULFILL THEIR STATE AND/OR FEDERALLY MANDATED REPORTING RESPONSIBILITIES WHILE ALSO TREATING SURVIVORS WITH COMPASSION AND DIGNITY.

violence, the neurobiology of trauma, institutional reporting responsibilities and procedures, and prevention information. The training should be racial justice oriented and address the ways that gender-based violence impacts survivors differently due to historical trauma and systemic oppression. Even instructional employees who have professional training in counseling and helping professions can benefit from gender-based violence training. This can be an opportunity to connect with campus advocates or Title IX staff, as well local sexual/ domestic violence agencies.

RECOMMENDATION 3: ENGAGE STUDENTS IN THE ISSUES BOTH INSIDE AND OUTSIDE OF THE CLASSROOM.

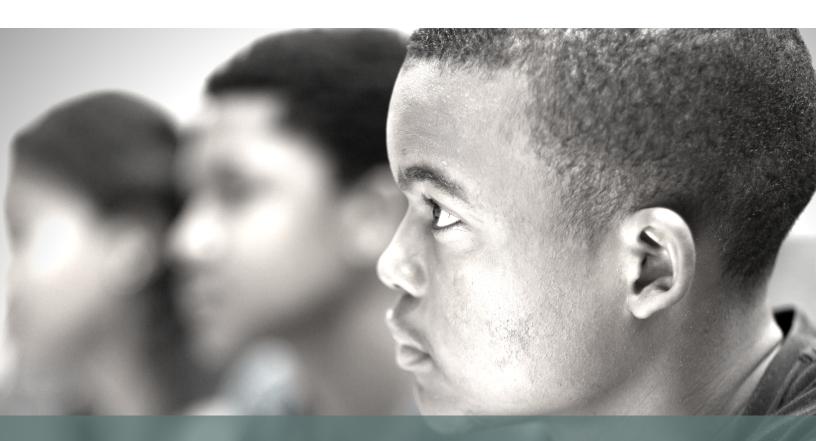
For violence-supporting cultures to change, students must encounter information around interpersonal violence frequently and in multiple contexts. Instructional employees can help by exposing students to academic components of the issues through class discussions and assignments, modeling healthy and respectful interactions through positive classroom management, and engaging students in action through service learning and student organizations.

3.1 If instructional employees cover gender-based violence topics in class, they should bring in campus or community advocates and/or prevention specialists to facilitate the discussion. These professionals are highly trained on the issue of interpersonal violence and



are experienced in leading discussions that are informative as well as safe and inclusive. Additionally, inviting advocates and/or prevention specialists to the classroom exposes students to these resources and increases the likelihood of students accessing their services in the future. Instructional employees should also look for ways to connect students with these organizations outside of the classroom in order to further their learning.

- 3.2 Instructional employees should understand that oppression is the root cause of genderbased violence and that to effectively eliminate it, they must also work to eliminate other forms of oppression such as racism and homophobia. They should ensure that the information and perspectives presented in class reflect this anti-oppression framework.
- 3.3 Instructional employees should set clear guidelines for in-person and online class discussions at the beginning of the term and refer back to them throughout the term. Instructional employees should explicitly state that racist, homophobic, sexist, violent, and rape-promoting language will not be tolerated. In addition to enforcing these expectations with their students, instructional employees should also hold themselves accountable to the guidelines. Some professionals encourage the addition of a syllabus note explaining the instructional employee's reporting responsibilities, while other professionals encourage the use of content warnings in courses where gender-based violence is a topic. These practices are common on some campuses and discouraged on others. Regardless of whether instructional employees include this information in their syllabi, they should make sure students know what to do if they are retraumatized or otherwise upset by class information or discussions.



EXAMPLES FOR FACULTY



EXAMPLE OF SPECIALIZED RESPONSE TRAINING FOR FACULTY AND STAFF

FROM THE UNIVERSITY OF VIRGINIA (U.VA.).

The Maxine Platzer Lynn Women's Center's Survivor Support Network (SSN) is a program designed for faculty, staff, and graduate students that fosters advocacy skills in those who encounter students or co-workers whose academic or work performance is impacted by a history of victimization. SSN is a "web" of allies for survivors of sexual assault, intimate partner violence, stalking, and child sexual abuse. During the course of this three-hour program, participants learn effective strategies to support their students and colleagues, learn about local resources, and become part of an on-grounds network that is designed to make visible the dedicated support for victims that exists at the University. Most SSN members are considered responsible employees, and so the program covers how to balance the requirement to report an assault with supporting survivors in a meaningful way. Individual faculty and staff members may attend open training sessions that are scheduled regularly throughout the semester. Departments, units or schools interested in scheduling a session for a larger group can arrange program-specific trainings.

EXAMPLE OF TOOLS AND INFORMATION FOR FACULTY FROM THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL.

The <u>Safe at UNC: Supporting Victims webpage</u> is part of a larger, university-wide website that serves as the institutional portal for resources and information on gender-based violence. The "Tools for Faculty" section provides resources for faculty/instructional employees on how to address gender-based violence in the classroom and with students. Staff members in the offices of Student Wellness and Equal Opportunity and Compliance generated the content of the page; they drew from their experiences teaching courses in violence prevention to distill key information and recommendations. Since UNC-Chapel Hill strongly encourages (but does not mandate) a syllabus statement, sample syllabus wording is included on the site. Faculty and staff who cover genderbased violence topics in class are encouraged to consult with staff members listed on the website to ensure that accurate information is being shared with students. This also ties into a larger effort to ensure consistent messaging throughout campus.

EXAMPLE OF PREVENTION ORIENTED TRAINING FOR FACULTY AND STAFF

FROM VIRGINIA TECH.

The <u>Safe Zone: Dating and Relationships program</u> is a component of the university's Safe Zone program. Staff members in the Intercultural Engagement Center (IEC) and the Women's Center (WC) collaborated to create the Dating and Relationships session. The session's goal is to educate participants on the often-overlooked issue of relationship violence that occurs in non-heterosexual and otherwise queer intimate relationships. The staff members recognized that queer and non-straight people have been underrepresented in most research and prevention efforts, and also

unaccounted for in many of the paradigms for understanding abuse, victimization, and prevention. They saw that student victims were having difficulty seeing their experiences reflected in current programming, which translated to struggles naming their experiences and accessing resources. Safe Zone employees were seen as the most likely to receive disclosures from students in non-heterosexual/queer intimate relationships. However, they had not received specific training on how to identify warning signs of violence within queer relationships or how to promote healthy queer relationships. To address these needs, IEC and WC staff designed the session to be trauma-informed and prevention oriented. It also includes Title IX related information. The session was piloted in Fall 2015 and is being revised for inclusion in the ongoing Safe Zone offerings.

SELECTED FURTHER RESOURCES

KNOW YOUR IX (N.D.). Tips for teachers and professors.

NATIONAL SEXUAL VIOLENCE RESOURCE CENTER (2014). Action steps for faculty and staff.

AFRICAN AMERICAN POLICY FORUM (N.D.) A primer on intersectionality.



RECOMMENDATIONS FOR TITLE IX COORDINATORS

TITLE IX COORDINATOR/ CAMPUS DISCIPLINARY PROFESSIONALS

TITLE IX COORDINATORS AND CAMPUS DISCIPLINARY PROFESSIONALS PLAY A VITAL ROLE

THE TITLE IX SYSTEM AND THE CAMPUS DISCIPLINARY SYSTEM ARE TWO OF THE MOST REGULATED COMPONENTS OF HIGHER EDUCATION'S RESPONSE TO GENDER-BASED VIOLENCE.

Both systems evolved from different perspectives and historically operated in separate but related spheres. Administrators structured new systems in different ways; as such, this section includes recommendations for both Title IX coordinators and campus disciplinary professionals.

In this document the term "Title IX system" encompasses all aspects of the institutional response to Title IX incidents, including policies, procedures, reporting processes, investigations, decision making, and actions to remedy effects and prevent recurrences. "Campus disciplinary system" refers to the overall policies, procedures, and personnel used to address all student conduct violations.

A CIVIL RIGHTS PERSPECTIVE

Despite the fact that the Title IX system and the broader campus disciplinary system deal with behaviors that sometimes meet the definitions of criminal behavior, neither is part of the criminal legal system. This is an important distinction because Title IX coordinators and campus disciplinary professionals need to ensure their processes are grounded in a civil rights perspective

and understood as civil processes, not criminal complaints or responses. Title IX investigations should not emulate law enforcement investigations. Similarly, disciplinary hearings should not mimic court hearings.

SYSTEM CHARACTERISTICS

While the Title IX regulations lay out what must happen when institutions become aware of gender -based violence,

the regulations do not dictate how that process must happen. Different institutions need different configurations of policy and staff to meet the requirements. Some institutions need deputy Title IX coordinators for different populations (such as students, athletes, academic departments, etc.), while having one coordinator works best for others. The decision-making process for Title IX cases is separate from the general campus disciplinary system at some institutions and embedded in it at others. The recommendations in this section apply to any configuration of personnel and resources an institution uses.

In addition to meeting the requirements of gender-based violence response set forth by Title IX and the Clery Act, institutional leaders should ensure their Title IX and campus disciplinary systems are

TITLE IX INVESTIGATIONS SHOULD AVOID EMULATING LAW ENFORCEMENT INVESTIGATIONS. SIMILARLY, DISCIPLINARY HEARINGS SHOULD AVOID EMULATING COURT HEARINGS.



trauma-informed and socially just. True trauma-informed systems can benefit everyone involved. Additionally, the policies and processes of these systems should be designed to put all students on the same level and be applied equitably and consistently. They should not reinforce existing oppression/mistreatment or reinforce existing privilege/protection.

RECOMMENDATIONS FOR TITLE IX COORDINATORS AND CAMPUS DISCIPLINARY PROFESSIONALS

Below are specific trauma-informed and racial justice oriented recommendations and action items for Title IX coordinators and campus disciplinary professionals.

RECOMMENDATION 1: ENSURE THE GENDER-BASED VIOLENCE POLICY IS COMPREHENSIVE, ACCESSIBLE, SUPPORTS REPORTING, AND IS TRAUMA-INFORMED AND RACIAL JUSTICE ORIENTED.

Policy is the cornerstone of the institutional response to gender-based violence. It is a tangible representation of institutional values and a roadmap to how incidents are handled. If the policy does not cover a certain behavior, Title IX and campus disciplinary professionals have limited options to address it.

- 1.1 All forms of gender-based violence should be specifically and equally prohibited, regardless of whether the institution has one policy that includes sexual violence, dating/domestic violence, stalking, and harassment or there is a separate policy for each violation.
- 1.2 The policy should be accessible for people regardless of disability or status of citizenship. Title IX coordinators and campus disciplinary professionals should go beyond minimum standards of accessibility and consult with appropriate groups on campus to ensure the policy is readable and understandable.
- 1.3 Title IX coordinators and campus disciplinary professionals should ensure the genderbased violence policy (and any related policy) does not dissuade people from reporting. Specifically, the institution should have an amnesty policy that states survivors and witnesses will not face disciplinary charges for alcohol use, drug use, or lower-level conduct violations that come to light during the reporting and/or investigation of a gender-based violence incident. Title IX coordinators should work with the institution's coordinated community response team (CCR) to review applicable policies and make any necessary changes to eliminate other barriers to reporting.

- 1.4 Sanctions should be proportional to the offense, support a safe learning environment, and protect public safety. Policies should not include minimum sanctions, as those have been shown to negatively impact findings of responsibility. Experts in the field recommend utilizing a specified range of sanctions and designating expulsion as the presumptive sanction for high-level offenses (Association for Student Conduct Adminstration [ASCA], 2014). This way, hearing officers retain some latitude in sanctioning and are required to justify any sanction that differs from the presumptive sanction.
- 1.5 Title IX coordinators and campus disciplinary professionals should engage the community in policy creation and review, as well as sanctioning guideline creation and review. They should seek feedback on how policies and sanctioning practices impact survivors and how each impacts students from oppressed and marginalized groups. Additionally, cases and sanctions should be independently reviewed to ensure consistency and proportionality.

RECOMMENDATION 2: INSTITUTE MULTIPLE REPORTING MECHANISMS, INCLUDING AT LEAST ONE OPTION FOR SURVIVORS TO RECEIVE CONFIDENTIAL GUIDANCE.

A key element of a trauma-informed system is making sure survivors have options for reporting and support. When survivors can choose to engage with the system in a way that is comfortable and safe for them, they are more likely to participate.

2.1 Title IX coordinators and campus disciplinary professionals should set up multiple options to report WHEN SURVIVORS CAN CHOOSE TO ENGAGE WITH THE SYSTEM IN A WAY THAT IS COMFORTABLE FOR THEM, THEY ARE MORE LIKELY TO PARTICIPATE.

incidents, including confidential reporting, anonymous reporting, and third-party reporting. In this context, third-party reporting refers to allowing an advocate or other professional support person to report an incident on behalf of a survivor (with the survivor's permission). If the institution creates a confidential reporting system, the system should truly be confidential. It should not contain hidden avenues to identify survivors, such as storing I.P. addresses or utilizing other forms of tracking technology. If the system does contain ways to identify survivors, the institution should clearly state that up front and ensure that is clear to the survivor.

2.2 All reporting options should link survivors with an advocate. This is important because survivors who work with advocates understand what to expect and are more likely to participate in the process. Campus professionals should offer to connect survivors with an advocate when survivors make initial contact. If the survivor declines, campus professionals should give them written contact information for advocates in case they change their mind



later. When survivors utilize an alternate reporting mechanism, the mechanism should give survivors contact information for advocates.

- 2.3 Title IX coordinators should implement a process to intentionally determine which employees should be designated as responsible employees. The process should factor in the institution's unique characteristics and ensure survivors have readily accessible options for confidential support. Since responsible employees need adequate training in order to meet their responsibilities in a trauma-informed way, Title IX coordinators must also ensure that they have the resources to provide quality training to everyone designated as a responsible employee.
- 2.4 Title IX coordinators should make clear survivors' confidential support options and the reporting requirements of responsible employees. This level of communication ensures that survivors know what will happen to their information when they share it with a particular person, and increases trust between survivors and the institution.

RECOMMENDATION 3: INSTITUTE TRAUMA-INFORMED RESPONSES TO SURVIVORS' REQUESTS FOR CONFIDENTIALITY AND/OR NO ACTION.

Disregarding survivors' requests for confidentiality disempowers them and can dissuade reporting throughout the institution. There are many reasons why a survivor may request confidentiality, may not want the institution to take action, or may change their mind during the process. Survivors often fear retaliation, even when they are told the institution prohibits retaliation. This is particularly relevant to survivors who are part of the same community or in a relationship with the alleged perpetrator. Survivors may fear other consequences related to identities of oppression, such as being rejected by their community, being outed, or being mistreated during the process.

- 3.1 Title IX coordinators should create transparent policies and procedures for overriding survivors' requests for confidentiality and/or no action. They should make this information public and easily accessible. Survivors have the right to know what will happen to their information before they choose to share it. They also have the right to know they can request confidentiality when they disclose information. This way, survivors can make informed choices and hold decision makers accountable to the policy.
- 3.2 Title IX coordinators should honor survivors' request for confidentiality and/or no action whenever possible. Overriding such requests can negatively impact survivors. It should only be done in consultation with victim advocates and survivors themselves. When Title IX coordinators can gather information without revealing survivors' identities, they should

pursue those options first. In situations where Title IX coordinators decide to override requests, they should inform the survivor before taking any action. They should work with victim advocates to safety plan with survivors and take all available steps to minimize negative impacts on survivors.

3.3 Title IX coordinators should only override requests when the potential threat to overall community safety outweighs the negative impact on the survivor. Per OCR (Lhamon, 2014), these situations should generally involve an increased risk of the alleged perpetrator committing additional acts of violence, an increased risk of future violence in a similar circumstance, or an increased level of danger such as the presence of a weapon.

RECOMMENDATION 4: ENSURE THAT SURVIVORS AND RESPONDENTS HAVE ACCESS TO ADVISORS OF THEIR CHOICE WHO WILL SUPPORT THEM APPROPRIATELY AND EFFECTIVELY.

Students directly involved in the Title IX and/or campus disciplinary process should have access to trained advisors. Both processes are complicated and overwhelming to all students involved. Advisors help students understand the process, assist them in preparing for interviews and hearings, and provide valuable support during the process.

- 4.1 Title IX coordinators and/or campus disciplinary professionals should recruit a diverse pool of advisors. For students of color, LGBTQ students, and students from other oppressed and marginalized groups, being able to work with a safe and nonjudgmental advisor can be the determining factor in the student's participation. Title IX coordinators and campus disciplinary professionals should suggest advisors who have special training and explain the pros and cons of working with non-trained advisors. In the end, though, students should be able to choose their own advisor. Forcing students to work with an advisor they do not want is disempowering, unhelpful, and can damage their trust in the process.
- 4.2 Title IX coordinators and/or campus disciplinary professionals should inform advisors of their role and behavior expectations prior to the hearing and hold them accountable during the hearing. All advisors should have the same role and any limits placed on a survivor's advisor should also be placed on the respondent's advisor. If the institution allows attorneys to serve as advisors, their role should be the same as every other advisor's role.



RECOMMENDATION 5: ENSURE ALL PROFESSIONALS INVOLVED IN THE TITLE IX AND DISCIPLINARY PROCESS RECEIVE TRAUMA-INFORMED AND RACIAL JUSTICE ORIENTED TRAINING.

Each institution structures its Title IX and campus disciplinary process in a different way; therefore, there is no one-size-fits-all list of who should be trained. Commonly included groups are: Title IX and deputy Title IX coordinators, Title IX investigators, hearing officers, appellate officers, advisors, advocates, and case managers. If students have roles in the institution's process, they should be trained as well.

- 5.1 The training should be extensive, ongoing, and should include in-depth information on: the dynamics of gender-based violence and its root causes, the use of alcohol as a tool to facilitate sexual assaults, the pattern of power and control in abusive relationships, the use of technology in stalking, the role of social media, and overcoming victim-blaming attitudes.
- 5.2 The training should cover the neurobiology of trauma and trauma-informed interviewing techniques should be highlighted. Specifically, participants should learn how trauma impacts brain functioning and the ways this affects survivors' actions during an assault, their behavior and decision making after an assault, and how they remember and report the assault.
- 5.3 All trainings should be social justice oriented and reflect the understanding that gender -based violence is rooted in oppression. Specific information on culturally relevant interviewing techniques should be highlighted while always uplifting active listening techniques. Additional content should include dismantling barriers to resources that marginalized groups face and working with students in culturally relevant and inclusive ways.
- 5.4 Title IX coordinators should ensure that trainings are planned in collaboration with community -based sexual and domestic violence agencies and campus-based advocates (if applicable).
 Community-based agency staff members have experience training allied professionals on these issues. Along with campus-based advocates, they will also have a sense of how survivors experience the system and where breakdowns commonly occur.

RECOMMENDATION 6: CLEARLY COMMUNICATE WITH SURVIVORS UP FRONT AND THROUGHOUT THE TITLE IX AND CAMPUS DISCIPLINARY PROCESS.

Clear, transparent communication is integral to survivors' trust in the system, is a cornerstone of a trauma-informed approach, and ensures survivors are more likely to participate in the process.

Clear and consistent communication also helps to minimize feelings of anger and betrayal related to the process.

- 6.1 Title IX coordinators should create procedures that include clear, up-front communication with survivors. Specifically, whoever meets with a survivor first should explain who else will be involved, what each person's role is, and a general timeline of expected steps. This information should also be provided in written form.
- 6.2 Title IX coordinators should identify a contact person/liaison to maintain clear communication with all parties throughout the process. Even when there is no new information, the act of contacting survivors reassures them that their case has not been forgotten. If the institution utilizes a separate hearing process from the Title IX investigation, the head of the campus disciplinary process should ensure communicating with survivors is a key component of someone's job.



EXAMPLE OF CLEARLY WORDED AND EASILY ACCESSED SEXUAL MISCONDUCT POLICY INFORMATION FROM LONGWOOD UNIVERSITY.

Longwood University's Office of Student Conduct and Integrity website prominently lists a clear statement of survivor and charged student rights in the sexual misconduct process. The information is taken straight from the sexual misconduct policy. Since it is listed separately and linked from the main student conduct page, students can access the information easily and quickly. Survivors also have access to this information before filing a report, which helps them better know what to



expect during the process. The associate dean for student conduct and integrity worked with the deputy Title IX coordinators for students to develop a <u>Title IX FAQs and Resource handout</u> that summarizes key points from the sexual misconduct policy. They give survivors a hard copy when meeting with them; it is also available on the Title IX website for students to access on their own. Campus partners have hard copies available to give to students as well.

EXAMPLE OF REPORTING INFOGRAPHIC FROM VIRGINIA COMMONWEALTH UNIVERSITY (VCU).

The <u>VCU rights and options infographic</u> outlines survivor rights and options after a sexual assault. It uses simple language and graphics to inform students about their reporting options, including information about when and where they can have a PERK exam completed, how to report an assault to the police, and how to report an assault to the university. Additionally, it lists confidential campus and community support resources, including the statewide LGBTQ hotline. The Chief of Police initiated the project to simplify information so that students in crisis could easily understand their rights and options. The creation team solicited input from health and wellness center staff members, students, and the chief of police. The University Relations office designed the final

product, which is prominently featured on the websites of the VCUPD, the health and wellness center, and the Title IX office.

EXAMPLE OF CLEARLY WORDED RIGHTS AND OPTIONS INFORMATION TAILORED TO THE CAMPUS CULTURE

FROM VIRGINIA STATE UNIVERSITY (VSU).

Members of VSU's Coordinated Community Response

Team on Sexual Assault developed a two-page <u>Trojan Bill of Rights</u> handout that is clearly tailored to their campus culture. This handout provides clear information on victim rights, including the right to access resources without reporting to law enforcement. Additionally, the handout lists a





variety of campus and community resources that go beyond those that are commonly listed. The creators looked at the specific needs of their community and listed additional resources such as campus ministries, the financial aid and leave of absence office, multiple community-based sexual and domestic violence agencies, community legal aid offices, and community victim witness assistance programs.

EXAMPLES OF TRAUMA-INFORMED AND RACIAL JUSTICE ORIENTED TRAININGS FROM VARIOUS VIRGINIA INSTITUTIONS.

Institutions take different approaches to training Title IX and campus disciplinary professionals; the approaches are based on institutional

resources, Title IX and campus disciplinary structure, and community dynamics. Additionally, most institutions provide multiple Title IX-related training opportunities. The following are examples of one way (not necessarily the only way) selected Virginia campuses accessed trauma informed and/or social justice oriented training. <u>Virginia Tech</u> contracted with a consulting group to facilitate an on-campus, two-day training for employees involved in the Title IX process. <u>U.Va.</u> sent an investigator to a multi-day trauma-informed investigation and adjudication training. Title IX investigators from <u>VCU</u> and <u>William and Mary</u> attended certification training offered through independent entities.







FURTHER RESOURCES FOR TITLE IX COORDINATORS

SELECTED FURTHER RESOURCES

PREVENTION INNOVATIONS (2015).

It's not just the what but the how: Informing students about campus policies and resources.

ASSOCIATION FOR STUDENT CONDUCT ADMINISTRATORS (2014).

<u>Student conduct administration & Title IX: Gold standard practices for resolution</u> of allegations of sexual misconduct on college campuses.

KNOW YOUR IX (N.D.) <u>Campus action</u>.

WHITE HOUSE TASK FORCE (N.D.). Sample language for interim and supportive measures to protect students following an allegation of sexual misconduct.

LHAMON, C. (2014). Questions and answers on Title IX and sexual violence.

RECOMMENDATIONS FOR CAMPUS LAW ENFORCEMENT

CAMPUS LAW ENFORCEMENT/CAMPUS SECURITY

CAMPUS LAW ENFORCEMENT AND SECURITY PLAY A VITAL ROLE

Sexual violence is one of the most underreported crimes in the United States. Reporting rates for dating/domestic violence and stalking are also low, particularly among college students. The following are common reasons that survivors do not report (Campbell, 2013; Coker et al., 2015; Crenshaw, 2015):

- Not thinking that what happened was a crime
- Being afraid that police will not believe them or will blame them
- Being afraid they will get in trouble
- Fear of police violence towards them or those they care about
- Feeling the process will be too emotionally difficult or fearing retraumatization
- Believing nothing will be done about it.

CAMPUS LAW ENFORCEMENT AND SECURITY OFFICERS ARE IN A UNIQUE POSITION TO HELP SURVIVORS OVERCOME THESE BARRIERS AND ACCESS THE SUPPORT THEY NEED.

IMPORTANCE OF UNDERSTANDING TRAUMA

WHEN OFFICERS UNDERSTAND THE ORIGIN OF TRAUMA-BASED RESPONSES, THEY ARE BETTER ABLE TO WORK WITH SURVIVORS.

Sexual violence, dating/domestic violence, and stalking are all traumatic experiences. Trauma causes multiple changes in brain functioning that lead to evolutionary-

based responses in the body. Though responses such as not running away during an assault, not remembering details of an assault, and not reporting right away may seem counterintuitive, they are actually normal reactions to traumatic events. When officers understand the origin of trauma-based responses, they are better able to work with and serve survivors.

UNIQUE ROLE OF CAMPUS LAW ENFORCEMENT/SECURITY

Campus law enforcement and security officers have a complex role in dealing with gender-based violence. Most departments work from a community policing perspective that in theory focuses on relationship building and education. Campus law enforcement and security also, however, have stringent requirements related to safety, transparency, and crime prevention. Clery Act requirements mean that

CAMPUS LAW ENFORCEMENT AND SECURITY ALSO, HOWEVER, HAVE STRINGENT REQUIREMENTS RELATED TO SAFETY, TRANSPARENCY, AND CRIME PREVENTION. CLERY ACT REQUIREMENTS MEAN THAT OFFICERS MUST SOMETIMES INFORM THE COMMUNITY ABOUT INCIDENTS BEFORE THEY HAVE FULLY DETERMINED WHAT HAPPENED. officers must sometimes inform the community about incidents before they have fully determined what happened. They must also be careful to release information in a way that protects survivors' identities while also giving community members useful information.

The enhanced community relationships and added responsibilities mean that campus law enforcement and security officers must operate in a trauma-informed and justice oriented

RESEARCH INDICATES THAT TRAUMA -INFORMED INVESTIGATIVE PROCEDURES RESULT IN GREATER COOPERATION FROM VICTIMS AND A DECREASE IN CASE ATTRITION. THIS, IN TURN, HELPS LAW ENFORCEMENT AND CAMPUS SECURITY OFFICERS MORE EFFECTIVELY KEEP THE COMMUNITY SAFE. manner. They need to understand the neurobiological reasons behind survivors' actions. They need to understand the ways that historical and systemic oppression has eroded the trust that people from oppressed and marginalized groups have in law enforcement/security officers (Staats et al., 2015). Traumainformed and justice oriented training helps law enforcement and campus security officers understand survivors' reactions, fears, hesitation and puts officers in a better position to learn from survivors. Research indicates that trauma-informed investigative procedures result in greater cooperation from victims and a decrease in case attrition (Patterson, 2011). This, in turn, helps law

enforcement and campus security officers more effectively serve the community.

RECOMMENDATIONS FOR CAMPUS LAW ENFORCEMENT/ CAMPUS SECURITY

Below are specific trauma-informed and racial justice oriented recommendations and action items for campus law enforcement and/or public safety officers.

RECOMMENDATION 1: ENSURE THAT TIMELY WARNINGS ARE WORDED IN A WAY THAT PROTECTS THE IDENTITY OF THE SURVIVOR AND DOES NOT CONTAIN VICTIM-BLAMING MESSAGES.

The Clery Act does not specify the wording that must be used in timely warnings, as long as it includes information that enables people to protect themselves. In cases of gender-based violence incidents, the wording should be different from timely warnings related to thefts or muggings.

- 1.1 Timely warnings should be written in a way that protects the survivor's identity as much as possible. Details of an incident can often be used to identify the people involved; therefore, timely warnings should only include the minimum level of detail necessary to meet Clery Act requirements.
- 1.2 Timely warnings should be prevention-focused and not victim-blaming. The nature of genderbased violence crimes requires prevention messaging that is based on identifying suspicious predatory behaviors, rather than changing potential victim behaviors. Effective prevention-

COMPARISON OF TIMELY WARNING CONTENT

CONTENT	MESSAGE TYPE	EXPLANATION	EFFECTIVENESS
"DO NOT WALK ALONE AT NIGHT"	VICTIM-BLAMING	PLACES THE BUR- DEN OF PREVEN- TION ON POTEN- TIAL VICTIMS	NOT EFFECTIVE BECAUSE MOST SEXUAL ASSAULTS ARE COMMITTED BY PEOPLE THE VICTIM KNOWS, NOT STRANGERS
"TACTICS USED TO COMMIT SEXUAL ASSAULT INCLUDE PHYSICALLY INTRUDING INTO SOMEONE'S PERSONAL SPACE, ISOLATION, AND "FEEDING" OR ENCOURAG- ING ALCOHOL AND/OR OTHER DRUG CONSUMPTION" * * Wording taken from VCU's timely warning template (see Example 1 in this section for entire document).	PREVENTION FOCUSED	PUTS FOCUS ON PERPETRATOR DOES NOT SINGLE OUT POTENTIAL VICTIMS TO PREVENT THEIR OWN ASSAULTS	EFFECTIVE BECAUSE IT IDENTIFIES SPECIFIC PERPETRATION BEHAVIORS THAT PEOPLE SHOULD BE AWARE OF, OR CAN BE ON THE LOOKOUT FOR

THE NATURE OF GENDER-BASED VIOLENCE CRIMES REQUIRES PREVEN-TION MESSAGING THAT IS BASED ON IDENTIFYING SUSPI-CIOUS PREDATORY BEHAVIORS, RATHER THAN CHANGING POTENTIAL VICTIM BEHAVIORS.

oriented messages include defining sexual assault and consent, identifying predatory behaviors, encouraging bystanders to say something, and listing campus and community resources.

- 1.3 Timely warnings should include contact information for 24/7 support services (i.e., advocacy, medical, and law enforcement) and encourage survivors to seek help from those services. Timely warnings should include contact information for both on- and off- campus services.
- 1.4 Officials should develop gender-based violence timely warning templates in coordination with survivors and advocates. Incorporating their perspectives will not only ensure the above recommendations are met, but will also make timely warnings as useful to the community as possible.

RECOMMENDATION 2: PARTICIPATE IN TRAUMA-INFORMED AND SOCIAL JUSTICE-ORIENTED TRAINING.

When campus law enforcement and security officers are aware of trauma reactions, they better understand the reasons behind survivor behavior and actions. Trauma-informed interviewing helps elicit pertinent information about the assault/incident and the survivor's experience. Social justice/



racial justice oriented training helps officers better understand how historical trauma and systemic oppression impact survivors from oppressed and marginalized groups. All of this information leads to investigations that better meet survivor needs.

- 2.1 The training should cover the neurobiology of trauma and trauma-informed interviewing techniques should be highlighted. Specifically, officers should learn how trauma impacts brain functioning and the ways this affects survivors' actions during an assault, their behavior and decision making after an assault, and how they remember and report the assault.
- 2.2 All trainings should be social justice oriented and reflect the understanding that genderbased violence is rooted in oppression. Information on culturally relevant interviewing techniques should be highlighted. Additional content should include dismantling barriers that marginalized groups face when seeking help and working with survivors in culturally relevant and inclusive ways. There should also be efforts to understand the way that law enforcement perpetuates oppression against marginalized communities.
- 2.3 Staff members responsible for the training schedule should ensure training on genderbased violence issues is regular and ongoing. Whenever appropriate, the content should also be integrated into other trainings to reinforce the information.
- 2.4 The training coordinator should ensure that trainings are planned in collaboration with community-based sexual and domestic violence agencies and campus-based advocates (if applicable). Community-based agencies have experience training law enforcement officers and other allied professionals on these issues. Along with campus-based advocates, they will also have a sense of how survivors experience the system and where breakdowns commonly occur.

RECOMMENDATION 3: ENABLE ALTERNATIVE REPORTING MECHANISMS THAT GIVE SURVIVORS OPTIONS WHEN REPORTING GENDER-BASED VIOLENCE.

A key element of a trauma-informed system is giving survivors options for reporting. When survivors can choose to engage with the system in a way that is comfortable and validating for them, they are more likely to report and participate in the process.

3.1 Departmental officials should give survivors multiple options to report incidents, including confidential reporting, anonymous reporting, and third-party reporting. In this context, third-party reporting refers to allowing an advocate or other professional support

person to report an incident on behalf of a survivor (with the survivor's permission). If the institution creates a confidential reporting system, the system should truly be confidential. It should not contain hidden avenues to identify the survivor, such as storing I.P. addresses or utilizing other forms of tracking technology. If the system does contain ways to identify survivors, the institution should clearly state that up front.

- 3.2 All reporting options should link survivors with an advocate. This is important because survivors who work with advocates better understand what to expect and are more likely to participate in the process. Law enforcement/security officers should offer to connect survivors with an advocate when the survivor makes initial contact. If the survivor declines, campus law enforcement/security officers should give them written contact information for advocates in case they change their mind later. When survivors utilize an alternate reporting mechanism, the mechanism should give survivors contact information for advocates.
- 3.3 People with disabilities and English language learners should be able to access all reporting mechanisms. This includes access to technology-based options as well as in-person options. Officials should go beyond minimum standards of accessibility and consult with appropriate groups on campus to ensure they truly can access and understand each option.
- 3.4 Departmental officials should focus on the higher offense when working with other offenses that come to light when survivors report gender-based violence. Officers are better able to do their jobs when they receive accurate information from survivors. Survivors often state they are afraid to report an incident if it occurred when they were engaged in law breaking behavior such as drinking underage or using drugs. They may also leave out important details (for example, being passed out from drinking too much) if they are afraid they will be arrested for that behavior.

RECOMMENDATION 4: KNOW THE CONTENT OF THE INSTITUTION'S TITLE IX POLICY, AS WELL AS THE INSTITUTION'S MOUS WITH LOCAL LAW ENFORCEMENT AND COMMUNITY-BASED SEXUAL AND DOMESTIC VIOLENCE AGENCIES.

Officers need to know the information in these policies both to do their jobs appropriately and to communicate necessary information to survivors.



- 4.1 Campus law enforcement/security officers should fully understand the institution's Title IX policy, as well as any other institutional policy related to gender-based violence. Since they are institutional employees, they have Title IX-related responsibilities. Additionally, officers should be able to talk to survivors about their rights and options under Title IX and other applicable policies.
- 4.2 Campus law enforcement/security officers should know the requirements of their institution's MOU with local law enforcement. They should ensure their own practice encompasses the elements of the MOU and be able to explain to survivors how their department works with local law enforcement entities. If the MOU (or other policy) requires the campus department to turn a case over to local law enforcement or to notify local law enforcement about a case, campus law enforcement/security officers should communicate this to survivors and explain how it will impact them.
- 4.3 Campus law enforcement/security officers should know the requirements of their institution's MOU with their community-based sexual and domestic violence agency. If the institution has an MOU with more than one agency, officers should know the content of each MOU. They should ensure their own practice encompasses the elements of the MOU(s). Specifically, officers should explain to survivors what services the community agency provides and offer to connect the survivor with an advocate from the agency.

FOR CAMPUS LAW ENFORCEMENT



EXAMPLE OF TIMELY WARNING/CRIME ALERT WORDING FROM VIRGINIA COMMONWEALTH UNIVERSITY (VCU).

VCU's Timely Warning template for gender-based violence reports [figure 3] was developed as part of a collaborative process to ensure the language was non-victim blaming, included effective prevention messaging, and met the requirements of the Clery Act. VCU police officers worked with advocates and prevention specialists from the university's student health and wellness office, peer educators, and student survivors to create the content.

EXAMPLE OF COMPREHENSIVE REPORTING PROGRAM FROM THE YOU HAVE OPTIONS PROGRAM.

The <u>You Have Options Program</u> focuses on changing two fundamental elements in the law enforcement response to sexual violence: increasing the number of survivors who report to law enforcement and thoroughly investigating identified offenders for serial perpetration. The traditional law enforcement response to sexual violence tends to discourage sexual assault victims from seeking assistance through the criminal justice system. As a result, law enforcement officers often do not receive the information necessary to hold sexual offenders accountable, and those offenders go on to victimize additional people. By addressing the barriers victims face when reporting sexual assault, and



thereby increasing the number of sexual assault reports, the You Have Options Program provides investigators with information they would otherwise never have received. When a victim is given

the ability to control certain aspects of a sexual assault investigation – such as who is contacted and if an arrest is made – law enforcement and the victim both benefit. Victims provide investigators with more accurate information, are more willing to identify their assailant, and participate more fully in the investigative/ judicial process. Victims are provided with the time they need to make a decision that is right for them, independent of the needs of the criminal justice system, and are more likely to report a positive experience with law enforcement regardless of the judicial outcome. Utilizing the victimcentered and offender-focused strategies of the program allows law enforcement to work collaboratively and gather the information necessary to identify and successfully investigate serial sexual predators.



EXAMPLE OF CAMPUS LAW ENFORCEMENT TRAINING FROM VIRGINIA COMMONWEALTH UNIVERSITY (VCU).

Staff members from VCU developed and piloted a transgender sensitivity training for the campus police department. The goals of the training are to: increase understanding and awareness of basic transgender-related terminology and issues that impact interpersonal relations (social, environmental, political context); to increase confidence in applying trans-sensitive awareness in policing contexts; to increase interpersonal skills necessary for respectful interactions with trans community members; and to increase access to trans-specific resources. The training was developed in collaboration with Equality VCU's LGBTQ+ Safety Advisory Committee, VCU Police, and other campus and community partners. The process included multiple focus group sessions with campus and community stakeholders. The planning group continued to check in with those individuals throughout the development process. The group decided it was important for the training to be facilitated by least one transgender individual; they have been intentional about developing a group of transgender and gender non-conforming facilitators.

FURTHER RESOURCES FOR CAMPUS LAW ENFORCEMENT

SELECTED FURTHER RESOURCES

MICHIGAN DOMESTIC AND SEXUAL VIOLENCE PREVENTION AND TREATMENT BOARD (2014). Adult sexual assault: A trauma-informed approach to law enforcement first response.

INTERNATIONAL ASSOCIATION OF CHIEFS OF POLICE (2015).

Sexual assault response policy and training content guidelines.

GOVERNOR TERRY MCAULIFFE'S TASK FORCE ON COMBATING CAMPUS SEXUAL VIOLENCE (2015). Report and final recommendations to the governor.



RECOMMENDATIONS FOR PREVENTION SPECIALISTS

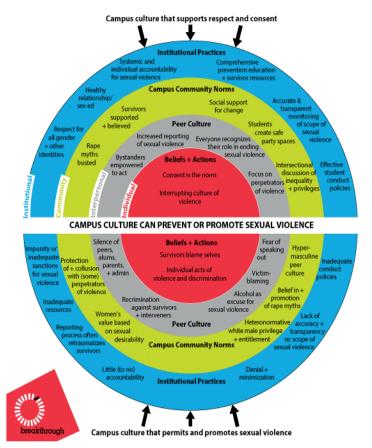


PREVENTION SPECIALISTS

PREVENTION SPECIALISTS PLAY A VITAL ROLE

Gender-based violence prevention is a specialized field, combining public health knowledge with on-the-ground activism. While direct advocacy services help survivors stay safe and heal from abuse and educating students on the dynamics of power-based violence helps empower them to recognize red flags, neither will prevent the perpetration of violence on a larger scale. Lasting social change requires work that changes the social norms and structures that support violence and oppression.

Prevention specialists play an important role in campus gender-based violence prevention. They have the specialized knowledge necessary to design, implement, and evaluate prevention strategies. Not all institutions, however, have the structure or resources necessary to sustain a dedicated gender-based violence prevention position. In these situations, institutional leaders should create strong partnerships with their community-based sexual and domestic violence agency to enhance prevention programming.

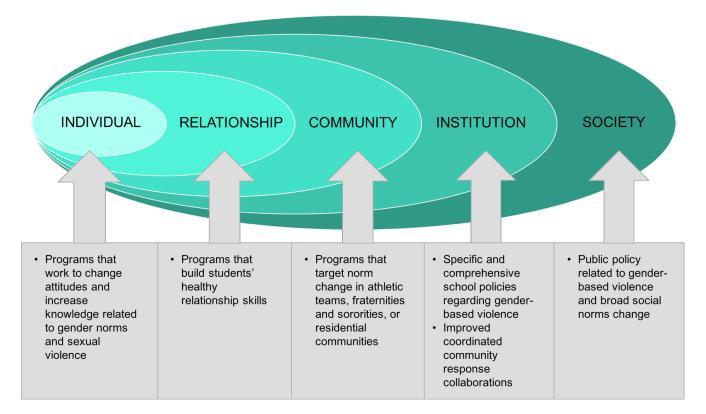


LASTING SOCIAL CHANGE REQUIRES WORK TO CHANGE THE SOCIAL NORMS AND STRUCTURES THAT SUPPORT VIOLENCE AND OP-PRESSION.

This graphic is not meant to be all-inclusive or exhaustive, but a mapping of key cultural factors relating to campus sexual violence. Sexual violence can be committed by anyone and committed against anyone, regardless of gender identity, sexual orientation, age, race, immigration status, or any other identity. A key component of addressing sexual violence is culture change - identifying and transforming those cultural norms that promote sexual violence to norms that prevent and interrupt it in order to make us all safer.

COMPREHENSIVE PREVENTION

Gender-based violence prevention must be comprehensive to be effective. The social-ecological model (SEM) is a prevention framework that groups prevention efforts by level of the social ecology (individual, relationship, community, and society). The institution is an added level in campus prevention efforts. The graphic below illustrates how prevention efforts can be geared to each level of the SEM to form a comprehensive prevention plan.



Sexual Assault Prevention on U.S. College Campuses: A National Scan; California Coalition Against Sexual Assault [CALCASA], 2016)

PRINCIPLES OF EFFECTIVE PREVENTION

Prevention specialists should build their work around the widely accepted principles of effective prevention (Nation et al., 2003). Prevention specialists and administrators should review each principle and assess the degree to which it is present in their programming. Two principles – sufficient dosage and evaluation – are frequently missing in campus prevention programming. Prevention specialists often feel pressure to get programming in front of any group possible for any amount of time allowed. Yet when programs do not have enough dosage to be effective and were not chosen to meet specific community goals, the time invested may not translate into results. The nine principles of effective prevention provide the foundation for the recommendations that follow. Prevention

specialists should implement this section's recommendations within that context and administrators should give prevention specialists the time and resources required to do so. Additional prevention -related recommendations for administrators can be found in the Administrators section.

No matter how well resourced and well planned an institution's gender-based violence prevention program is, social change cannot be accomplished by one person or one office working alone. Prevention specialists should work collaboratively with other offices to network programming and promote consistent messaging. This magnifies the work of all participating offices. This level of integration should surround any work based on the recommendations in this section.

RECOMMENDATIONS FOR PREVENTION SPECIALISTS

Below are specific trauma-informed and racial justice oriented recommendations and action items for prevention specialists.

RECOMMENDATION 1: WORK FROM A FRAMEWORK THAT RECOGNIZES OPPRESSION IS THE ROOT CAUSE OF GENDER-BASED VIOLENCE.

Effective prevention must address the underlying structures and beliefs that support gender-based violence – oppression in all its forms and intersections. Without addressing oppression and the social norms that accompany it, the culture of inequality and violence that supports gender-based violence cannot be changed.

- 1.1 Prevention specialists should clearly and publicly articulate that intersectional anti-oppression work is a fundamental part of their approach to ending gender-based violence. They should consistently review their language and programming to hold themselves accountable to those expectations.
- 1.2 Prevention specialists should analyze their programming to ensure the content is affirming and inclusive. They should also pay attention to the locations where they hold programs to ensure they are accessible and that survivors from oppressed and marginalized groups feel physically and emotionally safe to attend.
- 1.3 Prevention specialists should actively support departments and organizations serving oppressed and marginalized groups on campus. In addition to publicizing events on behalf of a group or co-sponsoring an activity, prevention specialists should attend and/or otherwise participate in those events as well as encourage others in their networks to participate.



RECOMMENDATION 2: DEVELOP A COMPREHENSIVE, EVIDENCE-BASED PREVENTION PLAN IN COLLABORATION WITH STAKEHOLDERS.

A prevention plan should be more than a listing of an institution's gender-based violence programs. It should be the institution's roadmap to reaching a particular end goal related to gender-based violence. The end goal should be specifically articulated, and the programs and initiatives that comprise the plan should build on one another to reach that goal.

2.1 Prevention specialists should assess community needs, as well as community risk and protective factors, across the social ecology. Gender-based violence is so embedded into the culture that no single program will be able to address all needs. Prevention specialists should work with students and other stakeholders to prioritize the needs to address in the prevention plan.

IT SHOULD BE THE INSTITUTION'S ROADMAP TO REACHING A PARTICULAR END GOAL RELATED TO GENDER-BASED VIOLENCE. THE END GOAL SHOULD BE SPECIFICALLY ARTICULATED, AND THE PROGRAMS AND INITIATIVES THAT COMPRISE THE PLAN SHOULD BUILD ON ONE ANOTHER TO REACH THAT GOAL. 2.2 The community's protective factors and risk factors should inform that process.

2.3 Campus-based prevention specialists should create the prevention plan in collaboration with their communitybased sexual and domestic violence agency. Prevention specialists from these agencies can enhance the efficacy of the prevention plan through their expertise in gender-based violence prevention as well as their knowledge about the larger community.

- 2.4 Both the needs assessment and resulting prevention plan should be trauma-informed. Prevention specialists should recognize the inherent power differential between students and employees and ensure that students are able to safely share their experiences and beliefs throughout the process. Additionally, the programs within the plan should be consistently reviewed to ensure they are empowering, non-victim blaming, and include resources for participants who may be triggered by the information.
- 2.5 Evaluation should be a key component of the prevention plan and should be part of the planning process from the beginning. Prevention specialists should work with stakeholders to create the evaluation plan and should build evaluation opportunities into the overall prevention plan.

RECOMMENDATION 3: SPECIFICALLY ADDRESS THE NEEDS OF HISTORICALLY OPPRESSED AND MARGINALIZED POPULATIONS.

Gender-based violence disproportionately impacts oppressed and marginalized communities and utilizes the same systems of power and control as oppressions like racism, sexism, ableism, etc. (INCITE!, n.d.). Yet sexual violence, domestic/dating violence, and stalking have historically been looked at in isolation from other forms of violence and oppression, and mainstream prevention work has traditionally centered more privileged identity groups. In order to effectively address the context of oppressed and marginalized groups, and ultimately prevent violence, prevention specialists should center the needs of marginalized communities and center dismantling all oppressions in their programs on their campus.

- 3.1 All community members should be able to see themselves and their experiences in the general prevention programming. Graphics, scenarios, and examples should include a wide variety of identities. Prevention specialists who work at all institutions should ensure that the images and voices of students of color are visible. Prevention specialists at all institutions should ensure that the images and voices of LGBTQ students, students with disabilities, international students, and students from other oppressed and marginalized groups are visible.
- 3.2 Prevention specialists should collaborate with others to create and/or implement programs that are specifically designed for oppressed and marginalized groups. Implementing programs developed for primarily white audiences with students of color will not effectively address their experiences and needs. The same concept applies to other groups of students. There are very few nationally marketed prevention programs designed specifically for students of color, LGBTQ students, or students from other marginalized groups. This means that prevention specialists must often design their own programs or significantly adapt existing ones. In these cases, prevention specialists should work with student organizations or community groups to develop the programs so that they are culturally relevant and effective.



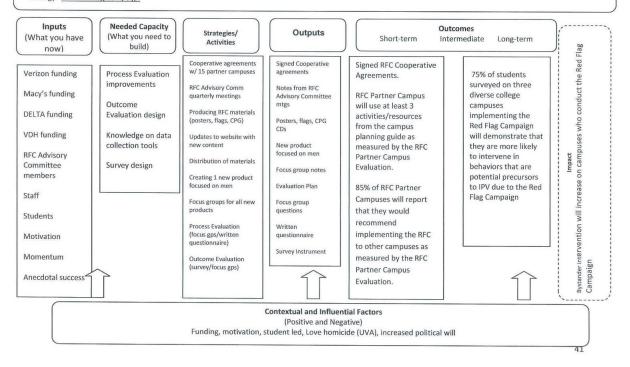
EXAMPLE OF A LOGIC MODEL FROM THE VIRGINIA SEXUAL & DOMESTIC VIOLENCE ACTION ALLIANCE.

The <u>Action Alliance</u> used a logic model to develop and evaluate the Red Flag Campaign (Figure 1).

Virginia Sexual and Domestic Violence Action Alliance Evaluation Plan Attachments – Logic Models

The Red Flag Campaign: Logic Model

Goal: Increase the capacity of Virginia's young adults (aged 14-22) to effectively identify and respond to behaviors that may be precursors to IPV. Population or Group: <u>College-age students (18-22)</u> Strategy: <u>The Red Flag Campaign</u>



EXAMPLE OF A PROGRAM ADDRESSING NEEDS OF MARGINALIZED AND OPPRESSED STUDENT POPULATIONS **FROM THE ACTION ALLIANCE.**

The Red Flag Campaign (RFC) is a community-level strategy designed to build bystander intervention skills and change campus social norms around dating violence and healthy relationships. Staff members utilized an advisory committee and focus groups to ensure the campaign was as relevant and effective as possible. They conducted initial focus groups of college students to explore the nature of dating relationships on campus. They used this information to establish campaign messaging. Through the design process, staff and advisory committee members made an intentional commitment to portray diverse relationships and diverse students in the campaign. Action Alliance staff members

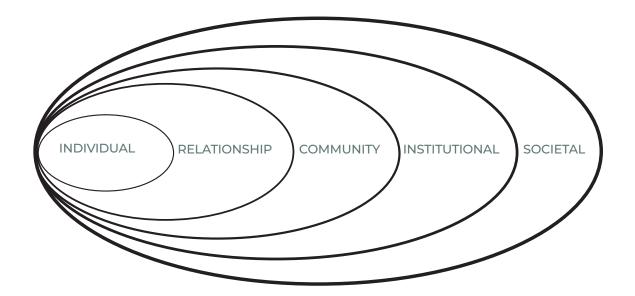
convened another focus group of college students to test the initial designs; the students gave positive feedback on the images and re-wrote most of the text. Once these revisions were addressed, staff members held two more focus groups to test the final product before launching the campaign. Based on feedback from historically black college and university (HBCU) partners, Action Alliance staff members later added additional posters featuring students who resonated more strongly with HBCU campuses. They intentionally conducted focus groups with students from HBCUs during that process to ensure the campaign effectively addressed the needs of students of color.

THE RED FLAG CAMPAIGN





PREVENTION EXAMPLES ACROSS THE SOCIAL-ECOLOGICAL MODEL



EXAMPLE OF INDIVIDUAL LEVEL PREVENTION PROGRAMMING

FROM TIDEWATER COMMUNITY COLLEGE (TCC).

The <u>TCC Women's Center</u> coordinates <u>The Red Flag Campaign</u> on each of their four campuses. All programs are intentionally non-heteronormative and inclusive of different identities and different types of relationships. Staff members design programs to meet the specific needs of each campus' culture, while utilizing the same guiding philosophy. For example, the Women's Center created and held "Should You Stay With Bae?" at one of its campuses. This educational program centered on defining domestic violence, sexual assault, and stalking. Students played games that taught them to recognize healthy relationship behaviors and unhealthy relationship behaviors using pop culture examples. Through this program, students were able to apply the information they learned to their own lives and relationships.

EXAMPLE OF RELATIONSHIP LEVEL PREVENTION PROGRAMMING

FROM THE UNIVERSITY OF VIRGINIA (U.VA.).

The <u>U.Va. Maxine Platzer Lynn Women's Center</u> coordinates the <u>Men's Leadership Program</u> (MLP), an innovative community-based leadership development and mentoring program designed to build and

reinforce authentic and responsible leadership capacities of both undergraduate men and middle school boys in 7th grade. MLP accomplishes this mission by training and pairing a diverse group of undergraduate men with a select group of seventh grade boys. Joining MLP means committing

to one's Little Brother for a full academic year, as well as attending a fall and spring course through the Curry School of Education. The Bigs and Littles meet once a week in groups and then one-on-one as pairs. Occasional group activities (such as high and low ropes course) are designed to build group



cohesion and challenge the boys to stretch themselves physically and emotionally. MLP is especially committed to understanding a wide range of masculinities, fostering a gender-aware perspective on leadership development and mentoring, and encouraging active participation in respectful, healthy, pro-social and anti-violent community roles for those who identify as men and boys.

EXAMPLE OF COMMUNITY LEVEL PREVENTION PROGRAMMING FROM VIRGINIA STATE UNIVERSITY (VSU).

VSU is a long-time <u>Red Flag Campaign</u> campus and each year staff members coordinate it in a highly visible, multifaceted way. They are successful because they utilize partnerships created through their Coordinated Community Response Team on Sexual Assault. As a result of these partnerships, one year the athletic director and Military Science Department visibly linked the RFC to homecoming events. During that year's homecoming game, the



RFC planning team displayed red flags in the stadium and arranged for a dating violence PSA to be played during the game. ROTC cadets carried a RFC banner in the homecoming parade, which is a celebrated city-wide event preceding the game that covers an area from the city's downtown to the stadium. Each year, VSU also hosts an Open Mic Poetry Night as one of the campaign's signature events. This event not only expands visibility of the issues within the community, but also allows students and employees to engage on a personal and relational level if they choose.

EXAMPLE INSTITUTIONAL LEVEL PREVENTION PROGRAMMING FROM VIRGINIA COMMONWEALTH UNIVERSITY (VCU).

The <u>VCU Sexual Misconduct/Violence and Sex/Gender</u> <u>Discrimination policy</u> is thorough and covers definitions, reporting options, confidential campus and community resources, complaint procedures, criteria for assessing requests for confidentiality/no action, investigation procedures, adjudication procedures, and sanctioning information. This creates transparency into the process, giving students information about what to expect at every step.

Sexual Misconduc Discrimination	t/Violence and	l Sex/Gender
Policy Type: Administrative Responsible Office: Equity and Acce Initial Policy Approved: August 5, 20 Current Revision Approved: March	15	ident
Policy Statement and Purp	ose	
adherence to the standards of condu- University ("VCU" or "university") is and value of every member of its con harassment or any form of discrimin Sexual Diploitation, Partner or Relati Compilcity ("Prohibited Conduct"). 1 members, the university's learning/, students, faculty and staff. All forms offerese and violations will result in	et established by the commu- committed to providing an en immunity and that is free free atten based on sex/gender. 1 onship Violence, Sex or Gene These behaviors are harmful to ching environment and cool of Prohibited Conduct under discipline or other administra ures, VCU is committed to pr	wiromen'n that emphasises the signity semal microconter, assault, CU does not tolerate Sexual Assault, er aleade Discrimination, platilation or ob evel being of our community ngbar febtionships among our this policy are regarded as serious the action. In developing and solding a dair and impartial process for
1972 ("Title IX"); relevant provisions ("VAWA"); Title VII of the Civil Rights Security Policy and Campus Drime St	of the Violence Against Won Act of 1954 ("Title VII"); the atistics Act ("Clery Act"); and is conduct that may meet VC	leanne Clery Disclosure of Carrpus the Virginia Hurran Rights Act. State J's definitions of Prohibited Conduct,
in response to allegations of Prohibit	ed Conduct. In any case of a and procedures. Employees Juding termination or expulsi	
waal Misconduct/Violence and IN/Gender Discrimination	-1-	Approved: 3/3/2015

EXAMPLE OF SOCIETAL LEVEL PREVENTION PROGRAMMING FROM EMORY UNIVERSITY.



The <u>Respect Program</u> is Emory's central hub for interpersonal violence prevention and survivor resiliency. They end violence by ending oppression. They have made an intentional and public commitment to provide programs and services through a racial justice lens. An example of this work is <u>RespectCon</u>, an annual conference they host that focuses on understanding sexual violence through a racial justice lens. Staff members work closely with students to plan the conference, and each year approximately one-third of the attendees are students.

The purpose is to share ideas and programs that use a racial

justice approach to address sexual violence prevention and survivor support on college campuses. It features workshops and speakers from campuses and community organizations across the country.

SELECTED FURTHER RESOURCES

VIRGINIA SEXUAL AND DOMESTIC VIOLENCE ACTION ALLIANCE (2009).

<u>Guidelines for primary prevention of sexual violence and intimate</u> partner violence.

AMERICAN COLLEGE HEALTH ASSOCIATION (2008). Shifting the paradigm: Primary prevention of sexual violence.

CENTERS FOR DISEASE CONTROL AND PREVENTION. (2016). STOP SV: A technical package to prevent sexual violence.

NATIONAL SEXUAL VIOLENCE RESOURCE CENTER (2012).

Qualities and abilities of effective and confident prevention practitioners.

RESOURCES

ICAN:

SUPPORTING RECOMMENDATIONS

THE ACTION ALLIANCE CREATED THESE RECOMMENDATIONS BASED ON MORE THAN 40 YEARS OF WORK RELATED TO SEXUAL AND INTIMATE PARTNER VIOLENCE RESPONSE, PREVENTION, AND POLICY. THE RECOMMENDATIONS ARE ALSO IN LINE WITH GUIDANCE AND RECOMMENDATIONS FROM THE FOLLOWING SOURCES:

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN (AAUW) (N.D.).

Policy recommendation.

AMERICAN COLLEGE HEALTH ASSOCIATION (ACHA) (2020).

Addressing sexual and relationship violence: A trauma-informed approach.

ASSOCIATION FOR STUDENT CONDUCT ADMINISTRATORS (ASCA) (2020).

Summary of major provisions of the Department of Education's Title IX final rule and comparison to the NPRM.

CENTERS FOR DISEASE CONTROL AND PREVENTION (CDC) (2016). Sexual violence on campus: Strategies for prevention.

FUTURES WITHOUT VIOLENCE (2012).

Beyond Title IX: Guidelines for preventing and responding to gender-based violence in higher education.

GOVERNOR TERRY MCAULIFFE'S TASK FORCE ON COMBATING CAMPUS SEXUAL VIOLENCE (2015).

Report and final recommendations to the Governor.

KNOW YOUR IX (N.D.).

<u>Activism</u>. <u>Reform your campus. Tips for teachers.</u>

NATIONAL SEXUAL VIOLENCE RESOURCE CENTER (NSVRC).

Action steps for faculty and staff (2015). Qualities and abilities of effective and confident prevention practitioners (2012). Building cultures of care: A guide for sexual assault services programs (2013).



OFFICE FOR CIVIL RIGHTS, DEPARTMENT OF EDUCATION ARCHIVES (OCR) (2018).

Protecting students from sexual assault.

VALORUS (2021).

Enhancing campus sexual assault prevention efforts through situational interventions.

WHITE HOUSE TASK FORCE TO PROTECT STUDENTS FROM SEXUAL ASSAULT.

Not alone report (2014). Sample language for interim and supportive measures to protect students following an allegation of sexual misconduct (n.d.). Sample policy language for reporting and confidentially disclosing sexual violence (n.d.).

OFFICE FOR VICTIMS OF CRIME (2014).

Responding to transgender victims of sexual assault.

RESOURCES FOR FURTHER LEARNING

.....

TRAUMA-INFORMED PRACTICES

MICHIGAN DOMESTIC AND SEXUAL VIOLENCE PREVENTION AND TREATMENT BOARD (2014). Adult sexual assault: A trauma-informed approach to law enforcement first response.

NATIONAL CENTER ON DOMESTIC VIOLENCE, TRAUMA & MENTAL HEALTH (2013). Special collection: Trauma-informed domestic violence Services. Understanding the framework and approach.

PREVENTION

CENTERS FOR DISEASE CONTROL AND PREVENTION (CDC). <u>Veto Violence (n.d.)</u>. <u>STOP SV: A technical package to prevent sexual violence. (2016)</u>.

PREVENTCONNECT CAMPUS (2016). Resource guide for sexual and interpersonal violence prevention. Sexual assault prevention on U.S. college campuses: A national scan.

VIRGINIA SEXUAL AND DOMESTIC VIOLENCE ACTION ALLIANCE (VSDVAA) (2009). Guidelines for primary prevention of sexual violence and intimate partner violence.

RACIAL AND SOCIAL JUSTICE

AFRICAN AMERICAN POLICY FORUM (N.D.). <u>A primer on intersectionality (n.d.)</u>.

KIMBERLÉ CRENSHAW (1993). Mapping the margins: Intersectionality, identity politics and violence against women of color.

FORGE (N.D.).

FORGE reduces the impact of trauma on trans/non-binary survivors and communities by empowering service providers, advocating for systems reform, and connecting survivors to healing possibilities.



.....

INCITE! (N.D.).

INCITE! is a network of radical feminists of color organizing to end state violence and violence in our homes and communities.

RACE FORWARD (N.D.).

Race Forward catalyzes movement building for racial justice. In partnership with communities, organizations, and sectors, we build strategies to advance racial justice in our policies, institutions, and culture.

RACIAL EQUITY TOOLS (N.D.).

Racial Equity Tools is designed to support individuals and groups working to achieve racial equity. It offers tools, research, tips, curricula, and ideas for people who want to increase their understanding and to help those working for racial justice at every level – in systems, organizations, communities, and the culture at large.

WOMEN OF COLOR NETWORK (2013). National call to action guidance to aspiring allies.

SEARCHABLE DATABASES

CENTER FOR CHANGING OUR CAMPUS CULTURE http://www.changingourcampus.org/

NATIONAL CENTER FOR CAMPUS PUBLIC SAFETY http://www.nccpsafety.org/resources/library_tag/sexual%20assault

PREVENTCONNECT http://www.preventconnect.org/

PREVENTIPV: TOOLS FOR SOCIAL CHANGE http://www.preventipv.org

REFERENCES

.....

- Adams, M., Bell, L. A., & Griffin, P. (2007). *Teaching for diversity and racial justice* (Second ed.). Routledge.
- Association for Student Conduct Administration (2014). Student conduct administration & Title IX: Gold standard practices for resolution of allegations of sexual misconduct on college campuses. <u>http://www.theasca.org/files/Publications/ASCA%202014%20Gold%20Standard.pdf</u>
- Ali, R. (2011). Dear Colleague Letter on sexual violence. Office for Civil Rights, Department of Education. http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201104.pdf
- Coker, D., Park, S., Goldsheid, J., Neal, T., and Halstead, V. (2015). Responses from the field: Sexual assault, domestic violence, and policing. American Civil Liberties Union. <u>https://www.aclu.org/report/sexual-assault-domestic-violence-and-policing</u>
- Brubaker, S. J. (2009). Sexual assault prevalence, reporting and policies: Comparing college and university campuses and military service academies. *Security Journal*, 22, 56-72. doi: 10.1057/ sj.2008.10
- California Coalition Against Sexual Assault. (2016). Sexual assault prevention on U.S. college campuses: A national scan. <u>http://www.preventconnect.org/2016/05/sexual-assault-prevention-on-u-s-college-campuses-a-national-scan/</u>
- Campbell, R. (2013). The psychological impact of rape victims' experiences with the legal, medical, and mental health systems. In D.E. Sisti, A.L. Caplan, and H. Rimon-Greenspan (Eds), *Applied Ethics in Mental Health Care: An Interdisciplinary Reader* (pp. 149-178). MIT Press.
- Centers for Disease Control and Prevention. (2016). STOP SV: A technical package to prevent sexual violence. Atlanta, GA: Centers for Disease Control and Prevention. <u>http://www.cdc.gov/violenceprevention/pdf/sv-prevention-technical-package.pdf</u>
- Crenshaw, K. W. (2015). Black girls matter: Pushed out, overpoliced, and underprotected. African American Policy Forum and Center for Intersectionality and Social Policy Studies. http://static1.squarespace.com/static/53f20d90e4b0b80451158d8c/t/54dcc1ece4b001c0 3e323448/1423753708557/AAPF_BlackGirlsMatterReport.pdf
- End Rape on Campus. (n.d.-a). Facts about HBCU sexual violence prevalence rates. <u>https://</u>endrapeoncampus.org/centering-margins/hbcus/hbcu-sexual-violence-rates/



End Rape on Campus. (n.d.-b). LGBQ prevalence rates. <u>https://endrapeoncampus.org/centering-</u>margins/lgbq-communities/lgbq-prevalence-rates/

- End Rape on Campus. (n.d.-c). Male survivors prevalence rates. <u>https://endrapeoncampus.org/</u> centering-margins/male-survivors/male-survivors-prevalence-rates/
- End Rape on Campus. (n.d.-d). Survivors of color prevalence rates. <u>https://endrapeoncampus.</u> org/centering-margins/survivors-of-color/survivors-of-color-prevalence-rates/
- End Rape on Campus. (n.d.-e). Survivors with disabilities prevalence rates. <u>https://</u> <u>endrapeoncampus.org/centering-margins/survivors-with-disabilities/survivors-with</u>
- End Rape on Campus. (n.d.-f). TGNCNB *prevalence rates*. <u>https://endrapeoncampus.org/</u> <u>centering-margins/transgender-nonconfirming-and-nonbinary-communities/tgncnb-</u> <u>prevalence-rates/</u>
- Fisher, B.S., Cullen, F.T., and Turner, M.G. (2000). *The sexual victimization of college women*. (Special Report: NCJ 182369). United States Department of Justice, National Institute of Justice. <u>https://www.ncjrs.gov/pdffiles1/nij/182369.pdf</u>
- Futures Without Violence. (2009). The facts on domestic, dating and sexual violence. <u>http://www.futureswithoutviolence.org/userfiles/file/Children_and_Families/DomesticViolence.pdf</u>

INCITE!. (n.d.). Dangerous intersections. http://www.incite-national.org/page/analysis

- Karjane, Fisher, and Cullen. (2005). Sexual assault on campus: What colleges and universities are doing about it. United States Department of Justice, Office of Justice Programs, National Institute of Justice. <u>https://www.oip.gov/pdffiles1/nij/205521.pdf</u>
- Knowledge Networks. (2011, June 9). 2011 college dating violence and abuse poll. <u>http://www.loveisrespect.org/pdf/College_Dating_And_Abuse_Final_Study.pdf</u>
- Krebs, C., Lindquist, C., Berzofsky, M., Shook-Sa, B., Peterson, K., Planty, M., Langton, L., & Stroop, J. (2016). Campus climate survey validation study final technical report. Report: NCJ 249545. Bureau of Justice Statistics. <u>http://www.bjs.gov/content/pub/pdf/ccsvsftr.pdf</u>

Lhamon, C. (2014). Questions and answers on Title IX and sexual violence. Office for Civil Rights, Department of Education. <u>http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf</u>

- Mahaffie, L. B. (2015). Dear colleague letter: Implementation of the VAWA final regulations. Office of Postsecondary Education. <u>https://nccpsafety.org/assets/files/library/Dear_Colleague_Letter_Implementation_of_the_VAWA_Final_Regulations_.pdf</u>
- Nation, M., Crusto, C., Wandersman, A., Kumpfer, K. L., Seybolt, D., Morrissey-Kane, E., and Davino, K. (2003). What works in prevention: Principles of effective prevention programs. *American* Psychologist 58, 449-456. doi: 10.1037/0003-066X.58.6-7.449
- Patterson, D. (2011). The impact of detectives' manner of questioning on rape victims' disclosure. Violence Against Women, 17(11), 1347-1373. doi: 10.1177/1077801211434725
- Smith, C. P., & Freyd, J. J. (2013). Dangerous safe havens: Institutional betrayal exacerbates sexual trauma. *Journal of Traumatic Stress*, 26(1), 119–124. doi:10.1002/jts.21778
- Smith, S.G., Zhang, X., Basile, K.C., Merrick, M.T., Wang, J., Kresnow, M., Chen, J. (2018). National intimate partner and sexual violence survey: 2015 data brief – updated release. National Center for Injury Prevention and Control, Centers for Disease Control and Prevention. <u>https://www. cdc.gov/violenceprevention/pdf/2015data-brief508.pdf</u>
- Staats, C., Capatosto, K., Wright, R., and Contractor, D. (2015). State of the science: Implicit bias review 2015. Kirwan Institute for the Study of Race and Ethnicity. <u>http://kirwaninstitute.osu.</u> <u>edu/researchandstrategicinitiatives/implicit-bias-review/</u>
- Sullivan, C.M. (2012, October). Advocacy services for women with abusive partners: A review of the empirical evidence. National Resource Center on Domestic Violence. <u>http://www.dvevidenceproject.org</u>
- Tjaden, P. & Thoennes, N. (2006). Extent, nature, and consequences of rape victimization: Findings from the National Violence Against Women survey. Special Report: NCJ 210346. United States Department of Justice, National Institute of Justice. <u>https://www.ncjrs.gov/pdffiles1/</u> <u>nij/210346.pdf</u>
- Violence Prevention Alliance. (n.d.). Definition and typology of violence. <u>https://www.who.int/violenceprevention/approach/definition/en/</u>



Warshaw, R., & Koss, M. P. (1988). I never called it rape: The Ms. report on recognizing, fighting, and surviving date and acquaintance rape. Harper & Row.

White House Task Force to Protect Students from Sexual Assault (2014). The first report of the White House Task Force to Protect Students from Sexual Assault. White House. <u>https://www.justice.gov/archives/ovw/page/file/905942/download</u>



APPENDIX 1: ABOUT THE ACTION ALLIANCE

ABOUT THE VIRGINIA SEXUAL & DOMESTIC VIOLENCE ACTION ALLIANCE

THE ACTION ALLIANCE IS VIRGINIA'S LEADING VOICE ON SEXUAL AND DOMESTIC VIOLENCE.

As an advocacy organization, we provide the expertise needed to ensure an effective response to sexual and domestic violence. Our public policy work builds relationships with key decision makers to strengthen state laws that help make victims safer and hold offenders accountable. We train professionals and ensure that sexual and domestic violence agencies across Virginia meet standards that affirm/safeguard quality responses to survivors. We share our fresh ideas and effective tools to address root causes of violence, recognizing that violence will always exist where oppression is present. Our prevention work promotes healthy communities and relationships so that violence doesn't happen in the first place.

As a service provider, we offer people resources for making informed choices. We operate the Virginia Statewide Hotline and develop resources for Virginia communities. We operate the Project for Empowerment of Survivors (PES) to offer trauma-informed legal information, advice, and referrals to callers from Virginia who are experiencing sexual or intimate partner violence, dating violence, human trafficking and hate crimes. We offer support and safety planning to people in crisis, friends and families, and professionals. Our advocates provide a lifeline to survivors so they can reclaim their lives.

As a membership organization, we build diverse alliances across the state. We create an inclusive network of agencies, individuals, task forces and caucuses to speak in a unified and powerful voice. We are survivors, advocates, attorneys, law enforcement, health professionals, educators, and community members. We are stronger because of our diversity, and we believe in one principle: everyone deserves to live a life free of violence.

OUR MISSION

The <u>Action Alliance</u>, a diverse group of individuals and organizations, believes that ALL people have the right to a life free of sexual and domestic violence.

We will use our diverse and collective voice to create a Virginia free from sexual and domestic violence–inspiring others to join and support values of equality, respect and shared power.

We recognize that sexual and domestic violence are linked to other forms of oppression, which disproportionately affect women, children, and marginalized people. Understanding the great harm racism has created for individuals, families and our communities in Virginia, we commit to building within the coalition an anti-racist framework from which to address sexual and domestic violence.

OUR VISION, VALUES, AND STRATEGIES

Our vision, valuesn, and straegies document guide our work as we seek to answer the question, "What work would we need to be focusing on now to create a world in which all of our descendents thrive...500 years in the future?":

Vision: We have a compelling vision for a world where all of us thrive. We seek a radically hopeful future where:

- People are free and have what they need to reach their full potential
- Relationships, families, and communities are healthy. equitable, nourishing, and joyful
- Government, institutions, and systems are rooted in equity and justice
- All decisions are grounded in whether they will benefit our future descendents, and sustain our beautiful Earth

Values: We believe how we go about our daily work is as important as what we do

- Equity
- Bravery
- Respect
- Joy
- Advocacy
- Abundance
- Collective Action
- Responsibility
- Social Justice
- Commitment

Strategies: The work to create a world where relationships, families, and communities are healthy, equitable, and joyful requires us to think and work broadly to address the underlying factors that drive oppression and violence. We will work to build a more equitable world by centering:

- Gender Justice: Gender justice means that people of all genders are valued equally and able to share equitably in access to power, knowledge, and resources in families, communities, institutions, and the state.
- Racial Justice: Racial justice is a proactive creation and reinforcement of policies, practices, attitudes and actions that produce equitable power, access, opportunities, treatment, impacts and outcomes for all.
- Reproductive Justice: Reproductive justice is the human right to maintain personal bodily autonomy, to have access to the information and resources we need to maintain bodily autonomy, have children, not have children, and parent the children we have in safe and



sustainable environments and communities.

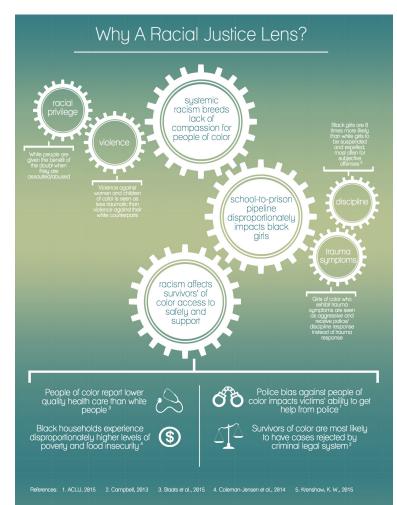
• Economic Justice: Economic justice is the human right to earn a living wage in a safe work environment, the right to be paid and receive benefits equitably, and the right to choose work that is fulfilling.

RACIAL JUSTICE LENS

The Action Alliance has a commitment to engage in sexual and intimate partner violence intervention and prevention through a racial justice lens. Using a racial justice lens means considering the impact of racism and privilege on how violence operates, and working to dismantle racism at the individual, community, and societal level. Individual and systemic racial bias and unacknowledged privilege contribute to sexual and domestic violence, hinder survivors from obtaining adequate safety and support, and impede justice and accountability for

perpetrators. The Action Alliance works to dismantle racism so that all Virginians have access to equality, safety, justice, and resources.

Sexual and intimate partner violence are also linked to other forms of oppression, which disproportionately affect women, children, and marginalized people. Multiple forms of oppression contribute to increased vulnerability to violence, and can make it harder for victims to find help and support that is responsive to their individual needs. Strategies designed to combat gender-based violence must be linked to strategies that combat other oppressions (INCITE, n.d.).



TRAUMA-INFORMED LENS

The Action Alliance uses a trauma-informed lens to approach our work. Elements of a traumainformed lens include safety, trustworthiness, choice, collaboration, and empowerment. Violence is a traumatic experience, and each survivor reacts to trauma in their own way. Trauma can impact all aspects of survivors' functioning, including how they process information and interact with others. Trauma is also historical and accumulates across lifespans and across generations. We ensure our advocacy is trauma-informed by centering survivors' voices and experiences in planning and implementation. We ensure our prevention work is trauma-informed by focusing on building skills that foster empowerment, choice, and control.

ASSET-BUILDING LENS

The Action Alliance focuses on asset-building across all of our work. In our primary prevention work, we work to increase conditions that help people thrive throughout their lifespan. This includes building individual skills for safe and healthy interactions with each other, building families that are nurturing and loving, and building communities where everyone is safe and has access to learning, recreation, information, and connection. In our intervention and advocacy work, we help advocates and other service providers promote positive factors in their work with survivors.



APPENDIX 2: TERMS

A note about identity-related terminology: Please know that all identity-related definitions and labels do not mean the same thing to all people. Use the preferred terminology of the person/people with whom you are interacting. This list represents common usages and meanings of these terms within communities, but is neither exhaustive nor universal.

CISGENDER

Term used to describe a person whose gender identity aligns with the societal expectations of the sex they were assigned at birth.

DATING/DOMESTIC/INTIMATE PARTNER VIOLENCE

A pattern of abusive behaviors used by one individual to control or exert power over another individual in the context of an intimate relationship.

GENDER

A social construct. The set of meanings assigned by a culture or society to someone's perceived biological sex. Gender is not static and can shift over time.

GENDERQUEER

Term used to describe a person who does not subscribe to conventional gender distinctions and who identifies with neither, both, or a combination of masculine and feminine gender expression.

GENDER-BASED VIOLENCE

An umbrella term used to include many forms of violence, including sexual violence, dating/domestic/ intimate partner violence, stalking, harassment, and gender-related hate crimes. Gender-based violence is rooted in gender inequality, the abuse of power, and harmful norms.

GENDER EXPRESSION

How a person represents or expresses their gender identity to others, often through behavior, clothing, hairstyles, voice, or body characteristics.

GENDER IDENTITY

An individual's internal sense of their gender. Since gender identity is internal, a person's gender identity is not necessarily visible to others.

HARASSMENT

Sexual harassment is unwelcome conduct of a sexual nature, including unwelcome sexual advances, requests for sexual favors, and other verbal and nonverbal conduct of a sexual nature that makes someone uncomfortable. Gender-based harassment is unwelcome conduct based on someone's perceived

or actual sex or gender, including harassment based on gender identity or gender nonconformity. Gender-based harassment does not need to be sexual in nature.

INSTITUTIONAL RACISM

The network of institutional structures, policies, and practices that create unearned advantages and benefits for white people and discrimination, oppression, and disadvantage for people from targeted racial groups. The advantages created for whites are often invisible to white people, or are considered "rights" available to everyone as opposed to "privileges" awarded to only some individuals and groups.

INTERSECTIONALITY

Intersectionality is a tool for analysis, that helps us to see the ways in which various forms of inequality often operate together and exacerbate each other. Intersectionality helps us understand how the power and privilege associated with our identities – race, class, sexuality, gender, immigration status – impact access to rights and opportunities.

INTERPERSONAL VIOLENCE

Often referred to as intimate partner violence or domestic violence, is a pattern of behavior used to establish power and control over another person through fear and intimidation, often including the threat or use of violence. The abuse can take several forms: physical, emotional, sexual, and economic as well as threats, stalking/surveillance, isolation and intimidation.

NON-BINARY

An umbrella term for gender identities that are not exclusively masculine or feminine.

COMMUNITY-BASED SEXUAL AND DOMESTIC VIOLENCE AGENCY

Community-based, private, non-profit agencies or units of local government whose primary function (at least 75% of activities) is providing services to victims of sexual/domestic violence and/or community-based prevention of sexual/domestic violence.

OPPRESSION

The systematic subjugation of one social group by a more powerful social group for the social, economic, and political benefit of the more powerful social group. Oppression exists when the following four conditions are found:

- The oppressor group has the power to define reality for themselves and others,
- The target groups take in and internalize the negative messages about them and end up cooperating with the oppressors (thinking and acting like them),
- Genocide, harassment and discrimination are systematic and institutionalized, so that individuals are not necessary to keep it going, and



• Members of both the oppressor and target groups are socialized to play their roles as normal and correct.

PRIMARY PREVENTION

Prevention efforts exist on a continuum (primary, secondary, and tertiary prevention). Primary prevention efforts seek to bring about change in individuals, relationships, communities, and society through strategies that:

- Promote the factors associated with healthy relationships and healthy sexuality, and
- Counteract the factors associated with the initial perpetration of gender-based violence.

This work values and builds on the strengths of diverse cultures to eliminate the root causes of genderbased violence and create healthier social environments

RACIAL JUSTICE

Work that centers systemic racism as the root cause of creating and sustaining structures that disadvantage people and communities of color and endow unearned privileges to white people and white communities. This work recognizes the compounding effects of historical traumas (such as slavery and Jim Crow laws) and current traumas (such as mass incarceration and systematic disinvestments in education) that disproportionately and negatively impact communities of color. Working from a racial justice perspective means dismantling these racist structures and enacting structures that ensure equitable power, opportunities, and outcomes for all.

RACISM

Different from racial prejudice or discrimination. Racism involves one group having the power to carry out systematic discrimination through the major institutions of society. Racism = power + race prejudice. Racism is a system of advantage and oppression based on race.

SEXUAL VIOLENCE

Conduct of a sexual nature which is non-consensual, and is accomplished through threat, coercion, exploitation, deceit, force, physical or mental incapacitation, and/or power of authority. This includes, but it is not limited to, sexual harassment, rape, and sexual assault.

SOCIAL JUSTICE

A process and a goal. The goal is full and equal participation of all groups in a society where resources are equitably distributed. The process for attaining that goal should be inclusive, safe, and with active participation of people from all groups working with each other to create change.

STALKING

A course of conduct directed at a specific person that involves repeated visual or physical proximity,

non-consensual communication, or verbal, written, or implied threats, or a combination thereof that would cause a reasonable person fear.

TRANSGENDER

Term used to describe a person whose gender identity, expression or behavior is different from those typically associated with their sex assigned at birth. Transgender is a broad term; it is important to keep in mind that not all people who might fit under this umbrella will self-identify as transgender.

TRAUMA-INFORMED APPROACH

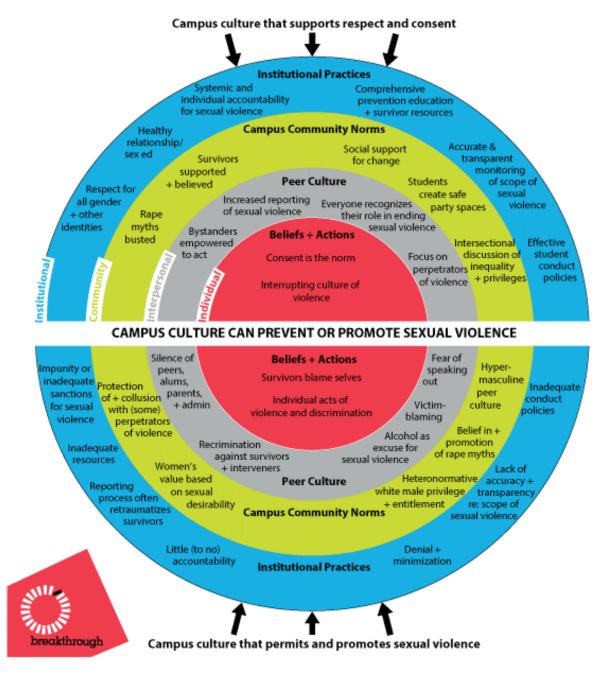
An approach that recognizes the pervasiveness and impact of trauma and is designed to reduce retraumatization, support healing and resiliency, and address the root causes of abuse and violence Trauma-informed approaches are comprised of six basic elements that are applied to clients and staff members: safety, trustworthiness, choice, collaboration, empowerment, and cultural relevance.

LANGUAGE

In this document, we intentionally use the pronouns "they" and "their" when referring to people instead of she/he and her/his. This practice recognizes and affirms people of all gender identities and gender expressions and helps ensure that the experiences and needs of all people are represented.



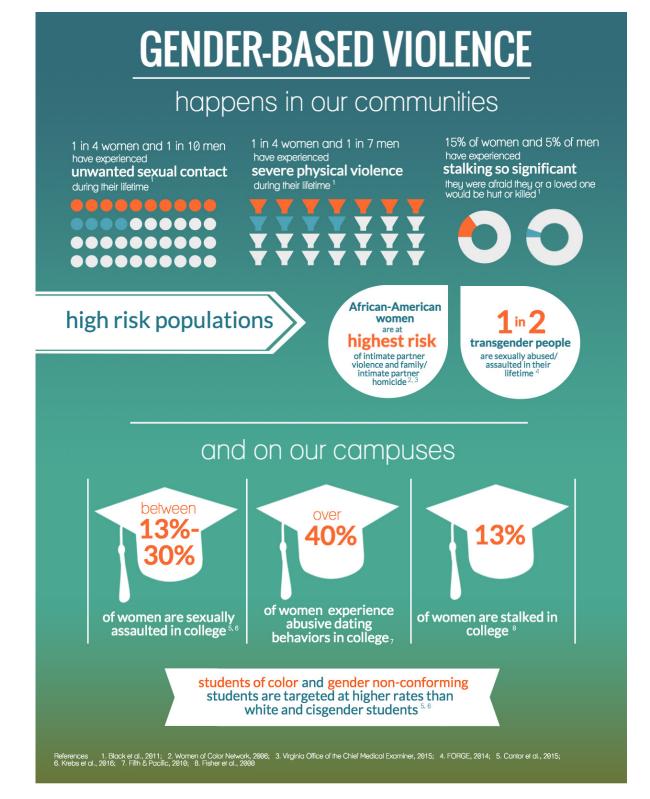
APPENDIX 3: EMBEDDED GRAPHIC 1 – CAMPUS CULTURE INFOGRAPHIC



This graphic is not meant to be all-inclusive or exhaustive, but a mapping of key cultural factors relating to campus sexual violence. Sexual violence can be committed by anyone and committed against anyone, regardless of gender identity, sexual orientation, age, race, immigration status, or any other identity. A key component of addressing sexual violence is culture change - identifying and transforming those cultural norms that promote sexual violence to norms that prevent and interrupt it in order to make us all safer.



APPENDIX 3: EMBEDDED GRAPHIC 2 – STATISTICS INFOGRAPHIC





VIRGINIA SEXUAL & DOMESTIC VIOLENCE ACTION ALLIANCE | 99

Virginia Sexual and Domestic Violence Action Alliance Evaluation Plan Attachments – Logic Models

The Red Flag Campaign: Logic Model

Goal: Increase the capacity of Virginia's young adults (aged 14-22) to effectively identify and respond to behaviors that may be precursors to IPV. Outcomes Outputs Population or Group: College-age students (18-22) What you need to Needed Capacity Strategy: The Red Flag Campaign Inputs

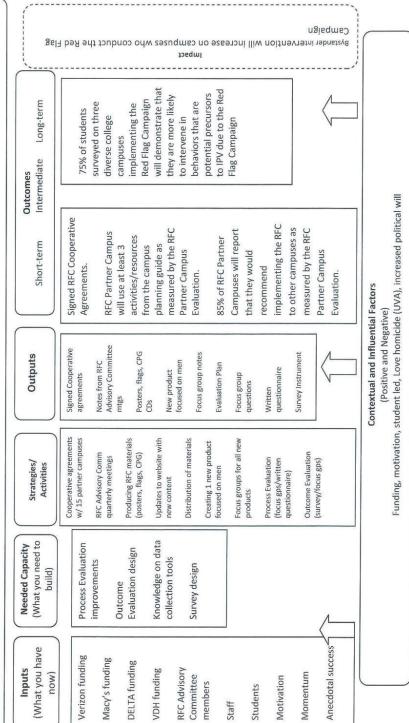


FIGURE 1: RED FLAG CAMPAIGN LOGIC MODEL

FIGURE 2: COORDINATED COMMUNITY RESPONSE

.....

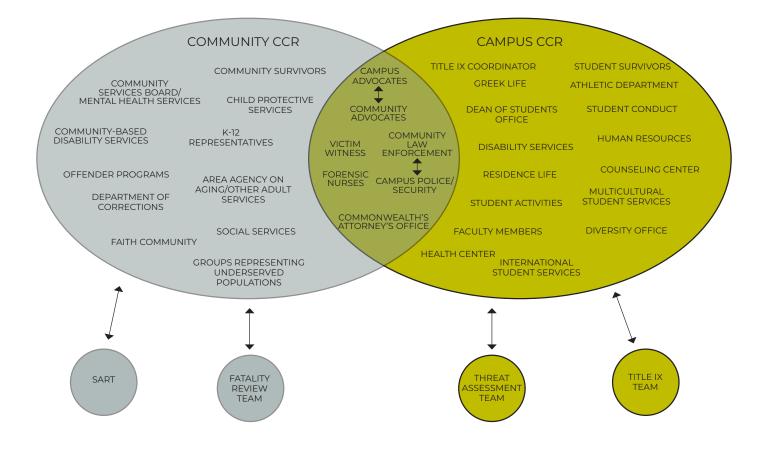




FIGURE 3: TEXT OF VCU TIMELY WARNING TEMPLATE

TEXT OF VCU TIMELY WARNING TEMPLATE

To the VCU and VCU Health System Communities,

In compliance with the "Timely Warning" provisions of the federal Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act, Virginia Commonwealth University is giving notice of a recently reported sexual assault that may pose a serious or continuing threat to campus safety. This notice is intended to aid in the prevention of similar crimes and to enable members of the university community to protect themselves.

Reported Offense: On [date], VCU police were notified of a reported sexual assault. The incident took place on [date] in private residence in the 300 block of [street name]. The suspect was an acquaintance.

Suspect/s: For a full description of the suspect/s visit [website].

VCU Police remind members of the community of the following:

- Engaging in any type of sexual activity without voluntary, informed, and active consent is sexual assault.
- Always seek verbal, sober, clear consent. Immediately stop sexual advances if the other person indicates no interest or if they say "no." Consent to one sexual act does not imply consent to another. The absence of a "no" does not mean "yes."
- Sexual assault is any sexual act, ranging from fondling to rape, that is directed against another person, without consent, including instances in which the person is incapable of giving consent due to their consumption of alcohol or other drugs.
- Alcohol and drugs may impair judgment, making it difficult to notice unsafe situations and intervene to help others. If either party is incapacitated by alcohol or drugs, consent cannot be given.
- Never pressure or coerce someone into engaging in sexual activity.
- Approximately 75% of rapes are committed by acquaintances (https://rainn.org/).
- Be on the lookout for people who may attempt to isolate someone who is intoxicated or has been drinking. People may pose, act or dress like a student, when they are not.
- If you witness a situation that appears unsafe or makes you uncomfortable, intervene if it's safe to do so or go to a safe area and call for help. Bystander intervention is a known tool to help to prevent campus sexual assault. (Police encourage the VCU community to download and use the free LiveSafe mobile safety application on iOS and Android smartphones.)

Be aware of tactics used:

Tactics used to commit sexual assault include intruding into someone's personal space physically, isolation and "feeding" or encouraging alcohol and/or other drug consumption.

Although alcohol is the most commonly used drug to facilitate sexual assault, other tactics include adding drugs, such as GHB, Ketamine, or Rohypnol, to a person's drink to incapacitate them. GHB, also known as Liquid Ecstasy, relaxes a person's inhibitions, causes drowsiness, and may result in a loss of consciousness. Ketamine, also known as Special K, makes a person feel as if they are separated from their body and detached from reality. Rohypnol causes a person to become drowsy, dizzy, and lack motor control and coordination. Prescription drugs, such as benzodiazepines or anti-anxiety medication, are also sometimes used to incapacitate an individual.

Using or requesting the use of contraceptives and/or safer sex methods is not the same as consenting to sexual activity.

Develop a safety plan with friends. Help each other to stay safe by sticking together and making sure someone does not become isolated. Use safety apps, such as Live Safe to notify others if you feel unsafe, isolated or need assistance.

- Be alert and aware at all times when you are with acquaintances.
- Be aware of your surroundings and trust your instincts.
- Report all suspicious behaviors to the VCU Police Department.

VCU's Interim Title IX Sexual Harassment Policy and Interim Sex-Based Misconduct Policy:

VCU will take prompt and appropriate action to eliminate sexual harassment and sex-based misconduct, prevent their recurrence and remedy their effects. Such conduct includes sexual assault, sexual exploitation, dating violence, domestic violence, stalking, and conduct that aids, facilitates, promotes, or encourages the commission of any act prohibited by the university's Interim Title IX Sexual Harassment Policy and Interim Sex-Based Misconduct Policy. For more information on the university's procedures for responding to prohibited conduct, refer to VCU's Interim Title IX Sexual Harassment Policy and Interim Sex-Based Misconduct Policy.

The University will not pursue disciplinary action based on disclosure of personal consumption of drugs or alcohol where such disclosures are made in connection with a good faith report or an individual's cooperation in a university investigation.

VCU offers supportive measures to facilitate continued access to university employment or education programs and activities. These measures may include, but are not limited to, no-contact directives, residence modifications, and academic modifications and support.

If you are the victim of a sexual assault many options are available to you; retaliation for reporting is strictly prohibited.

If you have been the victim of a sexual assault, you are not alone. There are people at VCU, and in the Richmond community, who are here to support you. We encourage you to report to VCU Police and the university's Title IX office. After speaking with a specially trained VCU Police officer, a criminal investigation can begin; you have the right to participate or decline to participate in a criminal investigation.

Reporting & Support Resources:

VCU Police: [insert contact information]

Medical Care: Survivors can go to the [insert hospital], or other local hospitals, for medical care, including STI testing and treatment and pregnancy prevention. Survivors of rape or sexual assault have the right to seek evidence collection at no cost, and have the right to have evidence collected through a Physical Evidence Recovery Kit (PERK) without filing a police report. For additional information regarding Virginia's SAFE Payment Program, [insert website].

Although a survivor must provide their identifying information to the hospital (their name) via a PERK, a survivor may elect to remain anonymous if they choose to file a report with the police. If the survivor chooses not to file a report, the hospital will forward the PERK kit to the Division of



Consolidated Laboratory Services, which will hold it for a minimum period of two years, giving the survivor an opportunity to have valuable evidence collected while making an informed decision then or later regarding criminal investigation and possible prosecution.

Within 5 days: VCU Medical Center's forensic nurse examiners [insert contact information] After 5 days: University Student Health Services [insert contact information]

Forensic nursing services are also available at these facilities: [insert facilities and contact information]

If you are not ready to report, or are unsure, please consider contacting a confidential counselor or victim advocate for yourself or a friend:

VCU University Counseling Services: [insert contact information]. If you are experiencing a mental health emergency and want to speak with a crisis clinician, please call [insert contact information]. Services are confidential.

Advocacy Services: Confidential advocates can help students determine their needs in regards to health (physical, mental, and emotional), reporting options, and academic concerns after experiencing sexual assault, dating violence, and/or stalking. They provide information on personal safety, boundaries, relationships, and campus & community resources and can accompany students to appointments with police, Title IX, and more. Advocates can be reached at [insert contact information]

[Local sexual and domestic violence agency]: [insert agency] is open 7 days a week and serves anyone currently or previously experiencing sexual violence, intimate partner violence and domestic violence with a variety of supportive services. [insert contact information].

If you have experienced prohibited conduct, you may report it to the university, law enforcement or both. VCU urges any person with knowledge of an incident to report it immediately using the following options:

VCU's Threat Assessment Team: VCU's Threat Assessment Team assesses and responds accordingly to any threatening behaviors and dangerous incidents involving students, faculty, staff or the community. [insert contact information].

VCU's Title IX office leads, coordinates, and supports compliance with Title IX: [insert contact information].

Confidential Ethics and Compliance Helpline: [insert contact information]

If you want to get involved in ending violence and supporting students who have been impacted by violence, you can contact the following VCU student group:

Students Advocating Violence Education & Support (SAVES): [insert contact information]

Students, faculty and staff are encouraged to share this safety information with other members of the community and are asked to be aware of their surroundings. Use the campus RamSafe transportation service between the hours of 5 p.m. and 8 a.m. by calling [insert contact information].

TABLE 1: COMPARING CAMPUS AND COMMUNITY ADVOCATES

	CAMPUS-BASED ADVOCATES	COMMUNITY-BASED ADVOCATES
LOCATION	TYPICALLY HOUSED WITHIN COUNSELING CENTERS, HEALTH CENTERS, OR WOMEN'S CENTERS	TYPICALLY INDEPENDENT NON-PROFIT AGENCIES OR HOUSED WITHIN LARGER NON-PROFIT ORGANIZATIONS OR UNITS OF LOCAL GOVERNMENT
ACCOUNTABILITY	AS CAMPUS EMPLOYEES, ADVOCATES ARE ACCOUNTABLE TO THE INSTITUTION AND SURVIVORS	AS COMMUNITY AGENCY EMPLOYEES, ADVOCATES ARE ACCOUNTABLE TO THE AGENCY'S FUNDING SOURCES, THEIR BOARD, AND SURVIVORS
SERVICES	 CRISIS INTERVENTION INDIVIDUAL COUNSELING SUPPORT GROUPS TITLE IX PROCESS ACCOMPANIMENT/SUPPORT CAMPUS DISCIPLINARY PROCESS ACCOMPANIMENT/SUPPORT ACADEMIC ADVOCACY INSTITUTIONAL ADVOCACY CONNECTION WITH CAMPUS AND COMMUNITY RESOURCES SOME INSTITUTIONS OPERATE 24-HOUR HOTLINES AND/OR PROVIDE 24-HOUR PHONE ACCESS TO AN ON-CALL COUNSELOR SAFETY PLANNING 	 24-HOUR HOTLINE EMERGENCY SHELTER 24-HOUR ONSITE CRISIS RESPONSE (HOSPITALS, LAW ENFORCEMENT) CRISIS INTERVENTION INDIVIDUAL COUNSELING SUPPORT GROUPS COURT ACCOMPANIMENT/SUPPORT LEGAL ADVOCACY HOUSING ADVOCACY BENEFITS ADVOCACY CONNECTION WITH COMMUNITY RESOURCES SAFETY PLANNING EDUCATIONAL PROGRAMS IN COMMUNITY AND SCHOOLS PARTICIPATION IN COMMUNITY RESPONSE TEAMS



	CAMPUS-BASED ADVOCATES	COMMUNITY-BASED ADVOCATES
CONFIDENTIALITY	 FERPA PROHIBITS STUDENT INFORMATION FROM BEING RELEASED OUTSIDE OF THE INSTITUTION WITHOUT PERMISSION (EXCEPT IN HEALTH AND SAFETY SITUATIONS). STUDENT INFORMATION SHARED WITHIN THE INSTITUTION ON AS- NEEDED BASIS. HIPPA GIVES COUNSELING AND HEALTH CENTER STAFF THE HIGHEST LEVEL OF CONFIDENTIALITY; THEY DO NOT SHARE INFORMATION (EXCEPTIONS INCLUDE CHILD ABUSE, ELDER ABUSE, THREAT TO SELF OR OTHERS) INSTITUTION DECIDES LEVEL OF ADVOCATE CONFIDENTIALITY SOME ADVOCATES HAVE SAME LEVEL AS COUNSELING CENTER STAFF SOME HAVE MODERATE CONFIDENTIALITY (I.E., ONLY HAVE TO REPORT IDENTIFYING INFORMATION IN CERTAIN SITUATIONS) SOME HAVE LOW CONFIDENTIALITY (I.E., ALWAYS HAVE TO REPORT IDENTIFYING INFORMATION) 	 • VAWA FUNDING REQUIRES CONFIDENTIALITY. • PROHIBITED FROM DISCLOSING INFORMATION WITHOUT PERMISSION. • EXCEPTIONS INCLUDE CHILD ABUSE, ELDER ABUSE, THREAT TO SELF OR OTHERS
REPORTING	INSTITUTION DECIDES IF ADVOCATES ARE TITLE IX OR CLERY ACT REPORTERS	NOT REQUIRED TO REPORT INFORMATION TO COLLEGE/UNIVERSITY OR LAW ENFORCEMENT

TABLE 2: COMPARING ADVOCACY AND THERAPY*

	ADVOCACY	COUNSELING/THERAPY
FOCUS	SURVIVOR RIGHTS AND SAFETY	LONG-TERM IMPACT OF TRAUMA CO-OCCURRING MENTAL HEALTH CONCERNS
APPROACH	 EMPOWERMENT-BASED SURVIVOR IS EXPERT ON OWN LIFE SURVIVOR HAS AGENCY OVER OWN LIFE PROBLEM/SOLUTION ORIENTED EDUCATION ON SYSTEMS AND OPTIONS (I.E., SAFETY, COURT SYSTEM, HOUSING, ACADEMIC) PROCESSES OPTIONS WITH SURVIVOR SO SURVIVOR CAN MAKE INFORMED CHOICES SUPPORTS SURVIVOR'S CHOICES AND DECISIONS RELATIONSHIP IS BASED WHEREVER THE SURVIVOR IS; HIGH DEGREE OF INTERACTION WITH OTHER SYSTEMS 	 VARIETY OF PHILOSOPHIES/APPROACHES COGNITIVE-BEHAVIORAL PERSON-CENTERED BRIEF PSYCHODYNAMIC SOLUTION-FOCUSED BRIEF THERAPY RELATIONSHIP IS BASED INSIDE THERAPY SESSION (ADVOCATE RELATIONSHIP IS BASED ON WHEREVER CLIENT IS)
SERVICES	 CRISIS INTERVENTION HOSPITAL ACCOMPANIMENT LAW ENFORCEMENT ACCOMPANIMENT COURT ACCOMPANIMENT TITLE IX/STUDENT CONDUCT ACCOMPANIMENT CONNECTION TO RESOURCES SYSTEMS ADVOCACY 	 ONGOING COUNSELING/THERAPY INDIVIDUAL THERAPY GROUP THERAPY FAMILY THERAPY



	ADVOCACY	COUNSELING/THERAPY
MINIMUM QUALIFICATIONS	CRISIS INTERVENTION AND ADVOCACY TRAINING THROUGH ACCREDITED COMMUNITY-BASED SEXUAL/DOMESTIC VIOLENCE AGENCY	GRADUATE/PROFESSIONAL DEGREE AND LICENSURE
CONFIDENTIALITY	 ADVOCATE CONFIDENTIALITY IS A BEST PRACTICE, BUT CONFIDENTIAL STATUS IS NOT GRANTED BY LAW IN MANY STATES (INCLUDING VIRGINIA) FEDERAL FUNDING SOURCES MANDATE CONFIDENTIALITY OF DOMESTIC AND SEXUAL VIOLENCE ADVOCACY SERVICES (I.E., VAWA FUNDING) 	 CONFIDENTIAL STATUS IS GRANTED BY LAW BASED ON LICENSURE STATUS PROFESSIONAL ETHICAL GUIDELINES MANDATE CONFIDENTIALITY

.....

* Note that some community-based agencies and campus-based programs provide both counseling and advocacy services; some provide one or the other. Additionally, there are areas in which the services and approaches of counseling and advocacy overlap. This chart is not intended to differentiate between services provided by particular agencies or programs or to draw definitive distinctions between counseling and advocacy. Instead, it is intended to highlight differences in the advocate role and the counselor/therapist role.

VIRGINIA RED FLAG CAMPAIGN PARTNER CAMPUSES

INCEPTION TO DATE

CENTRAL VIRGINIA COMMUNITY COLLEGE CHRISTOPHER NEWPORT UNIVERSITY DABNEY S. LANCASTER COMMUNITY COLLEGE FERRUM COLLEGE GEORGE MASON UNIVERSITY J. SARGEANT REYNOLDS COMMUNITY COLLEGE LONGWOOD UNIVERSITY LORD FAIRFAX COMMUNITY COLLEGE MARY BALDWIN COLLEGE MARYMOUNT UNIVERSITY NEW RIVER COMMUNITY COLLEGE NORFOLK STATE UNIVERSITY PATRICK HENRY COMMUNITY COLLEGE PAUL D. CAMP COMMUNITY COLLEGE RANDOLPH-MACON COLLEGE THOMAS NELSON COMMUNITY COLLEGE UNIVERSITY OF MARY WASHINGTON VIRGINIA COMMONWEALTH UNIVERSITY VIRGINIA TECH WASHINGTON & LEE UNIVERSITY

THANK YOU THESE VIRGINIA CAMPUSES FOR WORKING WITH US TO STRENGTHEN VIRGINIA'S RESPONSE TO GENDER-BASED VIOLENCE.

RED FLAG CAMPAIGN PARTNER CAMPUSES HAVE HELPED TO GUIDE THE CAM-PAIGN'S PROGRESS AND EVAL-UATION.



IN GRATEFUL APPRECIATION TO THE FOLLOWING FOR SHARING EXAMPLES OF THEIR BEST PRACTICES FOR THIS DOCUMENT:

COLLEGE OF WILLIAM & MARY DABNEY S. LANCASTER COMMUNITY COLLEGE EMORY UNIVERSITY LONGWOOD UNIVERSITY OLD DOMINION UNIVERSITY OREGON SEXUAL ASSAULT TASK FORCE TIDEWATER COMMUNITY COLLEGE UNIVERSITY OF NORTH CAROLINA-CHAPEL HILL UNIVERSITY OF VIRGINIA VIRGINIA COMMONWEALTH UNIVERSITY VIRGINIA MILITARY INSTITUTE VIRGINIA STATE UNIVERSITY VIRGINIA TECH WASHINGTON & LEF UNIVERSITY YOU HAVE OPTIONS PROGRAM YWCA-SOUTH HAMPTON ROADS

FUNDING SUPPORT

THIS PUBLICATION IS SUPPORTED BY GRANT FUNDING THROUGH THE FAMILY VIOLENCE PREVENTION SERVICES ACT #G-1601VASDVC AND THE SEXUAL ASSAULT & DOMESTIC VIOLENCE GRANT PROGRAM #16-Q3476SA14.

TRAINING AND TECHNICAL ASSISTANCE SUPPORTED BY VIRGINIA DEPART-MENT OF HEALTH AND THE PREVENTIVE HEALTH & HEALTH SERVICES BLOCK GRANT #2B010T009055-15

VIRGINIA SEXUAL & DOMESTIC VIOLENCE ACTION ALLIANCE

VIRGINIA'S LEADING VOICE ON SEXUAL AND INTIMATE PARTNER VIOLENCE

1118 WEST MAIN STREET RICHMOND, VA 23230 WWW.VSDVALLIANCE.ORG INFO@VSDVALLIANCE.ORG 804.377.0335 @VACTIONALLIANCE



Virginia Sexual and Domestic Violence