COMMUNITY COLLEGE EDITION

SAFETY & JUSTICE
FOR ALL

BEST PRACTICES
FOR VIRGINIA CAMPUSES
ADDRESSING
GENDER-BASED
VIOLENCE
VIRGINIA SEXUAL & DOMESTIC VIOLENCE ACTION ALLIANCE

VIRGINIA’S LEADING VOICE ON SEXUAL AND INTIMATE PARTNER VIOLENCE

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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 GENDER-BASED 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 GENDER-BASED VIOLENCE (COMMUNITY COLLEGE EDITION)

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GENDER-BASED VIOLENCE: SCOPE OF THE PROBLEM

Gender-based violence is a widespread societal problem that impacts all facets of our communities, including college campuses. It encompasses a variety of abusive behaviors, including sexual assault, intimate partner violence, stalking, sexual harassment, and gender-based harassment. Gender-based violence is common on college campuses, including community colleges. Specific research on gender-based violence in the community college setting is lacking. However, since community college students are demographically similar to general community populations, community-based studies likely paint an accurate picture of their experiences.

Nationally, 1 in 4 women and 1 in 10 men experience unwanted sexual contact during their lifetime. One in 4 women and 1 in 7 men experience severe physical violence by an intimate partner; almost half of all women and men experience psychological aggression from an intimate partner. Fifteen percent of women and 5% of men have been stalked to the point that they were afraid they or a loved one would be hurt or killed (Black et al., 2011). African American women are at highest risk for being abused by an intimate partner and are killed by an intimate partner at higher rates than any other racial or ethnic group (Virginia Office of the Chief Medical Examiner, 2015; Women of Color Network, 2006). Transgender people are at high risk of violence and assault throughout their lifetimes, and transgender people of color are abused and assaulted at higher rates than white transgender people (Grant et al., 2011). People who identify as gay, lesbian, and bisexual experience gender-based violence at similar or higher rates as people who identify as heterosexual (Black et al., 2011).

* See appendix for terms.
PURPOSE OF THIS DOCUMENT

Gender-based violence is not a new problem within higher education, including within the community college setting. The national focus on the issue and the widespread criticisms of institutional response, however, has increased dramatically over the past 5 years. Since 2011, the Department of Education (Ali, 2011; www.knowyourix.org), Congress (Mahaffie, 2015; www.clerycenter.org), the White House (White House Task Force, 2014; www.notalone.gov), and the Virginia legislature have enacted new policies and legislation related to campus gender-based 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 gender-based 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 community college leaders gender-based violence information and resources that are tailored to the unique community college context. This information will help leaders create a trauma-informed and social justice oriented response to gender-based violence in order 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

THE COMMUNITY COLLEGE CONTEXT
There are unique challenges in preventing and responding to gender-based violence on community college campuses. The student population is transient – a significant portion of students only take one or two courses, many do not enroll in consecutive semesters, some are dual enrolled in either high school or another college, and a number are enrolled in workforce development programs. Additionally, community college students have a wide variety of goals for enrolling in courses, many of which may not be degree completion.

Due to the non-residential nature of community colleges, faculty and staff often have difficulty reaching students with traditional gender-based violence education and prevention programming. Most community college students do not consider the college their primary community; many are only on campus a few hours a week. Community colleges are also typically less resourced than four-year institutions. Most do not have on-site advocates, and those in Virginia are not allowed to employ counselors or health professionals. This makes connecting students with these types of resources challenging (ASCA, 2015).

KEY ELEMENTS OF THE RECOMMENDATIONS
The Action Alliance created the recommendations in this document based on more than 35 years of gender-based 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 racial 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 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 Know Your IX, SAFER, and End Rape on Campus.

TRAUMA-INFORMED LENS

Institutional approaches to prevent and respond to gender-based violence should be trauma-informed. Gender-based 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

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 gender-based violence.

ADVOCATES

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

FACULTY/INSTRUCTIONAL EMPLOYEES

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

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, Fisher, & Cullen, 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, non-judgmental ways that make survivors feel heard and supported.
- Those who provide prevention programming should ensure the programs are empowering and do not promote victim-blaming messages.
RACIAL JUSTICE LENS

Institutional approaches to prevent and respond to gender-based 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 gender-based violence and must be addressed in any effort to end gender-based violence. Oppression refers to the subjugation of one social group by a more powerful social group for benefit of the more powerful group. In the United States, oppressed groups include (but are certainly not limited to) people of color, transgender people, people who identify as gay, lesbian, or bisexual, people with disabilities, and people who are immigrants. Systemic oppression causes gender-based violence to disproportionately impact survivors from these groups. Systemic oppression refers to the way policies, procedures, and struc-

RECOMMENDATIONS TO PROMOTE RACIAL JUSTICE

ADVOCATES
• Provide intersectional and racial justice oriented advocacy services.

FACULTY/INSTRUCTIONAL EMPLOYEES
• Respond to disclosures in a racial justice oriented manner.

TITLE IX COORDINATORS/
CAMPUS DISCIPLINARY PROFESSIONALS
• Ensure the gender-based 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 gender-based violence.
• Specifically address the needs of historically oppressed and marginalized populations.
structures serve as barriers that negatively impact certain groups’ access to community 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 equally 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 the policies address the needs of oppressed and marginalized 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 gender-based violence and make sure the message informs all programs and materials.

**LASTING SOCIAL CHANGE REQUIRES WORK TO CHANGE THE SOCIAL NORMS AND STRUCTURES THAT SUPPORT VIOLENCE AND OPPRESSION.**
ASSET-BUILDING LENS

Institutional approaches to prevent and respond to gender-based 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.

- 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.
ADMINISTRATORS PLAY A VITAL ROLE
ADMINISTRATORS AT ALL LEVELS CAN BE KEY LEADERS IN ENSURING THEIR INSTITUTIONS’ RESPONSE TO GENDER-BASED VIOLENCE IS BOTH TRAUMA-INFORMED AND RACIAL JUSTICE ORIENTED

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 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 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.

Due to limited resources and a wide variety of institutional needs, community college administrators have often been in a position where they had to choose between funding basic operating needs and student services. Since federal regulations require community colleges to respond to and prevent gender-based violence, administrators must now make that a priority. While the government has set certain requirements for how institutions respond to and prevent gender-based 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.

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 belief that oppression is the root cause of gender-based violence and therefore must be addressed in any initiatives designed to prevent or respond to gender-based violence.

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 Tables 1 and 2 for a breakdown of campus and community advocacy services, as well as the difference between counseling and advocacy.

1.1. Administrators should collaborate with their community-based sexual and domestic
violence agency to make confidential advocacy services available to student survivors. Since Virginia community colleges cannot provide direct mental health services and most do not have the resources to employ campus-based victim advocates, collaboration with community agencies is critical. 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. The institution should adequately compensate the community-based agency for these services.

1.2. Administrators at institutions without confidential advocates should ensure that all materials clearly state that community-based agencies, not campus employees, are the best option for confidential reporting. Administrators should also work out a process to assist survivors in contacting confidential resources. Some students do not have access to a phone or cannot make that type of call from their own phone for safety reasons. If survivors know there are offices where they can go to privately call those agencies, they will be more likely to access the support they need.

1.3. 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 gender-based violence.

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 trauma-informed 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 GENDER-BASED VIOLENCE.

3.1. Administrators should ensure their institution has a team to coordinate the campus’s response to gender-based 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 gender-based 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. 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 a 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 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 a 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. 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 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 a 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 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 COMPREHENSIVE PREVENTION PLAN FROM WASHINGTON AND LEE UNIVERSITY

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 rethink their methodology, or deny the proposal for failing to meet the stated guidelines.

1. Does it support or exhibit gender equity?

2. 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 promulgate the idea that consent is confusing?

5. Does it promote (or attempt to dispel) rape myths or victim-blaming?

6. Does it turn attention to legal vs. illegal behavior (thereby suggesting that we support anything as long as it is legal)?

7. Does it rely on victim testimony or fear?
EXAMPLE STRUCTURE OF CAMPUS AND COMMUNITY CCRS

EXAMPLE OF RESEARCH-INFORMED CAMPUS CLIMATE SURVEY FROM THE BUREAU OF JUSTICE STATISTICS (BJS)
The BJS developed a campus climate survey 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 NotAlone.gov website, published a sample law enforcement MOU.

EXAMPLE OF COMMUNITY-BASED SEXUAL AND DOMESTIC VIOLENCE AGENCY MOU FROM THE WHITE HOUSE TASK FORCE
The White House Task Force, through the NotAlone.gov website, published a sample rape crisis center MOU.
RESEARCH SHOWS THAT ADVOCACY ENHANCES THE SAFETY AND WELL-BEING OF PEOPLE AFFECTED BY VIOLENCE. (SULLIVAN, 2012)
FURTHER RESOURCES FOR ADMINISTRATORS
SELECTED FURTHER RESOURCES

WHITE HOUSE TASK FORCE (2014)
First report of the White House Task Force to Protect Students from Sexual Assault (Not Alone report).

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

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.

WHITE HOUSE TASK FORCE (2014)
Sample policy language for reporting and confidentially disclosing sexual violence.
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 ADVOCACY AT COMMUNITY COLLEGES
Community-based sexual and domestic violence agencies have always been the advocacy anchor for students at many community colleges. Often students accessed these services on their own and not in conjunction with the institution. In this sense, community college students were served as members of the larger community and not as college students. The violence they experienced often occurred outside of school, with domestic violence being the primary focus of services.

IMPORTANCE OF RACIAL JUSTICE AND TRAUMA-INFORMED LENSES
Since many community colleges do not employ confidential victim-advocates, it is likely that students will initially disclose information about gender-based violence to campus-based first responders such as campus security, Title IX coordinators, student services professionals, or academic advisors. Recommendations for campus-based first responders are included in this section in order to ensure consistent messaging and streamlined services.

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.
Systemic oppression causes gender-based violence to disproportionately impact survivors from oppressed and marginalized groups.

Recommendations for Advocates & Campus-Based First Responders

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

Recommendation 1.
Equitably Address the Needs of Sexual Violence, Dating/Domestic Violence, and Stalking Survivors.

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 (Fifth & Pacific, 2010; Fisher, Cullen, & Turner, 2000). In fact, community college students report dating/domestic violence and stalking more frequently than sexual assault (ASCA, 2015). Children are more likely to be in the households of community college students than students at four-year institutions (Gault, Reichlin, Reynolds, & Froehner, 2014); this adds another dimension to the violence they experience.

1.1. 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.

1.2. Campus-based first responders should be aware that community college students often experience violence that is perpetrated by someone not affiliated with the institution. While this means that the institution is not responsible for a Title IX or Clery Act response, survivors may still need advocacy services. Campus-based first responders should refer these survivors to the community-based sexual and domestic violence agency and work with the survivors on any academic needs.
RECOMMENDATION 2:  
COORDINATE PROGRAMS AND SERVICES WITH COMMUNITY-BASED SEXUAL AND DOMESTIC VIOLENCE AGENCIES.

These agencies are important partners in providing services to survivors. Many community colleges do not employ confidential victim advocates, making community-based advocates the best option for students. Student survivors may also 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 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 Table 1 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 and campus-based first responders 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 together.

2.3. Campus advocates or campus-based first responders 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. Advocates and campus-based first responders should be trained on trauma-informed services in order to implement those services in their work.

3.1. Advocacy services should be confidential. For community-based advocates, this confidentiality is likely embedded in their agency’s practice. If the institution does not have a campus-based confidential resource, all campus professionals should clearly state their reporting responsibilities and offer immediate access to the community agency’s hotline or another source of confidential advocacy.

3.2. Advocates and campus-based first responders should ensure their information sharing policies are clear and easily accessible. These policies should be in writing and should also be verbally reviewed with survivors during the first meeting. Advocates and campus-based first responders 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 gay/lesbian/bisexual/queer).
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 and campus-based first responders 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. Advocates and campus-based first responders can play an important role in supporting these survivors and helping them access the services they need.

4.2. Advocates and campus-based first responders 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 and campus-based first responders 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.

4.3. Advocates and campus-based first responders 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 and campus-based first responders should actively support the work of those groups.
EXAMPLES FOR ADVOCATES
EXAMPLE OF PUBLICIZING DATING/DOMESTIC VIOLENCE AND STALKING
FROM JOHN TYLER COMMUNITY COLLEGE (JTCC)
JTCC’s Title IX website is easy to navigate and provides information that is worded in a clear and easy to understand manner. The main page includes links to detailed definitions and examples of dating/domestic violence and stalking. Specifically, the dating/domestic violence page covers warning signs of abuse and gives examples of emotional abuse, physical abuse, and financial abuse. The page also provides safety planning information. The stalking page provides examples of stalking behaviors, including the use of technology to stalk. It also includes suggestions for what someone can do if they are being stalked. The Title IX website specifically lists community-based sexual and domestic violence agencies (representing all locations served by JTCC) as the best source for confidential support. Additional statewide and national hotlines are listed, including the statewide LGBTQ Helpline and online services from LoveIsRespect.org.

EXAMPLE OF CLEAR INFORMATION ON CONFIDENTIALITY, REPORTING, AND OFF-CAMPUS RESOURCES
FROM GATEWAY COMMUNITY COLLEGE
Gateway’s sexual misconduct website provides a clear statement about the institution’s commitment to “creating a community that is safe and supportive of people of all gender and sexual identities.” The site includes prominent links that direct students to information on what to expect after reporting gender-based violence, as well as their rights and options in the system. Reporting responsibilities of campus professionals are described in multiple places. Off-campus confidential resources are also clearly listed, including counseling, medical, legal, advocacy, and emergency shelter services. Additionally, each page of the site links to a help seeking booklet designed to give survivors more information about reporting, levels of confidentiality, and campus and community resources.
EXAMPLE OF TRAUMA-INFORMED AND RACIAL JUSTICE ORIENTED CAMPUS/COMMUNITY PARTNERSHIP
FROM YWCA-SOUTH HAMPTON ROADS (YWCA-SHR)

The YWCA-SHR serves Old Dominion University (ODU) and Tidewater Community College (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 a 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.
SELECTED FURTHER RESOURCES

FORGE (2014).
Responding to transgender victims of sexual assault.

NATIONAL CENTER ON DOMESTIC VIOLENCE, TRAUMA & MENTAL HEALTH (N.D.).

NATIONAL SEXUAL VIOLENCE RESOURCE CENTER (2013).
Building cultures of care: A guide for sexual assault services programs.

WOMEN OF COLOR NETWORK (2014).
How do I utilize a racial justice framework (methodology/core values) in working with 3-tier system populations?
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 non-tenure track faculty, adjunct faculty, and instructors. 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, they also see students over the course of an entire term. For many community college students, instructional employees are the only campus employees with whom they have ongoing contact. 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 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 help. 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.
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.

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 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. Survivors may face more academic difficulties than they can overcome at one time. They may also be more concerned with the impact the violence has on their employment, parenting, or other family responsibilities than on their course completion. In all of these situations, survivors may need to drop a class or withdraw for the term. Instructional employees can advocate for them 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 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 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.

RECOMMENDATION 3.
ENGAGE STUDENTS IN THE ISSUES BOTH INSIDE AND OUTSIDE OF THE CLASSROOM.
For violence supporting cultures to change, students must encounter gender-based violence information 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 lead the discussion. These professionals are highly trained on the issues 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 gender-based violence and that to effectively eliminate it, they must also work to eliminate other oppressions such as racism and homophobia. They should ensure that the information and perspectives presented in class reflect this 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. Some professionals also 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 or not instructional employees include this information in their syllabi, they should make sure students know what to do if they are triggered or otherwise upset by class information or discussions.
EXAMPLES FOR FACULTY

EXAMPLE OF FACULTY AND STAFF TRAININGS FROM DABNEY S. LANCASTER COMMUNITY COLLEGE (DSLCC)

Staff members from Safehome Systems and Project Horizon provide in-person training to all DSLCC employees on the basics of sexual assault, dating/domestic violence, stalking, and how to respond to disclosures. DSLCC does not have the in-house resources to plan and deliver this type of training in a trauma-informed and racial justice oriented way. Because of this, they utilize the expertise of staff members from their community-based sexual and domestic violence agencies. Working with the community-based agencies helps the college comply with federal requirements and is beneficial in other ways as well. The in-person trainings help employees make personal connections with the two agencies; this makes them more likely to refer students to those programs and access services themselves when needed.
EXAMPLE OF TOOLS AND INFORMATION FOR FACULTY FROM THE UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL.

The Safe at UNC: Tools for Faculty and Staff webpage 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 and Staff” 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 gender-based 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 in to a larger effort to ensure consistent messaging throughout campus.

EXAMPLE OF FACULTY INITIATED SERVICE PROJECT FROM VIRGINIA MILITARY INSTITUTE (VMI).

Two faculty members from VMI started Building BRIDGEs VMI Service Club, a service organization that engages cadets in service to the community as well as gives them a space to foster respect and enhance diversity. The group works with several community non-profit organizations, including Project Horizon (the community-based sexual and domestic violence agency). Project Horizon (PH) trains cadets on sexual violence and intimate partner violence issues and basic crisis intervention skills. BRIDGE cadets help educate their fellow cadets and provide referrals to campus and community resources. They also assist PH with fundraisers and other projects (for example, cadets developed a financial literacy module for shelter residents). The collaboration benefits VMI because it starts a dialog on campus about sexual assault, raises awareness about sexual assault and intimate partner violence, fosters empathy in cadets, and enhances cadets’ sense of public service. The collaboration helps PH reach more cadets than they would otherwise be able to and provides valuable resources for their clients and their other programs.
SELECTED FURTHER RESOURCES

FACULTY AGAINST RAPE (FAR).
Faculty against rape.

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

AFRICAN AMERICAN POLICY FORUM (N.D.)
RECOMMENDATIONS
FOR TITLE IX COORDINATORS
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. In response to the April 2011 Dear Colleague Letter, many institutions struggled to reconcile the two systems into a unified response. 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.

THE COMMUNITY COLLEGE CONTEXT

Adjudicating cases is often only one component of an employee’s job and the resources for multiple hearing officers, investigators, and case managers are typically not available. At the same time, community colleges are an appealing option for students who have been expelled from other institutions for behavior related reasons, as well as for convicted felons who may not pass background checks required at most four-year institutions (ASCA, 2015). Since much of student life takes place off campus, the college may not become aware of precursor abusive behaviors until a major incident happens. Despite this challenging context, Title IX and campus disciplinary professionals must figure out how to operate an effective process that fits the dynamics of their institution.
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, 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 trauma-informed and socially just. These systems can be trauma-informed without being biased toward survivors; in fact, 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 fairly 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 with disabilities as well as English language learners. 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 gender-based violence policy (and any related policy) does not cause a chilling effect on 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 policy 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 (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 for them, they are more likely to participate.

2.1. Title IX coordinators and campus disciplinary professionals should set up 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 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.

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 clearly publicize survivors’ confidential support options and the reporting requirements of responsible employees. If the college has no campus-based confidential resources, all materials should clearly publicize the off-campus confidential resources. 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 have a chilling effect on 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. They should also work with their community-based sexual and domestic violence agencies to determine the feasibility of community-based advocates serving as 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, 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 racial justice oriented and reflect the understanding that gender-based violence is rooted in oppression. Specific information on culturally relevant interviewing techniques should be highlighted. Additional content should include dismantling barriers to help seeking 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.

6.3. Due to the small staff size of many community colleges, Title IX coordinators may have multiple roles within the institution. Title IX coordinators should work with their administrators to organize responsibilities in a way that minimizes conflicts of interest. Title IX coordinators should also be transparent with students regarding their roles, responsibilities, and any potential conflicts of interest.
EXAMPLE OF TRAUMA-INFORMED REPORTING INFORMATION FROM THE OREGON SEXUAL ASSAULT TASK FORCE (OSATF) CAMPUS REPORTING WEBSITE.

The Campus Reporting Options website and toolkit were developed to fill the need for a confidential place that Oregon students could access information about their reporting options. Because students are more likely to report if they can first find confidential resources, this website serves as an initial place to gather information before moving forward. Students do not have to navigate a myriad of links or other websites to gather the information they need because it is all in one place. Information about community advocates, law enforcement, and county resources is coupled with information about the accommodations and services schools offer. The website was developed by the OSATF Campus Subcommittee with partnership from other OSATF subcommittees and disciplines including advocates, sexual assault nurse examiners, law enforcement, campus public safety, and higher education professionals in Title IX work. Student focus groups were held on different campuses, including both two- and four-year institutions and medical schools. Both public and private institutions assisted in the development and will continue to inform updates in the future.
EXAMPLE OF CLEARLY WORDED RIGHTS AND OPTIONS INFORMATION
FROM GATEWAY COMMUNITY COLLEGE

Gateway’s sexual misconduct website provides a clear statement about the institution’s commitment to “creating a community that is safe and supportive of people of all gender and sexual identities.” Further, it explicitly states that the Policy on Sexual Misconduct and Relationship Violence applies to all members of the community, including students who take classes online. The policy is clearly linked from each page within the website. The website also outlines what to expect from the Student Development office when dealing with student conduct/Title IX investigations and what to expect from campus and local law enforcement when reporting a crime. It includes detailed information on restraining/protective orders and crime victim rights. It also includes clear information on how to report sexual misconduct, a flow chart for campus-based first responders, and an explanation of survivors’ rights and options both on- and off-campus. A help seeking booklet is linked from each page of the site to give survivors an alternative way to read the information.

EXAMPLE OF TRAUMA-INFORMED TRAINING
FROM NORTHERN VIRGINIA COMMUNITY COLLEGE (NOVA)

Staff members from the NOVA Sexual Assault Services office created an in-house training that they provide to members of the college’s student conduct board. It covers the dynamics of gender-based violence, including information on dating violence, domestic violence, stalking, sexual violence, and consent. They also spend time focusing on the ways trauma impacts survivors so that conduct board members can better understand common survivor thoughts, decisions, and reactions.
EXAMPLE OF REPORTING INFOGRAPHIC FROM VIRGINIA COMMONWEALTH UNIVERSITY (VCU).

The VCU rights and options infographic 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 Physical Evidence Recovery Kit (PERK) 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.
Elements of a trauma-informed lens include safety, trustworthiness, choice, collaboration, and empowerment.
SELECTED FURTHER RESOURCES

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

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

KNOW YOUR IX (N.D.)

WHITE HOUSE TASK FORCE (N.D.).
Sample language for interim and supportive measures to protect students following an allegation of sexual misconduct. Retrieved January 12, 2016.

Questions and answers on Title IX and sexual violence. Washington, DC: Office for Civil Rights, Department of Education.
RECOMMENDATIONS FOR CAMPUS LAW ENFORCEMENT
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:

• 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
• Feeling the process will be too emotionally difficult
• 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

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 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 and focus on relationship building and education. This means they are often able to de-escalate situations or avert crises before they happen. Their ability to respond, however, is complicated by small department size and rigorous federal requirements. Many community colleges have small campus safety departments, sometimes with only 1 or 2 full-time employees. The de-

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.
departments also 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. 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 racial justice oriented manner. They need to understand the scientific 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. Trauma-informed and racial justice oriented training helps law enforcement and campus security officers understand survivors’ reactions and fears and puts officers in a better position to earn survivors’ trust. 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 keep the community safe.

**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 gender-based violence crimes requires prevention messaging that is based on identifying suspicious predatory behaviors, rather than changing potential victim behaviors. Effective prevention-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 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 / RACIAL JUSTICE ORIENTED TRAINING.**

When campus law enforcement and security officers are aware of common trauma reactions, they better understand the reasons behind survivor behavior. 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

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**COMPARISON OF TIMELY WARNING CONTENT**

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>MESSAGE TYPE</th>
<th>EXPLANATION</th>
<th>EFFECTIVENESS</th>
</tr>
</thead>
<tbody>
<tr>
<td>“DO NOT WALK ALONE AT NIGHT”</td>
<td>VICTIM-BLAMING</td>
<td>PLACES THE BURDEN OF PREVENTION ON POTENTIAL VICTIMS</td>
<td>NOT EFFECTIVE BECAUSE MOST SEXUAL ASSAULTS ARE COMMITTED BY PEOPLE THE VICTIM KNOWS, NOT STRANGERS</td>
</tr>
<tr>
<td>“TACTICS USED TO COMMIT SEXUAL ASSAULT INCLUDE PHYSICALLY INTRUDING INTO SOMEONE’S PERSONAL SPACE, ISOLATION, AND ‘FEEDING’ OR ENCOURAGING ALCOHOL AND/OR OTHER DRUG CONSUMPTION”</td>
<td>PREVENTION FOCUSED</td>
<td>PUTS FOCUS ON PERPETRATOR DOES NOT SINGLE OUT POTENTIAL VICTIMS TO PREVENT THEIR OWN ASSAULTS</td>
<td>EFFECTIVE BECAUSE IT IDENTIFIES SPECIFIC PERPETRATION BEHAVIORS THAT PEOPLE CAN BE ON THE LOOKOUT FOR</td>
</tr>
</tbody>
</table>

*Wording taken from VCU’s timely warning template (see Example 1 in this section for entire document).*

**THE NATURE OF GENDER-BASED VIOLENCE CRIMES REQUIRES PREVENTION MESSAGING THAT IS BASED ON IDENTIFYING SUSPICIOUS PREDATORY BEHAVIORS, RATHER THAN CHANGING POTENTIAL VICTIM BEHAVIORS.**
oppression impact survivors from oppressed and marginalized groups. All of this information leads to more successful investigations.

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/racial justice oriented and reflect the understanding that gender-based 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.

2.3. Staff members responsible for the training schedule should ensure training on gender-based 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 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 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 crime when dealing with other crimes 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.**
Officials 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 a 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.
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 CLEAR INFORMATION AND EXPECTATIONS FOR REPORTING TO LAW ENFORCEMENT FROM SAN BERNARDINO COMMUNITY COLLEGE DISTRICT (SBCCD).

The SBCCD Police Department website lists prominent links to information on sexual assault, dating violence, and stalking on the main page, as well as information on confidential campus and community resources. The site also highlights current gender-based violence initiatives on campus. Trauma-informed language is used throughout, including in its guarantee to survivors:

- We will meet with you privately, or you may be accompanied by a personal advocate.
- We will provide a female officer to conduct the initial interview, if requested, and if one is available.
- We will fully investigate your case, regardless of the gender, race ethnicity, sexual orientation, age, national origin, religion or disability of the parties involved.
o We will not pre-judge you or your actions, as you are not responsible for the criminal actions of others.
o We will treat you and your case with courtesy, sensitivity, and understanding.
o We will assist you in arranging for your medical needs and/or hospital treatment.
o We will provide you with advocate and counseling referral information.
o We will not release your name to the public or to the press upon request.
o We will discuss and explain the criminal justice process. You will be kept informed as to the progress of the investigation.
o We will be available to answer your questions as the investigation and prosecution unfolds.
o We will assist you in the student conduct process and notify you of the outcome.
o We will assist you if a change in classroom is needed.

EXAMPLE OF COMPREHENSIVE REPORTING PROGRAM  
FROM THE YOU HAVE OPTIONS PROGRAM.
The You Have Options Program focuses on changing two fundamental elements in the law enforcement response to sexual violence: increasing the number of victims 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 victim-centered 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.
FURTHER RESOURCES FOR CAMPUS LAW ENFORCEMENT

SELECTED FURTHER RESOURCES

YOU HAVE OPTIONS PROGRAM.

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

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. Providing direct services to help survivors stay safe and heal from abuse is important, as is educating students on the dynamics of gender-based violence. Neither, however, will prevent gender-based violence on a societal scale. Lasting social change requires work to change 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. Most community colleges, however, do not have the resources necessary to sustain a gender-based violence prevention position. Institutional leaders should create strong partnerships with their community-based sexual and domestic violence agencies to enhance prevention programming. The recommendations in this section apply to anyone providing prevention programming to community college students, including both campus and community-based agency employees.
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; 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 outlined below. 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 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. The community’s protective factors and risk factors should inform that process, as should the transient nature of the student population. For example, programs with multiple entry points and levels of involvement will likely be more effective than those relying on continual participation across years or attendance at multiple sessions.

2.2. Campus-based prevention specialists should create the prevention plan in collaboration with their community-based 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.

2.3. 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.

2.4. 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. Yet sexual violence, domestic/dating violence, and stalking have historically been looked at in isolation from other forms of violence and oppression. In order to effectively address the context of oppressed and marginalized groups, prevention specialists should include programs that directly support the needs of those communities 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 predominantly white 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, and students from other oppressed and marginalized groups are visible.

3.2. Prevention specialists should 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 Action Alliance used a logic model to develop and evaluate the Red Flag Campaign (Figure 1).
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.
PREVENTION EXAMPLES ACROSS THE SOCIAL-ECOLOGICAL MODEL

EXAMPLE OF INDIVIDUAL LEVEL PREVENTION PROGRAMMING FROM DABNEY S. LANCASTER COMMUNITY COLLEGE (DSLCC).

DSLCC brought the Escalation Workshop to its two campuses. In this workshop, students learned how to recognize the signs of abusive relationships and how relationship violence impacts their lives and communities. The student activities coordinator held the program on an alternative class schedule day to allow students to attend at times they would typically be on campus. The coordinator also worked with faculty in nursing, EMS, and psychology classes to encourage students to attend. Staff members from the two community-based sexual and domestic violence agencies in DSLCC’s service area (Safehome Systems and Project Horizon) provided on-site counseling during the workshop as well as assisted with implementation. The turnout and level of student engagement was extremely high and set the groundwork for future bystander programming.
EXAMPLE OF RELATIONSHIP LEVEL PREVENTION PROGRAMMING
FROM TIDEWATER COMMUNITY COLLEGE (TCC).

The TCC Women's Center provides services on each of TCC's four campuses that range from educational programming to community referrals and support. The services 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 coordinated a Bystander Intervention program in conjunction with The Red Flag Campaign at one of their campuses. They held the program to reinforce the campaign's messages and give students and employees an opportunity to apply effective methods for bystander intervention. In a different instance, the Women's Center partnered with TCC's Office for Intercultural Learning to provide a customized presentation on dating/domestic violence, sexual assault, and stalking to international students. Staff members covered information on American dating practices, healthy relationships, women's issues, and safety in order to ensure students learned community expectations around interpersonal interactions in an effective, culturally relevant manner.

EXAMPLE OF COMMUNITY LEVEL PREVENTION PROGRAMMING
FROM SOUTHSIDE VIRGINIA COMMUNITY COLLEGE (SVCC).

As part of the college's first year implementing The Red Flag Campaign, SVCC staff hosted an open mic night to raise awareness about domestic violence and educate students about bystander intervention. Staff members collaborated with Madeline's House (the community's domestic violence shelter) in order to expose students to their services. The event was open to the local community and was publicized to churches, local organizations, local businesses, and classes. A member of the SVCC administration spoke at the event, which helped set positive community norms around speaking out against domestic violence. Several survivors told their stories and other participants (both survivors and those who had not experienced gender-based violence) sang, rapped, performed original poems, and played instruments. The event not only expanded community visibility around dating and domestic violence, but also allowed students and employees to engage on a personal and relational level if they felt comfortable.
EXAMPLE INSTITUTIONAL LEVEL PREVENTION PROGRAMMING FROM THE VIRGINIA’S COMMUNITY COLLEGES (VCCS).

The VCCS has a mandatory gender-based violence policy template for use by system colleges. The Policy on Sexual Violence, Domestic Violence, Dating Violence, and Stalking (Policy Manual Section 6, Appendix I) is Title IX and Clery Act compliant. The policy is thorough and covers definitions, reporting options, confidential resources, complaint procedures, criteria for assessing requests for confidentiality/no action, investigation procedures, and sanctioning information. Additionally, the system office recommends (but does not require) each college adopt an amnesty policy. This creates transparency into the process, giving students information about what to expect at every step.

EXAMPLE OF SOCIETAL LEVEL PREVENTION PROGRAMMING 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 programs and services through a social justice lens. An example of this work is RespectCon, an annual conference they host that focuses on understanding sexual violence through a social 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 social 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).
Guidelines for Primary Prevention of Sexual Violence and Intimate 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.
THE ACTION ALLIANCE CREATED THESE RECOMMENDATIONS BASED ON MORE THAN 35 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)
ENDING CAMPUS SEXUAL ASSAULT TOOLKIT.

AMERICAN COLLEGE HEALTH ASSOCIATION (ACHA)

ASSOCIATION FOR STUDENT CONDUCT ADMINISTRATORS (ASCA)
STUDENT CONDUCT ADMINISTRATION & TITLE IX: GOLD STANDARD PRACTICES FOR RESOLUTION OF ALLEGATIONS OF SEXUAL MISCONDUCT ON COLLEGE CAMPUSES (2014).

CAMPUS TECHNICAL ASSISTANCE AND RESOURCE PROJECT

CENTERS FOR DISEASE CONTROL AND PREVENTION (CDC)
PREVENTING SEXUAL VIOLENCE ON COLLEGE CAMPUSES: LESSONS FROM RESEARCH AND PRACTICE (2014).
FACULTY AGAINST RAPE (FAR)  
REFORM YOUR CAMPUS.  

FORGE  
RESPONDING TO TRANSGENDER VICTIMS OF SEXUAL ASSAULT (2014).  

FUTURES WITHOUT VIOLENCE  
BEYOND TITLE IX: GUIDELINES FOR PREVENTING AND RESPONDING TO GENDER-BASED VIOLENCE IN HIGHER EDUCATION (2012).  

GOVERNOR TERRY MCAULIFFE’S TASK FORCE ON COMBATING CAMPUS SEXUAL VIOLENCE  
REPORT AND FINAL RECOMMENDATIONS TO THE GOVERNOR (2015).  

KNOW YOUR IX.  
ACTIVISM.  

NATIONAL SEXUAL VIOLENCE RESOURCE CENTER (NSVRC)  

QUALITIES AND ABILITIES OF EFFECTIVE AND CONFIDENT PREVENTION PRACTITIONERS (2012).  

OFFICE FOR CIVIL RIGHTS, DEPARTMENT OF EDUCATION (OCR)
DEAR COLLEAGUE LETTER ON SEXUAL VIOLENCE (APRIL 2011).

QUESTIONS AND ANSWERS ON TITLE IX AND SEXUAL VIOLENCE (APRIL 2014).

VIRGINIA ANTI-VIOLENCE PROJECT (VAVP)
MODEL POLICIES (N.D.)

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.

SAMPLE POLICY LANGUAGE FOR REPORTING AND CONFIDENTIALLY DISCLOSING SEXUAL VIOLENCE.
RESOURCES FOR FURTHER LEARNING

TRAUMA-INFORMED PRACTICES
MICHIGAN DOMESTIC AND SEXUAL VIOLENCE PREVENTION AND TREATMENT BOARD.

NATIONAL CENTER ON DOMESTIC VIOLENCE, TRAUMA & MENTAL HEALTH

PREVENTION
CENTERS FOR DISEASE CONTROL AND PREVENTION (CDC)
Veto Violence: http://vetoviolence.cdc.gov/

EvaluAction: http://vetoviolence.cdc.gov/evaluaction


PREVENTCONNECT CAMPUS


VIRGINIA SEXUAL AND DOMESTIC VIOLENCE ACTION ALLIANCE (VSDVAA)
RACIAL AND SOCIAL JUSTICE
AFRICAN AMERICAN POLICY FORUM

CRENshaw, KIMBERLE

forge: https://forge-forward.org/

Incite: http://www.incite-national.org/

Race Forward: https://www.raceforward.org/

Racial Equity Tools: http://www.racialequitytools.org/home

Women of Color Network

Searchable Databases
Center for Changing Our Campus Culture
http://www.changingourcampus.org/

PreventConnect
http://www.preventconnect.org/

PreventIPV: Tools for Social Change
http://www.preventipv.org/

National Center for Campus Public Safety
http://www.nccpsafety.org/resources/library_tag/sexual%20assault
REFERENCES


Association for Student Conduct Administration (2015). Community Colleges and Sexual Misconduct: Unique Challenges and Opportunities. College Station, TX: Association for Student Conduct Administration. Retrieved February 9, 2016 from http://www.theasca.org/Files/2015%20Community%20Colleges%20&%20Title%20IX.pdf


Campbell, R. (2013). The psychological impact of rape victims’ experiences with the legal, medical, and mental health systems. Applied Ethics in Mental Health Care: An Interdisciplinary Reader.


APPENDICES
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 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 Action Alliance, 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 GUIDING PRINCIPLES

The following principles were created to guide our transformation into one organization, and our progression thereafter:

• As The Alliance conducts its work, it is essential that survivors, the interests of survivors, and those impacted by sexual assault and domestic violence are at the forefront of all decision-making.

• Recognizing that local agencies have been the foundation of coalition work by connecting communities and survivors to statewide advocacy, we are committed to an Alliance in which Sexual Assault Crisis Centers and Domestic Violence Programs continue to be the driving force of The Alliance.

• Recognizing the historical inequities between resources allocated to address sexual assault and domestic violence, we seek to create a change that includes an Alliance that equitably addresses the elimination of both sexual and domestic violence.

• Recognizing that sexual and domestic violence affects all Virginians, we seek to create an Alliance where those who have been traditionally oppressed in society and/or marginalized in anti-violence work have the opportunity to be full and active participants in The Action Alliance. The Alliance recognizes that representation of traditionally oppressed groups is only a beginning. Intentional diversity also involves an analysis of oppression and a commitment to challenging and changing the disempowering influences of dominant culture. Everyone must share responsibility for ensuring that ALL voices are heard and valued.

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 trauma-informed 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.
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 matches the gender 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. Gender has at least three parts:

- Physical Markers/Biological Sex – Aspects of the human body that are considered to determine sex and/or gender for a given culture or society, including genitalia, chromosomes, hormones, secondary sex characteristics, and internal reproductive organs.
- Role/Expression – See Gender expression below.
- Identity – See Gender identity below.

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 male and female 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 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 being male, female, or something else. Since gender identity is internal, one’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 (Lhamon, 2014).

INSTITUTIONAL RACISM
The network of institutional structures, policies, and practices that create 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, advocacy and policy development that addresses multiple discriminations and helps us understand how different sets of identities impact access to rights and opportunities (http://www.aapf.org).

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. (DRworks Dismantling Racism Workbook, pp. 13-14; info@dismantlingracism.org).

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 gender-based violence and create healthier social environments (for more information, see Action Alliance Guidelines for Primary Prevention of Sexual Violence and Intimate Partner Violence; http://www.communitysolutionsva.org/index.php/resources/item/guidelines-for-the-primary-prevention-of-sexual-violence-and-intimate-).

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 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. (http://www.racialjustice.org).

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 = a system of advantage based on race. Racism = a system of oppression based on race. (DRworks Dismantling Racism workbook, pp. 13-14; info@dismantlingracism.org)

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.

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 (Adams, Bell, and Griffith, 2007).

STALKING
A course of conduct directed at a specific person that involves repeated visual or physical proximity, nonconsensual 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 assigned gender at birth, including, but not limited to individuals who are transsexual, individuals who are androgynous, genderqueer, and people who are gender non-conforming. 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 re-traumatization, support healing and resiliency, and address the root causes of abuse and violence (NCDVTMH, 2013, adapted from Harris and Fallot, 2001). 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 (NSVRC, 2013).

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.
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: STATISTICS INFOGRAPHIC
EMBEDDED GRAPHIC 2 – STATISTICS INFOGRAPHIC

GENDER-BASED VIOLENCE
happens in our communities

1 in 4 women and 1 in 10 men have experienced unwanted sexual contact during their lifetime
1 in 4 women and 1 in 7 men have experienced severe physical violence during their lifetime
15% of women and 5% of men have experienced stalking so significant they were afraid they or a loved one would be hurt or killed

high risk populations
African-American women are at highest risk of intimate partner violence and family/intimate partner homicide
1 in 2 transgender people are sexually abused/assaulted in their lifetime

and on our campuses
between 13%-30% of women are sexually assaulted in college
over 40% of women experience abusive dating behaviors in college
13% of women are stalked in college

students of color and gender non-conforming students are targeted at higher rates than white and cisgender students

FIGURE 1: RED FLAG CAMPAIGN LOGIC MODEL
FIGURE 2: COORDINATED COMMUNITY RESPONSE
TEXT OF VCU TIMELY WARNING TEMPLATE

“To the VCU and VCU Health System Communities,


On [Date] at approximately [Time], the VCU Police Department was notified of three reported sexual assaults. The assaults occurred during the early morning hours of [Date] during an off campus party at a private residence in the 1100 block of [Street Name]. The survivors reported being provided with a beverage that caused them to become incapacitated. The suspects are known to the survivors. The VCU Police Department is currently investigating the incident.

VCU Police remind members of the community of the following:

• Alcohol and drugs may impair judgment, making it difficult to notice unsafe situations and intervene to help others. If either party is under the influence of alcohol or drugs, consent cannot be given.

• Sexual assault is non-consensual activity, ranging from unwanted touching to forced intercourse which can include sexual contact with someone who is impaired by alcohol, drugs, or any other intoxicant that impairs their judgment.

• Be on the lookout for suspicious people who may attempt to isolate someone who is intoxicated or has been drinking. Bystander intervention is a known tool to help to prevent campus sexual assault. Get involved if it is safe to do so, or go to a safe area and call for help.

• Engaging in any type of sexual activity without the explicit consent of your partner 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.”

• Never pressure or coerce someone into engaging in sexual activity.

• Approximately 75% of rapes are committed by acquaintances (www.rainn.org).

• If you are ever in a situation where you are unsure or scared call VCU Police immediately.

• 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.

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 birth control 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 Circle of 6 and Life 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 people and circumstances to the VCU Police Department.

VCU’s policies on sexual misconduct:
Amnesty from Student Conduct for the Reporting Party. It is not the practice of the University to pursue disciplinary action against an accuser or witness for his or her improper use of alcohol or drugs (e.g., underage drinking), provided that such student is acting in good faith as a complainant or witness to the events of the alleged sexual misconduct.

VCU is obligated under federal law (Title IX, 20 U.S.C. 1681(a)) to investigate reports of sexual misconduct, to take action to eliminate sexual harassment and sexual assault, prevent its reoccurrence and its adverse effects. Title IX protects any person from sex-based discrimination. The University will take measures in order to protect students’ rights and personal safety. Such measures include, but are not limited to, modification of VCU living arrangements, academic accommodations, interim suspension from campus pending a hearing, and reporting to the local police.

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 it to VCU Police. After speaking with a specially trained officer, a criminal investigation can begin with your consent. VCU will also vigorously address sexual assault, harassment, or misconduct when committed by a VCU student or employee.

Reporting/Support Resources:
For more information on filing a Title IX complaint, visit [Title IX website, Title IX coordinator and contact information]
VCU Office of Institutional Equity: [contact information]
VCU Helpline: [contact information]
VCU Sexual Assault and Domestic Violence Services: [contact information]
VCU Counseling Services: [contact information]
University Safety Case Manager: [contact information]
Title IX Coordinator for students: [contact information]
VCU Police: [emergency and non-emergency contact information]
VCU Police Victim-Witness Specialist: [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: own situation or someone you know.
VCU Counseling Services: [contact information]
The Greater Richmond Regional Hotline: [contact information]
LGBTQ Partner Abuse & Sexual Assault Helpline: [contact information]

To explore your options for reporting, counseling, support groups and other resources, please contact The Wellness Resource Center to speak with an advocate: [contact information]

YWCA of Richmond: [contact information]

If you have general questions about the criminal justice process, even if you are not ready to report, you may contact Commonwealth Attorney [contact information]

Get involved in ending violence and supporting students who have been impacted by violence.

VCU Student Groups: [contact information]

Students, faculty and staff are encouraged to share this information with other members of the community, and are asked to be aware of their surroundings, report suspicious activity to police and use the campus RamSafe transportation service by calling [contact information]

Anyone with information pertaining to this crime can contact the VCU Police Department at [contact information]
You can also download the Live Safe mobile safety application for free and submit information directly to VCU Police.”

## TABLE 1: COMPARING CAMPUS AND COMMUNITY ADVOCATES

<table>
<thead>
<tr>
<th>LOCATION</th>
<th>CAMPUS-BASED ADVOCATES</th>
<th>COMMUNITY-BASED ADVOCATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>TYPICALLY HOUSED WITHIN COUNSELING CENTERS, HEALTH CENTERS, OR WOMEN’S CENTERS</td>
<td>TYPICALLY INDEPENDENT NON-PROFIT AGENCIES OR HOUSED WITHIN LARGER NON-PROFIT ORGANIZATIONS OR UNITS OF LOCAL GOVERNMENT</td>
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</table>

<table>
<thead>
<tr>
<th>ACCOUNTABILITY</th>
<th>CAMPUS-BASED ADVOCATES</th>
<th>COMMUNITY-BASED ADVOCATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS CAMPUS EMPLOYEES, ADVOCATES ARE ACCOUNTABLE TO THE INSTITUTION</td>
<td>AS COMMUNITY AGENCY EMPLOYEES, ADVOCATES ARE ACCOUNTABLE TO THE AGENCY’S FUNDING SOURCES</td>
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<tr>
<th>SERVICES</th>
<th>CAMPUS-BASED ADVOCATES</th>
<th>COMMUNITY-BASED ADVOCATES</th>
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</thead>
<tbody>
<tr>
<td>• CRISIS INTERVENTION</td>
<td>• 24-HOUR HOTLINE</td>
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<td>• INDIVIDUAL COUNSELING</td>
<td>• EMERGENCY SHELTER</td>
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<tr>
<td>• SUPPORT GROUPS</td>
<td>• 24-HOUR ONSITE CRISIS RESPONSE (HOSPITALS, LAW ENFORCEMENT)</td>
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<tr>
<td>• TITLE IX PROCESS ACCOMPANIMENT/SUPPORT</td>
<td>• CRISIS INTERVENTION</td>
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<tr>
<td>• CAMPUS DISCIPLINARY PROCESS ACCOMPANIMENT/SUPPORT</td>
<td>• INDIVIDUAL COUNSELING</td>
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<tr>
<td>• ACADEMIC ADVOCACY</td>
<td>• SUPPORT GROUPS</td>
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<tr>
<td>• INSTITUTIONAL ADVOCACY</td>
<td>• COURT ACCOMPANIMENT/SUPPORT</td>
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<tr>
<td>• CONNECTION WITH CAMPUS AND COMMUNITY RESOURCES</td>
<td>• LEGAL ADVOCACY</td>
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<tr>
<td>• SOME INSTITUTIONS OPERATE 24-HOUR HOTLINES AND/OR PROVIDE 24-HOUR PHONE ACCESS TO AN ON-CALL COUNSELOR</td>
<td>• HOUSING ADVOCACY</td>
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<td>• SAFETY PLANNING</td>
<td>• BENEFITS ADVOCACY</td>
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<td>• CHILDREN’S PROGRAMS</td>
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<td>• CONNECTION WITH COMMUNITY RESOURCES</td>
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<td>• SAFETY PLANNING</td>
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<td>• EDUCATIONAL PROGRAMS IN COMMUNITY AND SCHOOLS</td>
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<td>• PARTICIPATION IN COMMUNITY RESPONSE TEAMS</td>
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<td>CONFIDENTIALITY</td>
<td>CAMPUS-BASED ADVOCATES</td>
<td>COMMUNITY-BASED ADVOCATES</td>
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<tr>
<td>FERPA PROHIBITS STUDENT INFORMATION FROM BEING RELEASED OUTSIDE OF THE INSTITUTION WITHOUT PERMISSION (EXCEPT IN HEALTH AND SAFETY SITUATIONS).</td>
<td>• VAWA FUNDING REQUIRES CONFIDENTIALITY.</td>
<td>• PROHIBITED FROM DISCLOSING INFORMATION WITHOUT PERMISSION.</td>
</tr>
<tr>
<td>STUDENT INFORMATION SHARED WITHIN THE INSTITUTION ON AS-NEEDED BASIS.</td>
<td>• EXCEPTIONS INCLUDE CHILD ABUSE, ELDER ABUSE, THREAT TO SELF OR OTHERS</td>
<td>• EXCEPTIONS INCLUDE CHILD ABUSE, ELDER ABUSE, THREAT TO SELF OR OTHERS</td>
</tr>
<tr>
<td>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)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>INSTITUTION DECIDES LEVEL OF ADVOCATE CONFIDENTIALITY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOME ADVOCATES HAVE SAME LEVEL AS COUNSELING CENTER STAFF</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOME HAVE MODERATE CONFIDENTIALITY (I.E. ONLY HAVE TO REPORT IDENTIFYING INFORMATION IN CERTAIN SITUATIONS)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOME HAVE LOW CONFIDENTIALITY (I.E. ALWAYS HAVE TO REPORT IDENTIFYING INFORMATION)</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>REPORTING</th>
<th>CAMPUS-BASED ADVOCATES</th>
<th>COMMUNITY-BASED ADVOCATES</th>
</tr>
</thead>
<tbody>
<tr>
<td>INSTITUTION DECIDES IF ADVOCATES ARE TITLE IX OR CLERY ACT REPORTERS</td>
<td></td>
<td>NOT REQUIRED TO REPORT INFORMATION TO COLLEGE/UNIVERSITY OR LAW ENFORCEMENT</td>
</tr>
</tbody>
</table>
## TABLE 2: COMPARING ADVOCACY AND THERAPY*

<table>
<thead>
<tr>
<th>FOCUS</th>
<th>ADVOCACY</th>
<th>COUNSELING/ThERAPY</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SURVIVOR RIGHTS AND SAFETY</td>
<td>LONG-TERM IMPACT OF TRAUMA</td>
</tr>
<tr>
<td></td>
<td>IMMEDIATE IMPACT OF TRAUMA</td>
<td>CO-OCCURRING MENTAL HEALTH CONCERNS</td>
</tr>
<tr>
<td>APPROACH</td>
<td>EMPOWERMENT-BASED</td>
<td>VARIETY OF PHILOSOPHIES/APPROACHES</td>
</tr>
<tr>
<td></td>
<td>• SURVIVOR IS EXPERT ON OWN LIFE</td>
<td>• COGNITIVE-BEHAVIORAL</td>
</tr>
<tr>
<td></td>
<td>• SURVIVOR HAS AGENCY OVER OWN LIFE</td>
<td>• PERSON-CENTERED</td>
</tr>
<tr>
<td></td>
<td>PROBLEM/SOLUTION ORIENTED</td>
<td>• BRIEF PSYCHODYNAMIC</td>
</tr>
<tr>
<td></td>
<td>• EDUCATION ON SYSTEMS AND OPTIONS (I.E. SAFETY, COURT SYSTEM, HOUSING, ACADEMIC)</td>
<td>• SOLUTION-FOCUSED BRIEF THERAPY</td>
</tr>
<tr>
<td></td>
<td>• PROCESSES OPTIONS WITH SURVIVOR SO SURVIVOR CAN MAKE INFORMED CHOICES</td>
<td>RELATIONSHIP IS BASED INSIDE THERAPY SESSION (ADVOCATE RELATIONSHIP IS BASED ON WHEREVER CLIENT IS)</td>
</tr>
<tr>
<td></td>
<td>• SUPPORTS SURVIVOR’S CHOICES AND DECISIONS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>RELATIONSHIP IS BASED WHEREVER THE SURVIVOR IS; HIGH DEGREE OF INTERACTION WITH OTHER SYSTEMS</td>
<td></td>
</tr>
<tr>
<td>SERVICES</td>
<td>• CRISIS INTERVENTION</td>
<td>• ONGOING COUNSELING/ThERAPY</td>
</tr>
<tr>
<td></td>
<td>• HOSPITAL ACCOMPANIMENT</td>
<td>• INDIVIDUAL THERAPY</td>
</tr>
<tr>
<td></td>
<td>• LAW ENFORCEMENT ACCOMPANIMENT</td>
<td>• GROUP THERAPY</td>
</tr>
<tr>
<td></td>
<td>• COURT ACCOMPANIMENT</td>
<td>• FAMILY THERAPY</td>
</tr>
<tr>
<td></td>
<td>• TITLE IX/STUDENT CONDUCT ACCOMPANIMENT</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• CONNECTION TO RESOURCES</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• SYSTEMS ADVOCACY</td>
<td></td>
</tr>
<tr>
<td>MINIMUM QUALIFICATIONS</td>
<td>COUNSELING/ THERAPY</td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>----------------------</td>
<td></td>
</tr>
<tr>
<td>• CRISIS INTERVENTION AND ADVOCACY TRAINING THROUGH ACCREDITED COMMUNITY-BASED SEXUAL/DOMESTIC VIOLENCE AGENCY</td>
<td>• GRADUATE/PROFESSIONAL DEGREE AND LICENSURE</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CONFIDENTIALITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>• ADVOCATE CONFIDENTIALITY IS A BEST PRACTICE. BUT CONFIDENTIAL STATUS IS NOT GRANTED BY LAW IN MANY STATES (INCLUDING VIRGINIA)</td>
</tr>
<tr>
<td>• FEDERAL FUNDING SOURCES MANDATE CONFIDENTIALITY OF DOMESTIC AND SEXUAL VIOLENCE ADVOCACY SERVICES (I.E. VAWA FUNDING)</td>
</tr>
</tbody>
</table>

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

RED FLAG CAMPAIGN PARTNER CAMPUSES SERVE ON THE RED FLAG CAMPAIGN ADVISORY COMMITTEE AND HELP GUIDE THE CAMPAIGN’S PROGRESS AND EVALUATION.
IN GRATEFUL APPRECIATION TO THE FOLLOWING FOR SHARING EXAMPLES OF THEIR BEST PRACTICES FOR THIS DOCUMENT:

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VIRGINIA MILITARY INSTITUTE  
OREGON SEXUAL ASSAULT TASK FORCE  
VIRGINIA COMMONWEALTH UNIVERSITY  
NORTHERN VIRGINIA COMMUNITY COLLEGE  
SAN BERNARDINO COMMUNITY COLLEGE DISTRICT  
YOU HAVE OPTIONS PROGRAM  
SOUTHSIDE VIRGINIA COMMUNITY COLLEGE  
VIRGINIA’S COMMUNITY COLLEGES  
EMORY UNIVERSITY  

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