

# Campus Sexual Assault **R**esponse

There's a problem...

How do we **work together** in to **prevent** and **respond** to that problem?

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## One of the largest U.S. Independent Research Institutions

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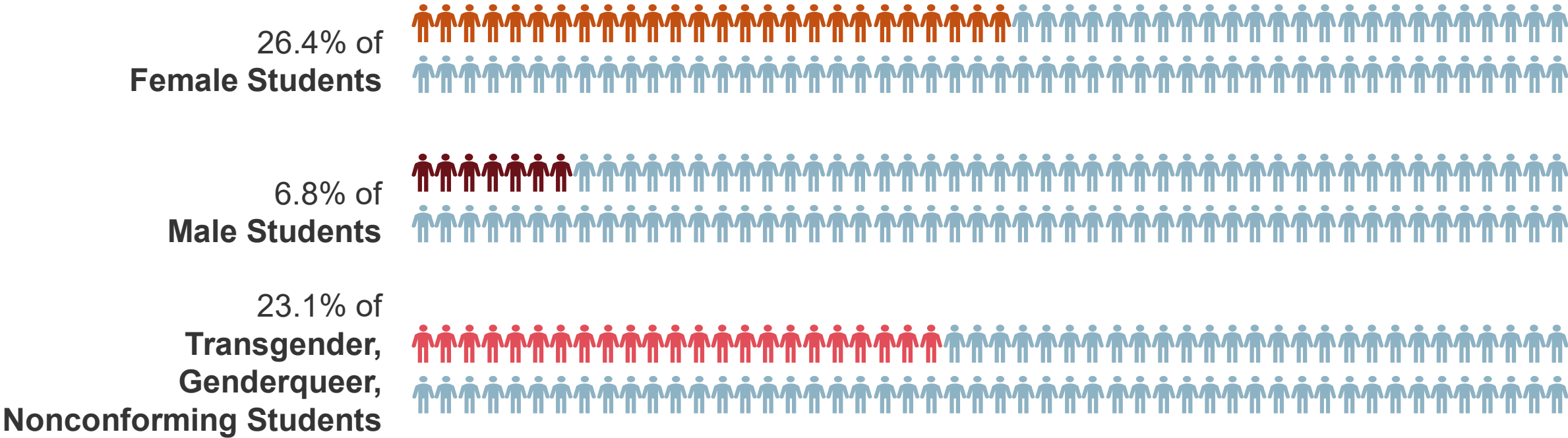
## **What is your role related to campus sexual assault prevention and response?**

- Campus administration/leadership
- Title IX
- Health and Wellness
- Campus Safety or Security
- Off-campus partner
- Other

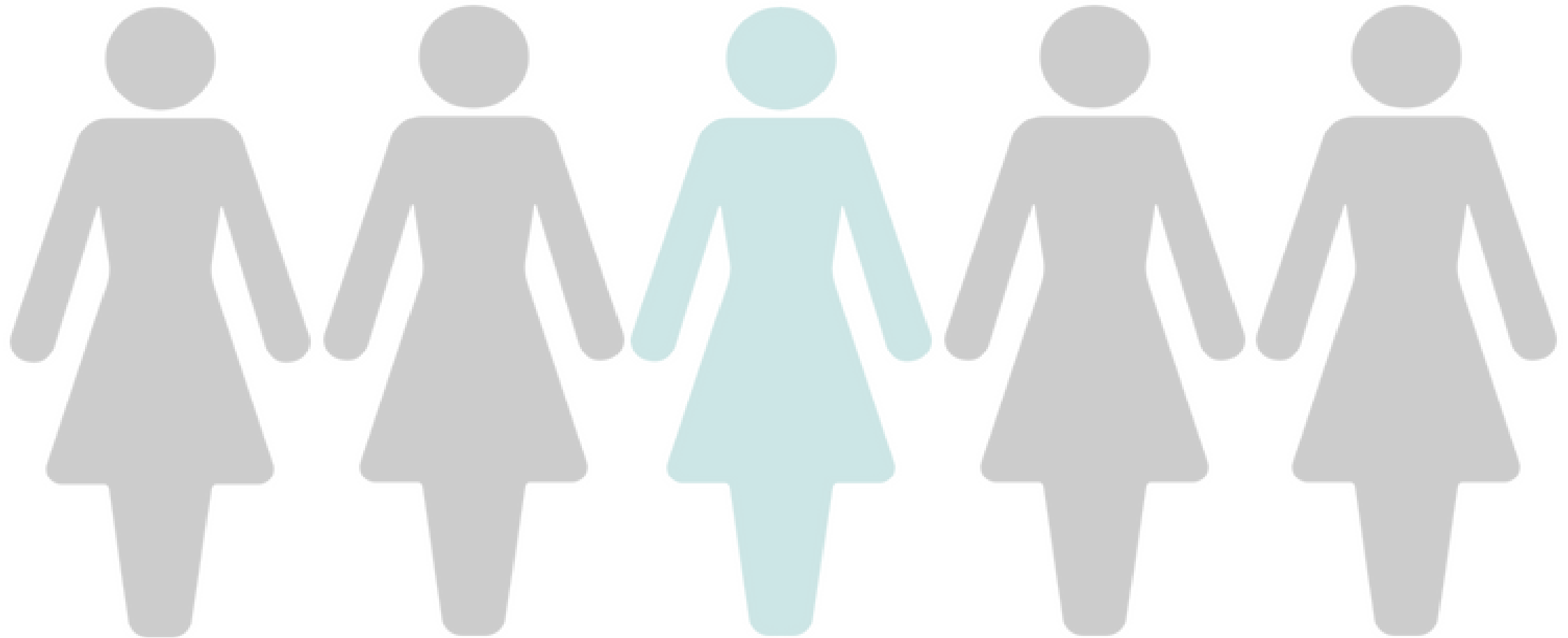
**Which of these program improvement activities is the highest priority for your campus?**

- Building and Maintaining a Campus Team
- Communication Best Practices
- Prevention Best Practices
- Incident Response Best Practices
- Principles of Trauma-Informed Care

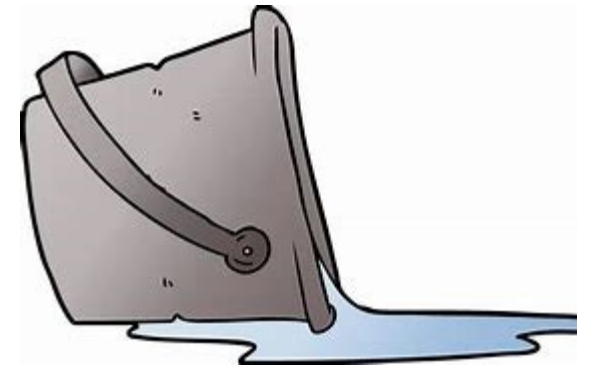
Unfortunately,  
we're familiar with the problem at hand...



Source: <https://www.rainn.org/statistics/campus-sexual-violence>

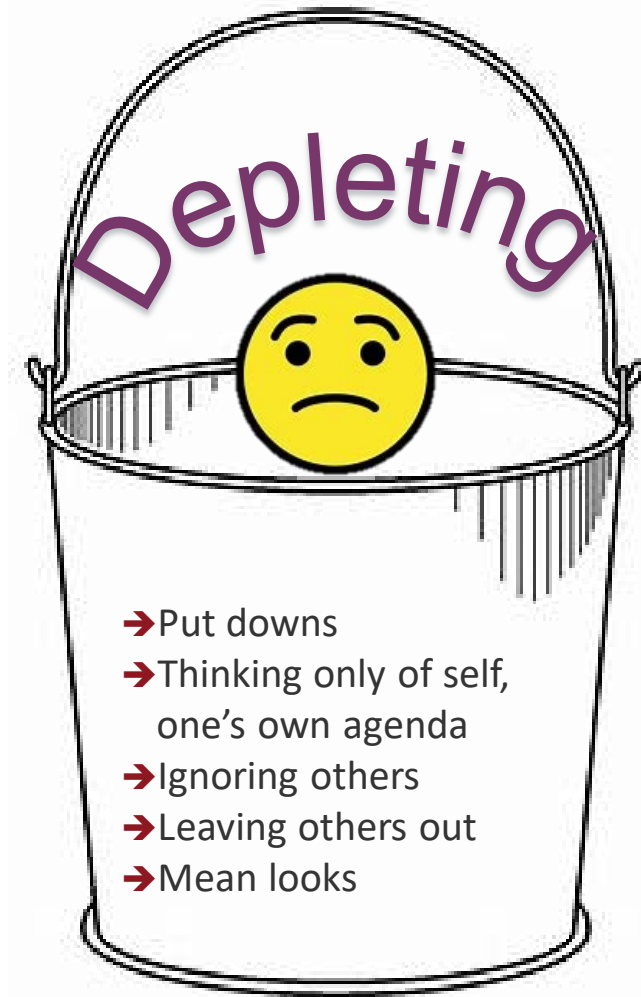


# WHY IS COLLABORATION IMPORTANT?





- Adverse/assault incidents
- Standard paperwork
- Meetings
- Office politics
- Personal lives



- Supportive colleagues
- Organizational clarity
- Structured, useful meetings
- Positive community events
- Personal life



# Why Collaborate?

## Resource Dependency Theory

- Individual groups often do not have all the resources they need to achieve their goals.
- Teams must acquire money, people, support services, technological knowledge and other inputs from collaborating teams and programs to survive.

## Exchange Relationships

- “Any voluntary activity between two or more organizations . . . for the realization of their respective goals or objectives”

- ➔ Common purpose or similar, compatible goals
- ➔ Shared beliefs. Similar values – including norms, perceptions, and worldviews – often provide the ‘glue’
- ➔ Political alliances, thus gaining legitimacy for the purpose of promoting organizational policies or programs
- ➔ Identify new ways of ensuring prevention and/or providing services
- ➔ Taking advantage of technology advances for integrated efforts

## Project Purpose:

To support the development of policies, protocols, trainings, and interventions to strengthen trauma-informed responses to campus sexual assault by campus public safety agencies in partnership with campus health and wellness centers, as well as with local law enforcement agencies and health and victim service providers.

**CSAR**

CAMPUS SEXUAL ASSAULT RESPONSE

## Project Team



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Chief Operating Officer

**Kisha Slaton, MPA**  
Program Manager

# What drove the CSAR design?



## Why this design?



Calls for “comprehensive approaches” generally are vague and non-specific concerning implementation... can be out of reach for offices with few resources staffed by professionals tasked with *both* responding to *and* preventing assaults. The actual mechanisms for expanding collaborative efforts are unclear, particularly how to engage parties beyond students.

– O’Leary et al. (under review 2024, citing Sisneros & Rivera, 2018)

Few studies offer suggestions or guidance on how to convene and maintain an effective and collaborative sexual misconduct task force.

– O’Leary et al. (under review 2024, citing Mabachi et al., 2020)

## HOW DOES COLLABORATION WORK?



# CHECKLIST FOR EFFECTIVE CAMPUS SEXUAL ASSAULT PREVENTION AND RESPONSE COLLABORATION



## Action Items to Improve Campus Sexual Assault Prevention and Response

- Build your campus team
- Prevention and response
- Engage the campus
- Engage off-campus partners
- Actively communicate with the Campus Sexual Assault Response Team (SART)
- Update campus policies
- Implement prevention initiatives
- Respond to incidents
- Incorporate principles of trauma-informed care
- Cultivate staff well-being
- Obtain funding and resources

### Role-Specific Action Items

- Title IX
- Health and Wellness
- Safety and Security
- Dean's Office

# Build Your Campus Team

- ☐ Create a **statement of goals** for the team, noting the benefits.
- ☐ **Identify your team:** Assign roles as decision-makers, service providers, and first responders to students. Identify who provides gap services and 24/7 response.
- ☐ Recruit team members with **diverse lived and work experiences** to capture a range of valuable perspectives.
- ☐ See uSafeUS® mobile app **Find Help** section for ideas of team members.



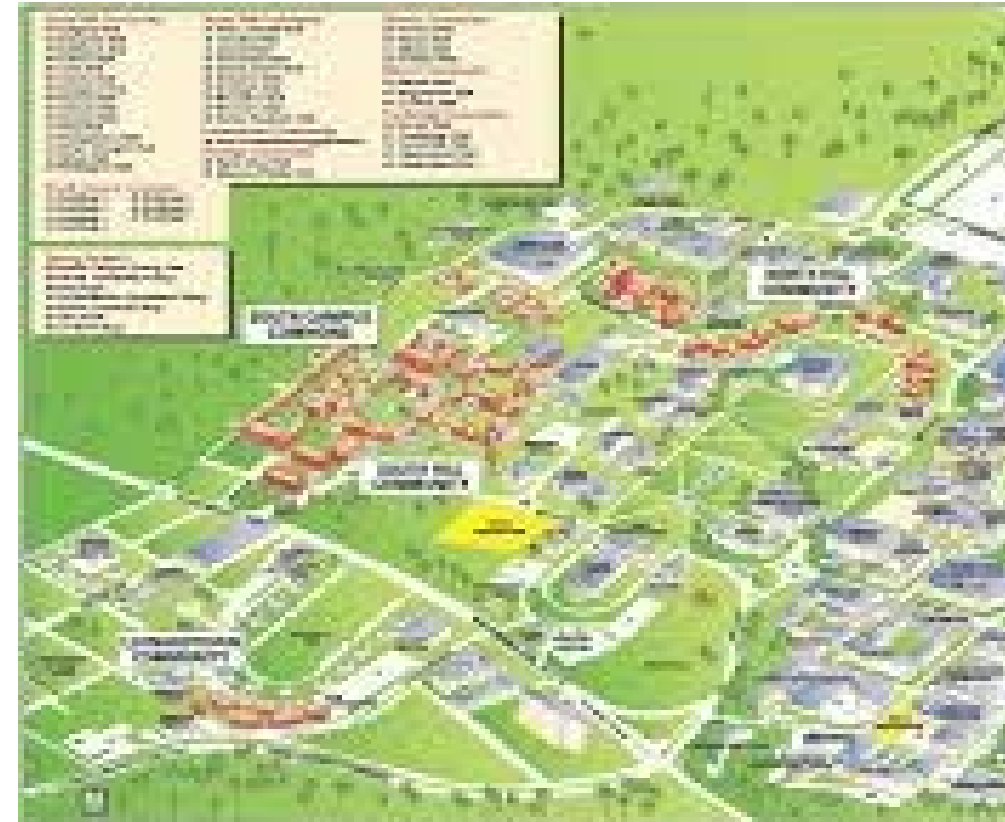
# Build Your Campus Team

## On Campus

- ☐ Campus security or public safety
- ☐ Health services
- ☐ Counseling services
- ☐ Specific sexual assault services (if separate)
- ☐ Health promotion/Sexual assault prevention
- ☐ Title IX
- ☐ Behavioral Intervention Team
- ☐ Student Conduct
- ☐ Legal/compliance
- ☐ Residential Life
- ☐ Campus Life
- ☐ Athletics

## Off Campus

- ☐ Local police department(s)
- ☐ Local hospital and emergency department
- ☐ Health department/social service providers
- ☐ Shelters
- ☐ Advocacy centers



# Prevention and Response

- ❑ Conduct a **regular needs assessment** for the sexual assault prevention and response program.
  - \* Assess: available resources (e.g., funding, staff, time), processes, partners, and other assets to identify gaps or areas of unmet need.*
- ❑ **Communicate regularly** with team members.
  - \* Meet monthly at a minimum to develop or review response protocols to address gaps and needs.*
  - \* Meet monthly to review prevention plans and consistently, following prevention activities, to debrief.*
- ❑ Establish **clear written protocols** for a chain of command among team members including after-hours responses and notifications among on- and off-campus partners.
- ❑ **Staff training** should be provided to faculty and non-traditional partners such as housekeeping, dining, groundskeeping, and special event security staff.

# Prevention and Response:



## TRAINING — FOR — CHANGE

**Provide faculty and staff with training on trauma-informed approaches,** including but not limited to the following:

- ☐ Trauma-informed responses
- ☐ Implicit bias
- ☐ Diversity, Equity, Inclusion, Justice and Accessibility (DEIJA) topics
- ☐ Documenting incidents (including Clery) and campus climate data

**Host incident response trainings** (ongoing, recommended quarterly):

- ☐ Facilitate mock scenarios
- ☐ Hold after-action debriefs to assess response and include discussion of potential emotional responses from staff

# Engage the Campus

- ❑ **Maintain a regular presence on campus** by attending and hosting events to connect with students and broaden visibility of sexual assault prevention and response services.
- ❑ **Partner with student and campus organizations** to co-host events, collaborate on material development, and share resources and information.
- ❑ **Engage with diverse campus groups** *e.g., EMS, peer counselors, peer educators, resident assistants, teaching assistants, student mental health clubs, medical professional students, Greek life, Deans' offices, housing, athletic programs, LGBTQIA+ groups, ethnic/cultural groups, career services, international students, IT, financial aid*
- ❑ **Disseminate a comprehensive list of campus and community resources** via multiple platforms (e.g., websites, uSafeUS® mobile app, social media, printouts).
- ❑ Provide **consistent messaging** about campus sexual assault prevention and response teams and services through promotional materials (e.g., social media, magnets).
- ❑ **Regularly update campus sexual assault prevention and response websites** and other resources with information about support services, policies, reporting options, victim advocacy, health and mental health resources.



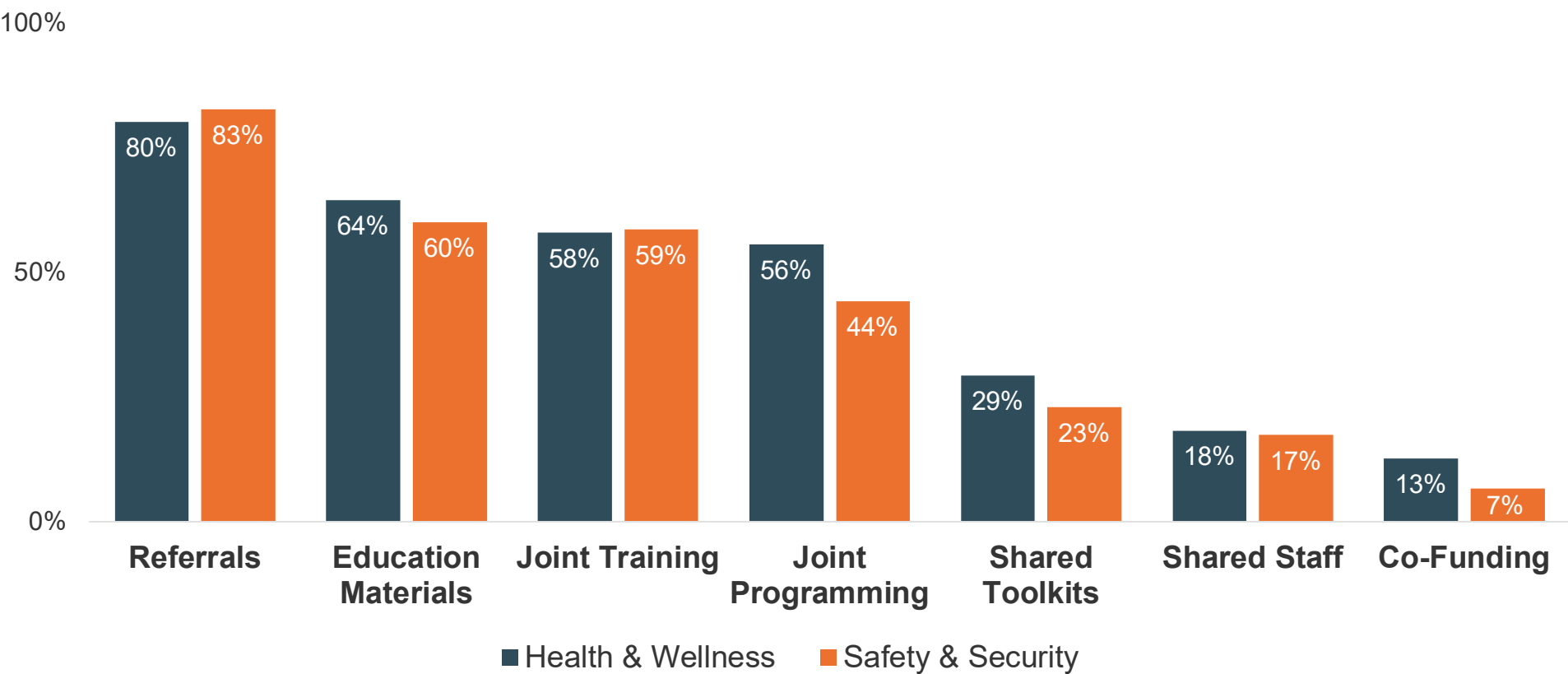
# Engage Off-Campus Partners

- ☐ Find and **proactively engage off-campus partners**. Build mutual goals or motivations to do sexual assault prevention and response work together.
- ☐ **Partner with various types of external organizations:**
  - \* *SANE nurses and/or rape crisis centers*
  - \* *Local and campus hospitals*
  - \* *Local and state police units*
  - \* *Community agencies, advocacy groups, local businesses (e.g., bars)*
- ☐ Establish a **Memorandum of Understanding (MOU)** with off-campus partners.
- ☐ **Share resources bi-directionally** with off-campus partners, when possible.
- ☐ **Explore potential resources** and staff availability for engaging partners to help with incident response (e.g., hotline, off-campus investigators).
- ☐ **Conduct regular trainings** with response staff and partners (e.g., ResLife) to review the incident response process.





*Most collaboration takes place through referrals.*



Collaboration is most challenging when it involves sharing financial and human resources, which tend to be limited.

# Actively Communicate with Campus Sexual Assault Response Team (SART)

- ❑ **Build personal rapport and trust with team members** to improve collaboration.
- ❑ **Maintain a phone tree** including personal and work numbers and emails to facilitate rapid, seamless communication.
- ❑ **Convene regular meetings** of the team through to stay updated and coordinated.
- ❑ **Appoint one individual to convene and coordinate the team** regarding prevention efforts.
- ❑ **Build Prepare and share a clear agenda** before every meeting; share meeting notes that highlight important updates and decisions with the team afterward.
- ❑ **Designate a point person to address specific tasks** – clearly communicate who is responsible.
- ❑ **Respect role boundaries**, especially when collaborating with staff who are confidential resources or liaising with off-campus partners.
- ❑ **Print and distribute information to students** to increase awareness of prevention and response resources.

*\*Appoint one individual to ensure smooth response operations. In smaller schools, may be the same individual.*



# Update Campus Policies

- ☐ **Share campus policies publicly** in accordance with Clery Act federal regulations.
- ☐ Appoint someone to **review and communicate policy and regulation changes** to the team.
- ☐ Ensure onboarding and training **protocols are inclusive of local, state, and federal sexual assault response and reporting policies** as part of the annual Clery Act review.



# Implement Prevention Initiatives

**Prevention education is required for all employees and students.  
Programs must be culturally relevant and inclusive.**

Core components to programs should include:

- ☐ A statement that the school prohibits the crimes of domestic violence, dating violence, sexual assault, sexual harassment, and stalking
- ☐ Definitions of domestic violence, dating violence, sexual assault and stalking in the applicable jurisdiction
- ☐ Definition of consent in relation to sexual activity in the applicable jurisdiction
- ☐ Description of safe and positive options for bystander intervention
- ☐ Information on risk reduction
- ☐ Information on the school's policies/procedures after a sex offense occurs

# Respond to Incidents

- ☐ Develop **clear protocols with local, city, and state police for handling off-campus incidents.**

*\* Policies should draw clear jurisdictional lines, define roles and responsibilities for all team members, and establish an information sharing process from incident investigations.*

- ☐ Develop **a plan for providing available resources to students** during an incident response.

*\* Steps should be clear for students to follow and include a comprehensive list of available on- and off-campus resources.*

*\* Ensure these materials are regularly updated.*



# Respond to Incidents

- ☐ **Prioritize the physical, mental, and emotional safety of students** during an incident response.
- ☐ Incorporate a **regularly updated phone tree** of response staff and relevant partners (e.g., local police, rape crisis center) in incident protocol material.
- ☐ **Standardize the information collection process** and language used during incident response.
- ☐ **Use a reporting system** (e.g., Maxient) to share information and coordinate communication effectively.
- ☐ Develop **protocol for warm handoffs** when supporting students.
- ☐ Regularly **review and communicate mandatory reporter protocol** with faculty and staff under Title IX and Clery.
- ☐ **Review the incident response process as a team and with partners** (e.g., ResLife) after incidents to assess how the process works and identify steps to improve coordination and response.



**Incident  
Response  
Plan**

# Incorporate Principles of Trauma-Informed Care

- ☐ **Incorporate trauma-informed care principles** into campus sexual assault prevention activities, incidence response processes and protocols.
- ☐ Identify opportunities to **reduce a students' need to repeat their story** to multiple faculty, staff, or partners while still adhering to confidentiality and privacy rules.
- ☐ **Understand the cultural diversity of your campus** and be responsive to diverse needs during sexual assault prevention and response discussions.



- ☐ **Practice having conversations** that are respectful of students' culture, gender identity, and past experience with sexual assault.
- ☐ **Provide role-based, tailored training on trauma-informed care practices** to campus faculty, staff, and on- and off-campus partners.

\* Learn more from [SAMHSA](#), [CDC](#) and [American College Health Association](#)

# Cultivate Staff Well-being

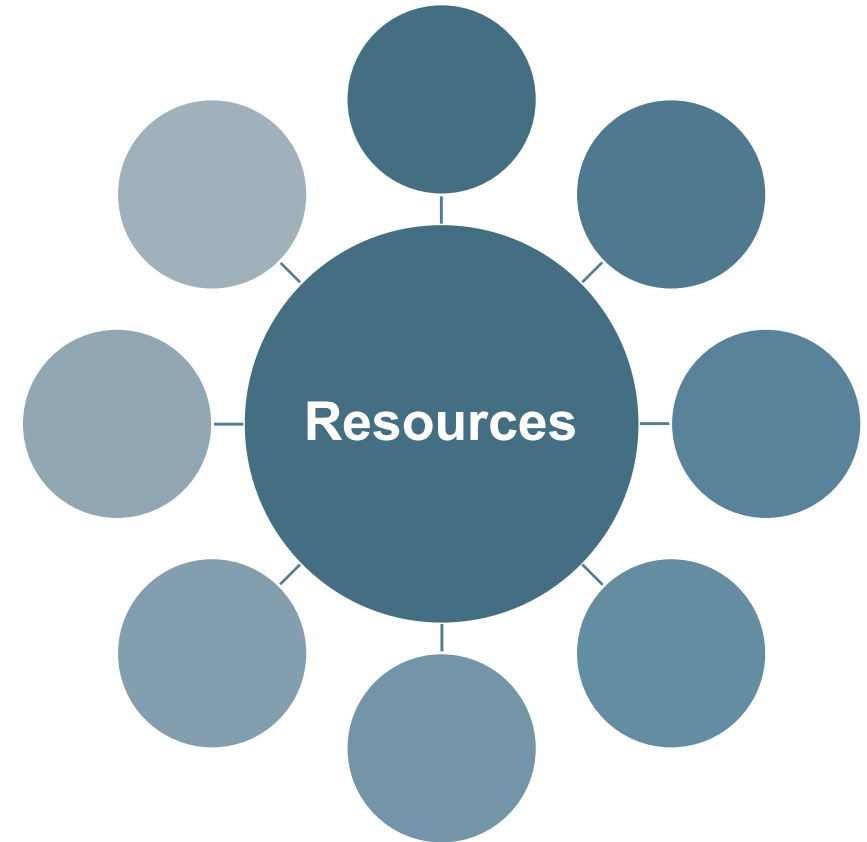
- ☐ **Regularly assess staff workload,** responsibilities, training needs and vicarious/compassion fatigue to combat burnout.
- ☐ Routinely **check-in with prevention and response staff about mental health,** work-life balance, and the need for additional resources.
- ☐ Identify **opportunities for refining roles and responsibilities,** bringing in support staff, and incorporating breaks and social connections to address fatigue and burnout.
- ☐ Compensate staff through **competitive salaries and benefits, professional growth opportunities,** and flexible work options to increase staff retention and reduce turnover.
- ☐ **Recognize and praise staff contributions** and efforts related to prevention and incidence response.





# Obtain Funding and Resources

- ☐ Explore and include campus leadership in discussions about **potential grant funding, university funding**, etc. to support campus sexual assault prevention and response efforts.
- ☐ Explore **opportunities for resource sharing** with local and off-campus partners.





## Action Items to Improve Campus Sexual Assault Prevention and Response

The following is a comprehensive list of action items to help improve campus sexual assault prevention, incident response, and partner engagement. While many of these action items relate to improving incident response, remember that prevention is key to building and maintaining a healthy campus environment.

### Build Your Campus Team

- ☐ Create a statement of goals for the team, noting the benefits.
- ☐ Identify your team: Assign roles as decision-makers, service providers, and first responders to students. Identify who provides gap services and 24/7 response.

#### On Campus

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- Local police department(s)
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- ☐ Recruit team members with diverse lived and work experiences to capture a range of valuable perspectives.

### Prevention and Response

- ☐ Conduct a regular needs assessment for the sexual assault prevention and response program. Assess:

Download  
the CSAR checklist  
from  
[norc.org/csar](https://norc.org/csar)

### About This Checklist

This checklist was developed through the research partnership of NORC at the University of Chicago, the American College Health Association (ACHA), and the International Association of Campus Law Enforcement Agencies (IACLEA). A nationally representative sample of 7 campuses contributed to this work through the [Campus Sexual Assault and Response](#) project. This research was supported by Grant No. 2019-VA-CX-K001 awarded by the National Institute of Justice, Office of Justice Programs, U.S. Department of Justice. Guidance in this document does not necessarily represent the official position or policies of the U.S. Department of Justice.



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# Thank you!

