

Strategic Plan for Preventing Sexual Assault, Dating/Domestic Violence, & Stalking on Campus

Ohio Changing Campus Culture Initiative
Prevention Innovations Research Center

Prevention Plan Overview

The following document seeks to build on the [Ohio Changing Campus Culture](#) prevention training in a unified document that can serve as a campus strategic plan for prevention. Remember that the public health approach to prevention involves:

- Using data to define the problem
- Identifying risk and protective factors
- Developing prevention strategies
- Combining knowledge with skill-building to achieve action
- Assuring widespread adoption across your campus community

Needs and Readiness

First, assemble any information you have on your community. This could include the results of your climate survey, Clery reports, law enforcement data, campus health or leadership survey data, and the results of focus groups and interviews. The Needs Assessment Inventory from the prevention summit can be a useful starting point. Build into your plan what data you would need to collect, not only to measure outcomes but how your process is going and what your community's ongoing needs are. A next step for assessing community needs could be as simple as creating a goal to meet with ten key stakeholders for coffee and to make sure to ask them three questions or to convene a group of commuter students to learn more about their needs.

To further assess your campus needs and readiness, consider utilizing the Pennsylvania Coalition Against Rape (PCAR)'s Assessing Campus Readiness for Prevention toolkit. Ideally, any of your action steps will be in line with your current level of readiness to build toward higher levels. Access the toolkit here: <http://www.pcar.org/resource/assessing-campus-readiness-prevention>.

A Team Approach

While one person or a small group attended the regional prevention training sessions, a first step for this process can be widening out your team. This is particularly critical if you are one person responsible for all aspects of interpersonal violence prevention and intervention or Title IX work. You can facilitate this process, but you cannot possibly do the work alone. Partners to consider include:

- Content experts, including campus staff and community partners at state coalitions or local rape crisis/domestic violence organizations
- Students from a variety of backgrounds and experiences, including student leaders
- Design experts who can assist with building marketing materials or branding your program
- Technical support, such as staff who can help you implement online training, track attendance, or collect data for surveys
- Key constituents for engagement and dissemination of materials, such as academic deans or residence life staff
- Institutional messengers such as high level administrators, communications departments, admissions, orientation, and the media

Teaching Skills & Utilizing Multiple Formats

Remember that prevention involves combining knowledge and skills to produce actions. To achieve prevention goals, you will want to not only raise awareness but build skills and provide opportunities for practice in real-world scenarios.

Social Ecology

The social ecology page provides an opportunity to showcase the elements of your plan across the social ecology. For each segment, think about what segment you are *impacting* or *changing* with your work. It can be helpful to ask and answer the question: who does this particular initiative impact or what is it seeking to change? Interventions can impact multiple levels.

Prevention Plan Brainstorm: Social Ecological Model

Individual: Designed to promote attitudes, beliefs, skills, and behaviors that ultimately prevent violence.	What will you do to change individual beliefs and attitudes that promote interpersonal violence? What skills are you teaching individuals to help prevent interpersonal or engage as active bystanders?
Relationship: Focus on parenting, family, mentoring, or peers to address factors related to social	What relationships will you leverage in your prevention work (Ex. coaches-to-players, resident advisor-to-first-year-student, faculty-to-student, supervisor-to-employee)? What are you hoping to achieve through utilizing these relationships?

circles to influence individual behavior and experience	
Community: Impact characteristics of settings in which social relationships occur, environmental factors	What are some aspects of your community that you're hoping to change? What are practices do you plan to implement to affect that change?
Society Impact the society of which your community is a member; impacting the local, state, regional, or national level	What work will you do to foster relationships with the surrounding community to end violence? What partnerships do you have to create environments that support efforts to end violence?

Prevention Plan Brainstorm: Levels of Prevention

Primary – efforts designed to stop violence <i>before</i> it occurs, preventing victimization or perpetration	Before
Secondary – immediate responses to violence <i>after</i> it occurs to deal with short-term consequences	During
Tertiary – long-term responses to violence <i>after</i> it occurs to deal with lasting consequences	After

Timeline

Depending on your level of campus readiness (which includes personnel and budget), your timeline will look different. Take a look at your list of prevention programs and consider what is feasible to achieve in the next year to five years. Where you can get to in that timeframe will depend on where you have started. Establish realistic goals that build incrementally over time toward a long-term vision of ending violence on your campus and in your community. The duration for this plan is five years. While you can create shorter or longer term plans, this provides enough

time for an initial building year followed by four years of traditional undergraduate turnover. You may wish to revise this timeline depending on your student population.

Potential Next Steps

To build readiness for prevention:

- 1 Convene a group of university and community stakeholders who are committed to prevention or will be helpful in creating and implementing your plan.
- 1 Engage a group in learning more about prevention efforts that would best suit your community, including bystander intervention programs.
- 1 Create a resource (online and in print) that discusses your campus and community resources, highlighting the confidential resources that are available as well as where to report.
- 1 Gather any data that you have available about your campus that may be relevant to your prevention efforts.
- 1 Have one-on-one meetings with key stakeholders and generate notes about their responses to key questions that may inform your prevention efforts.
- 1 Conduct small focus groups with key university stakeholder groups.
- 1 Establish an MOU with a local rape crisis center, domestic violence program, or coalition that includes prevention.
- 1 Create a clear plan for how responsible employees and mandated reporters will talk about their roles and consider how this affects prevention activities.
- 1 Inventory everything currently being done on campus related to gender-based violence issues. Make another list that includes those who you want to include moving forward.
- 1 Search both the internet and your university website using keywords “your university name” and “sexual assault,” “sexual violence,” “dating violence,” “domestic violence,” and other relevant terms. Reflect on what comes up and consider how you can curate web content that reflects prevention messaging.
- 1 Inventory ways in which community members on your campus receive important messages. Consider how you might use these channels.
- 1 Reflect on the diversity of your community to ensure that those who are administering prevention efforts and the images associated with your prevention efforts reflect that diversity.

Creating and implementing a comprehensive plan for prevention:

- 1 Establish a named group who will work together on creating, implementing, and evaluating your comprehensive plan for prevention.
- 1 Build systems for coordination, communication, and accountability between the diverse stakeholders who will bring the plan forward.

- { Engage your campus and community experts as well as technical assistance providers in helping you create and edit the plan.
- { Create a detailed inventory of who and what offices are already engaged in prevention efforts and who you would like to include in the future.
- { Use the worksheet below to create goals, objectives, timelines, needed partners, and measures of success.
- { Work with multiple constituencies from operating staff to students to high level leadership to gain buy-in for the plan and its sustainability
- { Develop four to five core messages that every prevention component should include to ensure consistent messaging.
- { Consider the use of multiple formats and venues for your messages and programming. Start with the most feasible formats and venues for dissemination and work out toward the most challenging, utilizing the handouts from the Multiple Formats and Teaching Skills portion of the prevention summit as a starting point.
- { Develop a brand associated with your prevention program so that community members can engage with it. Having a name, tagline, symbols, a color scheme, etc will help people be able to identify your work.
- { Use the documents below to establish a timeline for achieving the goals of your plan.
- { Create a mechanism to coordinate prevention components and invite discussion such as through social media, a listserv, a centralized email account, a page on Facebook, an area of the online course system, etc.
- { Develop an evaluation plan so that you can measure the success of your efforts.
- { Develop and implement a communications plan from the start of the engagement process through implementation and evaluation of the plan so that the community can feel involved and to increase transparency and collective work.
- { Consider your data and experience on campus to identify areas that are often underserved. Develop a plan to increase engagement of these groups with prevention over the five year period.
- { Document and disseminate information about successes. Consider ways to showcase the progress your campus is making, both to the broader campus community and to senior leadership or funders.

Here is an example of components of one goal, “empower students as positive bystanders:”

Goal	Objectives	Timeline	Partners	Measuring Success
1. Empower students as positive bystanders	1. Select an in-person bystander intervention program.	By August 2016	Sexual Assault Task Force, student leaders	Provide report on selection rationale using best available evidence
	2. Recruit and train bystander program facilitators.	By October 2016	Campus partners to disseminate call for facilitators, campus and community partners for training	Pre/post survey for facilitator training, observation reports on facilitator performance
	3. Provide training for key student leaders.	By May 2016	Student group advisors, student organization presidents	Annual student leader survey results (three questions willingness to intervene added)
	4. Establish bystander programming for all new students.	By August 2017	Orientation, Orientation Leaders, Residence Life, Academic Deans in graduate divisions	Campus climate survey results, pre/post test

Strategic Plan for Prevention

Goal	Objectives	Timeline	Partners	Measuring Success
1.	1.			
	2.			
	3.			
	4.			
	5.			
	6.			
2.	1.			
	2.			
	3.			
	4.			
	5.			
	6.			
3.	1.			
	2.			
	3.			
	4.			
	5.			
	6.			
4.	1.			
	2.			
	3.			
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	6.			
5.	1.			
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	4.			
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	6.			

Campus Prevention Plan Timeline

