



**Department of
Higher Education**

CHANGING CAMPUS CULTURE TOOLKIT

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The guide was developed with the help of subject matter experts from various fields who synthesized complex information into accessible language for all readers. Peer reviewers conducted multiple rounds of feedback, offering constructive suggestions and ensuring the content was relevant and reliable. Additionally, external consultants provided valuable perspectives that broadened the scope and usefulness of the guide.

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Disclaimer

This toolkit includes links to resources created by external sources. While these resources may offer valuable insights, it is crucial to review them thoroughly and consult with legal counsel before implementing any recommendations. The Ohio Department of Higher Education (ODHE) does not endorse or assume responsibility for the content of these external resources.

Additionally, please note that even previously created ODHE documents may contain language that is now outdated due to recent changes in federal guidance and state law. It is important to verify the current applicability of any referenced information.

Toolkit Introduction

Welcome!

This Toolkit is created as a companion guide to [Transforming Ohio Campuses: A Toolkit for Implementing the Changing Campus Culture Initiative](#), released in 2016. The content offered here expands upon the initial set of tools and has been informed by more than 10 years of campus-based response and prevention efforts with faculty, staff, and students across the state of Ohio. The original guide remains an important go-to resource for implementing campus-based change efforts, especially for creating a coordinated campus response to complaints of sexual misconduct.

The Changing Campus Culture (CCC) Initiative refers to a comprehensive, voluntary approach to ending sexual violence offered to all colleges and universities in Ohio since 2015, with support from the state budget. This guide is organized around the [five CCC recommendations of the Ohio Department of Higher Education](#):

- Recommendation 1: Use data to guide action
- Recommendation 2: Empower the campus community with evidence-based training
- Recommendation 3: Communicate a culture of shared respect and responsibility
- Recommendation 4: Develop a comprehensive response protocol
- Recommendation 5: Adopt survivor-centered strategies

Intended Audience

This resource is designed for administrators, faculty, staff, and students committed to enhancing campus well-being within the context of sexual misconduct prevention and response. The updates emphasize a holistic approach, focusing on proactive strategies for community-level change at colleges and universities across Ohio. While the primary focus is on sexual misconduct, the included resources encourage the integration of previously isolated efforts addressing mental health, suicide prevention, hazing, and substance abuse. The upstream strategies and tools that are offered here prioritize collaboration among on-campus and off-campus partners, leveraging varied expertise and resources to maximize well-being initiatives.

The framing for the Toolkit reflects an aspirational vision for a campus approach that is:

- Comprehensive,
- Community level,
- Holistic,
- Student-driven,
- Trauma-informed, and
- Rooted in evidence.

This Toolkit is not a source for legal advice, risk management suggestions, or policy compliance recommendations.

Terminology

The word **campus** will be used instead of, and is conceptually interchangeable with, the term institution of higher education (IHE). Herein, the word campus includes a range of two-year, four-year, public, private, and online learning communities and institutions that make up the system of postsecondary educational settings served by the Ohio Department of Higher Education.

A **Changing Campus Culture champion** is a constituent member of or partner to any campus community who takes active steps toward the goal of eliminating campus-based sexual misconduct in Ohio. A champion is not defined by

role, but rather by intentions and actions to create a campus environment that is safe for everyone. Champions may be students, a university president or trustee, alumni, staff members, victim advocates, or faculty members. Changing Campus Culture champions are the intended audience for this Toolkit, and the word “reader” will be used to encompass the range of people who might be navigating the material.

Sexual misconduct refers to physical contact or non-physical contact of a sexual nature in the absence of clear, knowing, and voluntary consent. Sexual misconduct includes any harmful behavior prohibited by federal, state, local, or campus policies and can include a wide range of offenses such as the three listed below:

- **Sexual harassment** refers to unwelcome sexual advances, requests for sexual favors, and other verbal, written, online, or physical conduct of a sexual nature when the behavior interferes with someone’s education/employment or creates an intimidating, hostile, or offensive environment.
- **Stalking** refers to a pattern of behavior that makes someone feel nervous, harassed, and fearful for their personal safety. It includes repeated contacts or threats, following, sending things, talking to them when it is unwanted.
- **Intimate partner violence** refers to physical force, verbal abuse, controlling behavior, threatening physical harm, and/or non-consensual sexual contact that occurs with an intimate partner.

Throughout this document, these forms of harm are conflated and represented with the umbrella term **sexual misconduct**, also abbreviated as **SM**.

Locally Generated Examples

In various places in this document, examples are provided, including some informed by campus climate survey (CCS) data collected within Changing Campus Culture. These examples, sample findings, and result summaries are for internal programmatic use only. The data collection methods were not designed as basic, applied, or evaluation research; and survey responses from human subjects were not meant to generalize to theory or science. Many campuses submitted their data collection protocols for IRB review at their own institutions, many did not. Findings reported here are intended for program planning use by participating campuses only and are not meant to be generalized to campuses outside of Ohio.

Higher Education in the 21st Century

Higher education is evolving alongside all of society as technology plays an expanded role in shaping the experience of education. Many campuses in Ohio and elsewhere offer programs that can be completed entirely online to prepare learners for jobs that, in certain cases, may be carried out fully remotely. To ensure that higher education is more than a transaction that exchanges information and degrees for time and dollars, campuses need to flex and evolve to offer resources and support to students they may never see in person. Obligations and opportunities to uphold safety must be designed for online campuses, too.

An increased focus on online learning and virtual classroom formats will require building relationships and community within and across both physical and digital spaces. This toolkit is designed to help campus leaders create supportive components to layer on top of postsecondary education and workforce development programs. It is a relatively recent and novel challenge to do this work when faculty, staff, and students are in virtual communities and learning online. Although some of the associated problems have surfaced, solutions are still developing. Many questions remain unanswered.

Two-year public colleges, also called community colleges or technical colleges, hold a unique and vital position in Ohio’s higher education landscape due to their focus on accessibility, affordability, workforce development, and community responsiveness. With open admissions and lower cost, community colleges provide a practical option for many Ohioans

to pursue higher education without accruing debt – including by allowing students to commute from home. There is great flexibility in creating course schedules, which can include part-time enrollment as well as evening, weekend, and hybrid classes. Community colleges serve a population that often includes high school students or recent graduates, working adults, veterans, immigrants, and learners seeking career changes, retraining, or skill upgrades.

The varied perspectives of these different non-traditional student groups create dynamic learning environments, which often unfold in smaller class sizes than many four-year campuses can offer. Course instructors at community colleges are likely to be primarily focused on teaching rather than research. While rarely residential, community colleges do offer many support services to foster student success such as academic counseling, food pantries, on-site child care, and emergency financial assistance. College staff that run these campus programs and services are promising partners for implementing SM prevention and response initiatives. However, many of the response and prevention models in the existing evidence base were developed on four-year residential campuses, which may be neither relevant nor effective for community colleges given the unique context described above.

A primary message of this Toolkit is to expand the scope beyond response and compliance to encompass **sexual misconduct prevention** and **promotion of community wellbeing**. Toward these ends, the wide variety of postsecondary educational models, academic programs, and institutional types that are participating members in the Changing Campus Culture initiative – including online and community learning communities – have been considered. There are no prescriptive solutions offered here, only guidance for campus leaders to develop program activities that meet the specific needs of their unique campus communities. Another recurrent theme in these resources is that **everyone has a role to play**. Here, some two-year colleges, with their cross-function student support teams and connected leadership structures, stand out as exemplary in demonstrating how to extend collaboration and coordination of primary, secondary, and tertiary prevention activities outside of a Title IX frame so that more voices on campuses are echoing consistent messages about safety, respect, personal and mutual responsibility, bodily autonomy, and consent.

Institutional Advocacy for Upstream Efforts

Advocating for institutional support to move resources upstream is crucial for long-term change in sexual misconduct prevention and wellbeing promotion. Many readers may be connected to Title IX implementation (i.e., the reader is a Title IX Coordinator) and considering how to build momentum to take campus efforts to the next level. Just as building personal relationships with potential partners in offices and groups on and off campus is important, institutional advocacy is relational. Continued conversations with higher-level decision makers within the institution to prioritize a comprehensive whole-campus prevention approach are important because TIX Coordinators face limitations in terms of budget and influence. Limitations of a “Title IX approach to SM prevention” include:

- TIX Coordinators are tasked with myriad duties to ensure compliance with federal regulations, provide expertise in policy, deliver training that is required by law, create and implement fair and equitable disciplinary processes, work with others to make accommodations, provide support resources, and much more. Given these competing demands, “prevention” activities are often dovetailed with response duties to focus on raising awareness of campus policies and procedures, increasing reporting rates, and driving up utilization of support services. These are important outcomes, but they do not change the risk and protective factors that have been associated with sexual misconduct perpetration. As such, they will not likely lead to a decrease in new instances.
- In the Title IX model of prevention, there are often no dedicated staff, or one staff member who has a small percentage of job duties that are dedicated to “prevention” efforts, which makes it difficult to move beyond awareness raising and reporting.
- Within a Title IX approach, sexual misconduct can become normalized as code of conduct issue in a way that overlooks the broader effects on community mental health and wellbeing. Addressing logistical and immediate safety needs on a case-by-case basis does not always extend to preventing the cumulative effects of emotional, physical, and mental harm on those directly affected in the short term or long term.

- The report and response model emphasizes accountability for redressing individual harm, creating a mindset that is not always compatible with the capacity and competencies needed to plan and sustain efforts that work toward changing norms to prevent new incidents from occurring.
- Relatedly, a focus on Title IX compliance does not help connect the dots that sexual misconduct impacts the bottom line of campus financial health. There are generally no audits on why students drop out and how many of them may have been harmed by sexual misconduct or related issues on campus.
- Finally, Title IX Coordinators are generally not seen by the campus community as “influencers” of culture change.

The conceptualization emphasized throughout these tools and resources is that the campus response to instances of sexual misconduct on campus is tertiary prevention, which is only one component within a comprehensive prevention approach. Campus decision-makers should use their power to prioritize and invest in primary prevention of sexual misconduct at similar levels as tertiary prevention. These decision makers can promote an understanding of community well-being that includes SM prevention and create more sustainable funding for upstream activities that normalize healthy behaviors and reduce harm. This shift in mindset and allocation of resources is necessary for the development of comprehensive prevention programs that address community-level protective factors, such as promoting healthy relationships, reducing power imbalances, and fostering a culture of mutual respect.

Hopes for the Reader

- Tips offered here provide motivation for campus decision-makers (not just Title IX Coordinators) to utilize a team approach.
- The information included can be used to compel campus decision-makers to invest in sustainable prevention efforts.
- The content demonstrates the value for Title IX Coordinators and other campus decision-makers to apply evidence-based approaches to primary prevention that focus on community-level risk and protective factors.
- Something in these pages provides inspiration, excitement, and a sense of possibility for Title IX Coordinators or other campus officials who go on to include something novel in next year’s prevention plan.

Understanding the Toolkit Structure

This document is not meant to be read from cover to cover. Instead, readers can find content from multiple entry points. The sections are organized according to the five Changing Campus Culture recommendations listed on page 1, which are designed to be implemented in overlapping ways with synergistic effect. Throughout the Toolkit, hyperlinks are used to connect the reader backward or forward to related content across sections. Here is an overview of the sections, as well as a list of tools and how to use them.

Section 1

Use data to guide response and prevention

Background and Rationale

Sexual misconduct is associated with multiple risk and protective factors. These factors show up in different combinations to create unique patterns of harm and healing on campuses across the state. For example, students attending campuses with residence halls report more unwanted sexual intercourse than learners at campuses without residence halls. In 2021, the ODHE vendor service team aggregated data from more than 55 campuses participating in data-to-action support services and ran analyses comparing differences between four-year public universities, two-year public colleges, and private colleges and universities. Results indicated that, compared to their counterparts at other types of campuses, students at:

- four-year public universities had fewer survivors who told no one what happened and significantly more student bystanders who intervened in situations involving other students,
- four-year private colleges and universities had the highest ratings of sense of belonging and the highest percentage of survivors who used campus procedures to report,
- two-year colleges had lower rates of all forms of misconduct and statistically higher ratings of perceived respect for all members of the campus community.

Given these varied campus cultures, there are no “one-size-fits-all” solutions to mitigate the harm done by sexual misconduct. Rather, each campus should collect primary data from their own community members to ground response and prevention efforts in local conditions and context. While most campuses in Ohio have collected ODHE Benchmark data for five or more years, there is room for improving the use of the survey data to deepen program success. At this point in time, campuses in Ohio are practiced in data collection, especially anonymous surveys of students and employees, but need additional support to use the results of collected data to develop a comprehensive response and prevention strategy. This section offers guidance and tools to help campuses take the next step from data collection to data use.

Strategies and Tools:

- 1.1 Building an Audience: A Data-to-Action Checklist
- 1.2 Beginning with the End in Mind: A Roadmap for Changing Campus Culture
- 1.3 Turning Upstream: A Self-Assessment for Changing Campus Culture
- 1.4 Possible Next Steps: A Spreadsheet and User Guide
- 1.5 Tracking Trends Over Time: A Tool for Data-Based Goal Setting

Ohio Resources:

- [ODHE Benchmark Questions and Historical Data](#)
- [Taking Bold Action](#) initiative’s [How To Guide](#) (July, 2022)
- Webinars Offered by ODHE Climate Survey Support Vendors
 1. February 7, 2019: [What Can We Learn from Survivors of Campus Sexual Misconduct?](#) Results of Ohio’s 2018 Campus Climate Study
 2. May 22, 2019: [Turning Upstream](#): Next Steps in Preventing Sexual Misconduct on Campus
 3. June 27, 2019: [Measuring Success](#): Evaluation Outcomes of Campus-Based Prevention Efforts
 4. October 21, 2020: [How to Use Your Report](#) For Campuses Enrolled in Support Services with the OAESV Climate Survey Team
 5. June 29, 2021: [Using Statewide Results to Track Your Program](#) For Campuses Enrolled in Support Services with the OAESV Climate Survey Team

Section 2

Empower the campus community with evidence-based strategies

Background and Rationale

This section will be focused on supporting campuses in designing interventions that prevent long-term harm of sexual misconduct through coordinated community responses (e.g., sexual assault response teams (SART) and community coordinated response teams (CCRT)) and prevent new harm by stopping sexual misconduct before it happens. The tools and guidance offered here draw upon evidence from the fields of psychology, public health, social work, criminal justice, and health promotion. These efforts can function as both disease/crime prevention and health/safety promotion – and are collectively known as upstream solutions.

Over the past decades, it has become increasingly clear that campus-based sexual misconduct will not be easily “trained away.” While educational interventions aimed at increasing individuals’ knowledge and building skills can reduce some perpetration (e.g., bystander intervention education has been associated with decreased self-reported sexual assault in middle school, high school, and college settings), they are most effective when paired with additional change strategies that incentivize or reward desired behaviors and mobilize groups to uphold community norms associated with safer campuses. In this section, a series of considerations and checklists is offered to move campuses towards a robust, comprehensive approach that mobilizes multiple groups on campus to participate in prevention and wellness promotion and to support students and employees who have experiences of sex discrimination or sexual misconduct.

Strategies and Tools:

- 2.1 Upstream Solutions
- 2.2 A Layered Approach
- 2.3 Essential Partnerships
- 2.4 Prevention Education
- 2.5 Bystander Empowerment
- 2.6 Community Mobilization
- 2.7 Putting It All Together

Ohio Resources:

- [Guidance for Creating a Memorandum of Understanding](#) between critical partners in SM response
- Prevention Pivots - Webinar Series can be found under the Prevention tab on the [ODHE Changing Campus Culture Resource Portal](#). This series of videos highlights a variety of real-world prevention activities that were implemented on Ohio campuses.
- [Strategic Plan for Preventing Sexual Assault, Dating/Domestic Violence, & Stalking on Campus](#) developed for ODHE by the Prevention Innovations Resource Center.
- Podcast Series on Changing Campus Culture: <https://highered.ohio.gov/initiatives/campus-initiatives/changing-campus-culture/podcast>

Section 3

Communicate a positive campus culture

Background and Rationale

Systematic, ongoing communication efforts should be used to highlight an institutional commitment to safety and reinforce the campus community empowerment strategies described in Section 2. Because campus-wide messages do not rely on active participation in online or in-person training sessions, they can mitigate some of the typical challenges with engaging students on campus. Strategies related to empowering the campus community (Section 2) are characterized by voluntary involvement, choices to change behavior, and authentic action from community members. By contrast, saturating the campus community with messages about sexual misconduct – using bulletin boards, social media, bathroom publications, and poster campaigns – falls into a strategy sometimes called “passive prevention.”

Despite the label, “passive prevention” works most effectively when campus community members contribute to the process from start to finish. While communication strategies do not rely on the target audience to devote time or energy to an event or activity, communication efforts do represent a chance to engage local community members in shaping and delivering messages and even appearing in the visual media and/or social media posts. Authentic photographs, examples, and messengers can increase the effectiveness of the communication. In an evaluation of sexual consent education campaign for college students, researchers concluded that a student-driven campaign that included tailored interactions with students was particularly effective in improving understanding of sexual consent among college men, a notoriously hard-to-reach audience for violence prevention messaging on campus.

Strategies and Tools:

- 3.1 Upstream Communication Channels
- 3.2 Simple Rules for System Change
- 3.3 Grassroots Communication
- 3.4 Awareness Raising Campaigns
- 3.5 Social Marketing
- 3.6 Social Norms Marketing

Ohio Resources:

The [Changing Campus Culture Creative Brief](#), developed for ODHE by [Ologie](#) – an employee-owned company built for education – prompts some of the important considerations for campuses in developing communication.

“[Building Effective Awareness Campaigns](#)” and “[How to Use Social Media to Boost Your Awareness Campaign](#)” created by Tonnisha J. English of [TJE Communications](#).

Section 4

Implement comprehensive policies that support response and prevention interventions

Background and Rationale

[Subject matter experts have identified weak health, educational, economic, and social policies as a community-level risk factor for sexual misconduct.](#) This section describes how leaders can reduce risk of sexual misconduct on campus through the community-level implementation of comprehensive campus policies. Getting response and prevention policies into place and developing ancillary resources such as staff with adequate time and competencies, strategic outreach campaigns, MOUs with external partners, reporting mechanisms, procedures for hearings, and decision-making is critical prevention and response for each campus community in Ohio.

Campuses must adhere to existing state and federal regulations, and this toolkit should not be used in place of seeking campus-specific legal counsel to ensure compliance. Rather, tools provided here are designed with the assumption that every campus in Ohio has already developed an existing policy for responding to instances of sexual misconduct, which is formulated to be, at minimum, compliant with Title IX 2020 Regulations. The resources offered here focus on policy implementation, which includes bringing protocols to life through cross-cutting outreach and awareness-raising activities.

Strategies and Tools:

- 4.1 Resource Development for Policy Implementation
- 4.2 Policy Implementation Training
- 4.3 Policy Implementation Outreach Strategies
- 4.4 Responding to Sexual Misconduct in the Campus Community

Ohio Resources:

- [Case scenarios from Transforming Ohio's Campuses](#)
- [Glossary of Terms from Transforming Ohio's Campuses](#)
- [Protocol checklist from Transforming Ohio's Campuses](#)

Section 5

Provide trauma-informed response to the campus community

Background and Rationale

Research has documented an increased presence of trauma on campuses nationwide, with the notable finding that sexual misconduct remains one of the “classic” traumatic events that lead to chronic stress. A recent study of college and university counseling centers documented that more than half of the students who presented with PTSD or stress had experienced sexual assault. Trauma-informed care is a universal strategy for preventing harm and creating protective environments. Like other strategies designed to meet the needs of a community’s most vulnerable, trauma-informed care not only addresses specific needs of individuals experiencing power and sexual misconduct, but it can also create conditions that facilitate success for *everyone*.

Strategies and Tools:

- 5.1 Reasons for a Trauma Informed Approach
- 5.2 The Power of Choice
- 5.3 Community Centered Response Services
- 5.4 Creating Protective Environments

Ohio Resources:

[Trauma-Informed Care for Ohio Campuses](#) includes a three-video series created specifically for campuses participating in the Changing Campus Culture initiative. Phase 1 of this resource defines key terms, concepts, and trauma-informed care principles through three educational videos listed below:

1. The Definition of Trauma is described on the [Intro to Trauma](#) video
2. The biological process of trauma response is described on the [The Neurobiology of Trauma Response](#) video
3. A framework for solutions is described on the [Trauma Informed Care](#) video

The [Trauma-Informed Care for Ohio Campuses Facilitation Guide](#) includes four entirely scripted practices designed to build individual and organizational capacity for trauma-informed care simultaneously. They are designed to take about 10 minutes of meeting time.

Summary of Tools and Tables

Table/Tool Name	Why You Might Use It
Table 1.1.1 – Structuring Data Stories for Changing Campus Culture	Organize data into a “What,” “So What,” and “Now What” story to drive action. This structure makes insights easier to understand and helps move your campus from information to implementation.
Tool 1.2.1 – Beginning with the End in Mind: A Roadmap for Changing Campus Culture	Use this roadmap to plan backward from outcomes, helping teams stay focused on culture change. It keeps efforts aligned with long-term goals instead of one-off activities.
Figure 1.2.2 – The Relationship Between Implementation and Evaluation	Show how implementation and evaluation are interconnected parts of successful strategy. This visual reinforces that doing and measuring must go hand-in-hand.
Table 1.3.1 – Turning Upstream Self-Assessment	Conduct a thorough self-assessment of your campus’s prevention strategy using 38 questions. It helps gauge readiness, depth, and alignment with best practices.
Table 1.3.2 – Possible Next Steps Based on Self-Assessment Results	Once scores to the self-assessment are obtained, campuses can use Table 1.3.2 to find some broad-stroke suggestions based on their current Turning Upstream scores.
Table 1.3.3 – Turning Upstream Typology	Understand your campus’s position within a typology of prevention capacity — low, medium, or high. This tool supports planning and improvement through real-world data interpretation.
Table 1.4.1 Possible Next Steps Spreadsheet and User Guide	Use score data to identify prevention strengths and areas for growth across multiple domains. It supports coordinated efforts and sets goals for continuous progress.
Tool 1.4.2.1 – Resource Development and Next Steps for Community-Level Change	Assess available resources such as policies and partnerships needed for prevention at the community level. The interactive spreadsheet guides you in choosing next steps and tracking progress.
Tools 1.5.1 and 1.5.2 – Tracking Trends Spreadsheet and User Guide	Track changes in attitudes, behaviors, or climate over time using population-based surveys. This helps determine whether current strategies are working and where adjustments are needed.
Table 2.2.1 Examples of Layered Strategies to Empower Campus Communities	Study examples of how different upstream strategies can be layered together. Use this to identify any similar efforts on your campus and make connections to SM explicit.

Table 2.4.1 – A Sampling of Foundational Training Topics	Develop layered prevention education that combines key ideas with practical micro-skills. Prepare students, faculty, and staff to act, not just be aware and avoid.
Tool 2.7.1 – Upstream Solution at Three Different Levels	Reflect on your campus's stage of prevention maturity through realistic implementation scenarios. Use it to identify gaps and spark discussion about what's next.
Table 3.1.1 – Outcome-Based Communication Strategies	Match communication strategies to specific goals such as raising awareness or changing behavior. This helps avoid scattershot messaging and focus your efforts more strategically.
Tool 3.3.2 – Channeling Multiple Campus Voices	Coordinate prevention messaging across campus leaders, staff, and students. Aligning voices builds a consistent and visible culture of safety and accountability.
Table 3.3.3 – Mapping Communication Channels	Map key messengers and their natural audiences to increase message reach. This helps integrate communication into everyday roles and relationships.
Table 3.4.1 – Continuum of Changes in Community Awareness	Assess how far your community has progressed in awareness across five domains. Use it to guide training and communication that's grounded in current understanding.
Tool 3.4.2 – Questions to Ask About Community Awareness Goals	Clarify which awareness outcomes you want to achieve and who you're trying to reach. This helps make outreach efforts more intentional and effective.
Tool 3.4.3 – Prompts from the Changing Campus Culture Creative Brief	Use structured prompts to define audience, tone, tactics, and goals for your next campaign. It helps ensure messaging is focused, strategic, and aligned with purpose.
Tool 3.4.4 – Summary of Q&A from Building Effective Awareness Campaigns	Review real questions and lessons learned to improve your awareness campaigns. It offers advice on feedback, engagement, and avoiding common mistakes.
Tool 3.5.1 – Step-by-Step Social Marketing Planning	Follow step-by-step planning guidance to build an effective social marketing campaign. It helps teams define goals, identify audiences, and measure impact.
Tool 3.5.2 – Technology Tips	Access a quick list of ways to use technology in digital marketing campaigns. These tips make it easier to integrate tech effectively and efficiently.
Tool 3.6.2 – Questions and Answers for Using Social Norms Marketing	Understand how to use social norms marketing to address misperceptions and promote healthy behaviors. It introduces foundational concepts and strategies for shifting norms.

Tool 3.6.3 – Example from Changing Campus Culture Climate Survey Data	Use climate survey data to identify gaps between what people do and what others believe they do. This helps create targeted messaging to correct misperceptions and reinforce positive norms.
Checklist 4.1.1 – People and Partners	Identify the key people and groups involved in a strong response to sexual misconduct. It helps build a coordinated, visible network of trusted campus and community partners.
Checklist 4.1.2 – Policy Products Checklist	Make policy language more accessible through supplemental materials like training guides and visual aids. This can increase the extent to which compliance messaging is engaging and student-centered.
Checklist 4.1.3 – Policy Outreach Plan Checklist	Plan a strategic and coordinated rollout of your policy-related outreach and training. It helps align timing, partners, and goals for maximum impact.
Table 4.2.1 – Compliance Trainings at a Glance	Compare homegrown and vendor-based compliance training to choose the right format. The table highlights trade-offs related to customization, capacity, and accessibility.
Table 4.2.2 – Enhancing Compliance Training: Next-Level Elements	Strengthen compliance training by embedding values such as trauma-informed care and coordination. It encourages moving beyond box-checking toward deeper engagement.
Table 4.3.1 – Scaffolds for Cross-Cutting Outreach in Policy Implementation	Align sexual misconduct outreach with broader campus themes including wellness and safety. This integration helps messages resonate across different contexts and audiences. Identify a range of different scaffolds to possibly tie together sexual misconduct with other campus issues
Table 5.1.1 – Trauma Sets Up a Conflict Between Learning Brain and Survival Brain	Understand how trauma impacts student learning by distinguishing “survival brain” from “learning brain.” This helps educators make supportive adjustments in their teaching and interactions.
Table 5.2.1 – Examples of Choice Points in Sexual Misconduct Response and Prevention	Create options for community members at various choice points in the prevention and response efforts.
Table 5.4.1 – Reconceptualizing Awareness-Raising Activities as Alternative Settings	Reframe awareness events as temporary, supportive spaces that help meet survivors’ needs. With this shift, events such as Take Back the Night can build healing and community, not just awareness. Reframe events and activities to meet survivor needs.

1.1 Building an Audience for Data Use

It is important to begin engaging influential campus community members to be end users of data well before any results or reports are distributed – or even before the data are collected.

This initial section, 1.1, uses **Campus Climate Surveys (CCS)** as an example. The key takeaway is, **do not wait for data in hand to begin building an audience to hear the data stories that come from the survey results.**

Each “ask” for contributions to build the survey can be considered as handing out a “ticket” to a future conversation; not only about the results, but also their implications and how to craft a response together. Each person who is invited to help design, distribute, or complete the campus surveys can also be thought of as an audience member for a future where the survey results are shared. Imagine the biggest venue on campus – the football stadium or performance auditorium – filled with students and employees who have been treated as data users, instead of as data points. This is the vision beyond this approach –transforming survey participation from a one-time share into an invitation. Instead of thinking about CCSs as collecting data points, think about CCSs as engaging data users.

This section of the toolkit shares strategies for using the survey process to enhance connections, promote involvement, and build trust across campus. Making every step of data collection a form of outreach or engagement can help initiate and create meaningful change within the campus community.

Data collection is an opportunity for engagement.

Below are some ways campuses can use the process of collecting population-based survey data as a form of universal outreach, engagement, and personalized messaging.

1. Collaborate with others. Campuses that are getting ready to conduct a climate survey will benefit from establishing a team with a designated name and specific individuals identified as team members. This can be called an evaluation team, a climate survey team, or a data-to-action team. Two to three committed people can make a mighty team. A group of six is often considered ideal.
2. Tell people how data will be used – fit the data into a sense of purpose – on every outreach related to the campus survey. While the first sentence can be: “The state or the federal government requires us to do this,” (where and when that is true) the second sentence should offer a campus-specific motivation: “University of XYZ’s cross-functional wellness team uses the data annually to review our prevention plan,” or “U of XYZ presents this data to the Board of Trustees as part of a report on Campus Safety,” or “U of XYZ includes survey results in presentations to incoming students and employees during New Student and New Faculty Orientation Workshops.”
3. Engage constituent members in the design of data collection tools. Each person that hears about a survey before the official invitation to participate is more likely to respond when they receive an email with the survey. Each person who takes part in shaping the way questions are asked is better prepared to understand the results following data analysis. Share the initial list of questions with two or three people, ask a different two or three people to pilot test the survey, and ask a different two or three people what incentives might help increase participation. Each “ask” builds the audience.
4. Use influencers to encourage participation in data collection activities. Influencers can include student organizations such as interfraternity councils, members of the athletic staff and student-athletes, undergraduate or graduate student governments, or popular instructors who teach courses related to health or social sciences. Not only will influencers serve their purpose of encouraging more people to fill out the survey, but the influencers may also become more vested in learning more. If influencers attend sessions where the results of the survey are shared back and action opportunities are discussed, their voices will carry weight in those spaces.

5. If names and contact information are collected, use those emails to follow up with every person on the list. The follow-up message can simply be a message of gratitude and a link to a campus webpage with results from the last time the survey was conducted, a list of campus and community resources, or information about an upcoming event. To take it a little further, a follow-up message can also include an invitation to an open meeting to discuss results and/or a link to results that are appropriate to be shared publicly. Do not share raw data, and make sure that all data are de-identified. Qualitative data especially should be examined line for line to remove all names, roles, or other information that could be used to identify an individual community member.
6. Other sections of this toolkit provide more background about trauma-informed approaches. Be mindful that every person who is invited to participate in the survey may be a person whose life has been directly or indirectly affected by sexual misconduct. This underscores the importance of collaborating with others (see #1 above). When building the team that will collect and use data, include collaborators such as students, faculty, survivors, and advocates who understand the survey is also an outreach mechanism and offer varied perspectives to the following prompts:
 - How can the campus survey process provide support and validation to those who have experienced harm?
 - And, importantly, what needs to happen to ensure the survey does not exacerbate harm?

Moving Toward a Data-to-Action Team

Initially, the data-to-action collaborators may focus on data collection logistics. A variety of perspectives can increase success in, for example, securing incentives to bring up participation rates, or coordinating to ensure the timing of the survey does not overlap with other important data-collection projects.

Other important concerns initially will be ethical treatment of all survey participants, ensuring the survey does not cause harm, and campus-wide communication that promotes the survey in positive ways.

Over time, the team should expand to move beyond survey implementation to data use. This includes specifying desired outcomes (e.g., changes on campus such as increased responsibility for preventing harm), identifying the items in the survey that measure those outcomes, and setting specific goals.

It also includes working as a team to analyze the results to answer questions of interest; for example, to whom do most students disclose their experiences of sexual misconduct? What locations on campus are perceived as unsafe?

A data-to-action team completes the feedback loop to survey participants and catalyzes action by sharing the results in multiple formats – perhaps an infographic with key findings posted on the web, a “town hall” meeting to explore unexpected findings, presentations to CCRTs, peer advisor groups, student service teams, high-level leadership such as a president’s cabinet or boards of trustees.

An effective team of collaborators acts. For example, in response to an uptick in intimate partner violence prevalence from one survey to the next, a two-year public campus in Ohio enlisted the marketing department to design a specific “It’s On Us” social marketing campaign with a focus on IPV examples and links to support resources.

Creating an action plan institutionalizes the connection between values, goals, evidence, and practices/programming. Allocating and/or developing resources to do the work supports, over time, a Changing Campus Culture so that everyone has a safe environment in which to learn and grow.

Data use confers benefits to prevention and intervention practitioners.

Most readers of this manual will have several roles on campus, many responsibilities, and competing demands on their time. Why, then, put time and energy into collecting and using data? What is the return on investment for doing evaluation, writing reports, and sharing results of, for example, annual climate surveys?

The National Sexual Violence Resource Center (NSVRC) conducted a survey of recipients of federal Rape Prevention Education (RPE) funds at both the beginning and end of a five-year evaluation capacity-building (ECB) initiative. In this five-year period, training, technical assistance, and supportive services were provided to help prevention practitioners better integrate the use of data into their community-level prevention work. A representative sample of state-level prevention partners (state coalitions and state health departments) in all 50 states plus U.S. territories were asked at the beginning and at the end of the project which benefits they had experienced related to their evaluation work. There were statistically significant increases from baseline to project end on every one of the benefits listed below:

- Increased buy-in from internal constituents (e.g., current implementation partners)
- Improved communication (e.g., conversations that surfaced tensions and/or identified new possibilities)
- Increased inquiries about prevention programming
- Deepened connection with others in the community
- Developed shared insight among diverse groups
- Increased buy-in from external constituents (e.g., new implementation sites or partners)
- Generated collective efficacy
- Attracted new participants
- Secured new resources (e.g., volunteers, funds)
- Increased media coverage of prevention activities

This provides evidence that prevention evaluation can bring diverse constituent groups together to reflect on past mistakes and successes, leading to a range of benefits that help to sustain their work. Because these findings are based on data from community-based sexual violence prevention programs, the same trends may not transfer to campus-based sexual misconduct prevention activities. However, there is a good chance that campuses that can integrate data use into their programming will also experience some of the benefits listed above.

Data use relies upon storytelling.

Data use can start by “telling a data story.” This next section is based upon the shared work of the primary contributors of this Toolkit and representatives of nearly 60 campuses across the state of Ohio who collaborated to conduct hundreds of campus climate surveys since the Changing Campus Culture initiative began. The three-part structure for organizing data stories shown in Table 1.1.1 has emerged from the process of analyzing data, organizing results, and conducting meaning-making sessions with campuses enrolled in ODHE vendor services for climate survey support. The first three rows explain the three parts of the data story structure. The fourth row provides examples from ODHE vendor services provided during the first 10 years of Changing Campus Culture.

Table 1.1.1. Structuring Data Stories for Changing Campus Culture

Key Finding	Action Opportunity	Possible Next Steps
The What	The So What	The Now What
Facts, figures – what was the observed reality?	Implications of the finding – why should I care?	Actions that can be taken in response – what can I do?
Example from 2017-1018 CCS Victimization rates varied among subgroups of students. While no subgroup in Ohio was spared, victimization was not randomly distributed across campus communities. Higher rates of sexual misconduct were reported by students with LGBTQ+ orientations, upper-class students, and students who participated in Greek life.	Example from 2017-1018 CCS Solutions for sexual misconduct should be centered on members of the campus community most affected by the problem. Where subgroups of people are disproportionately affected by a particular problem, experts recommend designing and implementing activities to better understand and meet those groups' specific needs. Often, such activities have ripple effects that promote greater community well-being. For example, providing training on trauma-informed care — which is considered a survivor-centered response — may help not only students affected by sexual victimization, but those who have experienced other trauma.	Example from 2017-1018 CCS Increase campus-based resources for students who are survivors of, or accused of, sexual misconduct. Students who experienced sexual misconduct responded in ways that are consistent with poorer outcomes than students who did not experience sexual misconduct. For example, compared to students who had not experienced any type of victimization, student survivors had lower ratings of connectedness and sense of belonging, sense of safety, and perceptions of how much different groups on campus contributed to a positive climate.

Table 1.1.1 offers one way to think about structuring the data story in terms of key findings, action opportunities, and possible next steps. But there are an infinite number of ways to tell a campus' data story. Campuses should use their local experts (e.g., professionals, instructors, or students in fields related to marketing, communication, data science, and data visualization) to determine the structure of the information to be shared. Narrators should then clarify three additional aspects of the data story:

- What is the **purpose** of sharing the data story?
- Who will be the **audience** for the data story?
- What is the best **format** for sharing the data story?

Answers to those questions will help determine the voice, tone, and materials needed to effectively communicate the results. Some aspects of data use – particularly creating the materials (e.g., report, slides, flip charts) needed to share the data story – draw upon the same best practices that are integrated into Section 3 of this Toolkit regarding communication.

Purpose of the Data Results Story

When defining the purpose of the story, it can be helpful to remember that good stories are able to connect to the audience’s emotions. Often, connection to the audience is strengthened through character development, which is why qualitative data that illustrate the experiences of an actual student or employee on campus can be compelling. But data stories can also build on emotions such as curiosity, doubt, surprise, wonder, pride, and concern. If the purpose is to secure additional resources from campus leaders, it might be important to tell a data story that includes surprising or unexpected information. For example, victimization rates have not changed – or have increased – since the last climate survey, and harm is still occurring on campus.

If the purpose is to find additional resources to meet a need, for example, assigning another Title IX investigator or securing a campus-based advocate, it might be important to show the scope of the problem on campus.

Data that show an increase in sexual victimization can help marshal additional resources for the work.

For example, the results from one campus climate survey collected in Ohio showed that unwanted sexual intercourse increased more than five times, which was a statistically significant change. If the purpose is to build or strengthen partnerships, it might be important to tell a story that focuses on positive outcomes to generate hope – for example, students that complete prevention training have significantly higher scores on knowledge items than students that do not complete training.

Data that show the benefit of the work can motivate others to contribute to the success. For example, trained employees have more knowledge about Title IX resources than their untrained counterparts and students who completed training.

Audience for the Data Results Story

The purpose of sharing the data story and the audience will be closely related to each other. When the audience consists of decision-makers or leaders, the purpose of data storytelling is often some form of accountability. One form of accountability is showcasing what is working; for example, making annual sexual misconduct training mandatory for all employees increases training completion rates on campus. Another form of accountability is using data to illustrate what needs to be improved. The examples below, drawn from actual climate survey results from Ohio campuses, show that as training completion ratings go up, ratings of how useful the training is perceived to be go down.

The data visualizations show the negative correlation between training completion rates and ratings of usefulness. The first image shows when a small number of students (e.g., one in four or one in five) complete optional training, most of them (e.g., eight of 10) find it quite useful.

	2018	Fall 2020	2024	Increase?	Universal Goal
Completed Training	22%	21%	24%		>51%
Found Training Extremely or Very Useful	83%	78%	83%		>51%

The second image shows when almost all employees (e.g., nine of 10) complete training, the percentage of those who find it useful decreases. Taken together, these results have implications for making training mandatory versus optional.

	2021	2023	2024	Increase?	Universal Goal
Completed Training	82%	94%	95%	↑	>51%
Found Training Extremely or Very Useful	58%	57%	54%	↓	>51%

When the audience consists of student leaders such as peer educators or resident advisors, the purpose may be to highlight how many students experience sexual harassment, stalking, unwanted sexual contact, non-consensual sexual intercourse, and/or intimate partner violence on campus; and, of those student-survivors, how many turn to informal resources such as family, partners, roommates, and friends, as well as campus resource including faculty, the Title IX Team, campus security, and counselors on campus.

Order	Formal and Informal Support Resources Utilized	Numbers #		Percentages %		
		2021	2024	2021	2024	Outcome
1	Told no one	59	17	13%	12%	↓
2	Close friend	292	83	65%	59%	↓
4	Parent or guardian	78	30	17%	21%	↑
3	Romantic partner	84	28	19%	20%	↑
6	Roommate	114	27	26%	19%	↓
9	I reported it to or sought support from an on-campus resource (e.g. police, health center, Title IX Office, etc.)	50	24	11%	17%	↑
8	I disclosed it to a faculty or staff member (including an RA or security staff member)	0	23	0%	16%	↑
11	Someone else	52	13	12%	9%	↓
7	Sought information online	18	11	4%	8%	↑
10	I reported it to or sought support from an off-campus resource (e.g. local or national hotline, location rape crisis center or domestic violence shelter, off campus police)	29	10	6%	7%	↑
5	Other family member	37	8	8%	6%	↓
Total Disclosures		754	257			
Average Number of Disclosures per Survivor		1.94	2.09			

A way for campuses to “level up” their data use is simply to share the results of their data-to-action work with more audiences – including students – to meet multiple purposes and using varied formats.

A recent study from the field of sexual violence prevention provides additional insight regarding norms around sharing evaluation results in community-based work funded by the national Rape Prevention Education (RPE) initiative. In 2024, the NSVRC implemented and evaluated a capacity-building project designed to increase adoption of community-level prevention and evaluation strategies by state, territory, and tribal leaders receiving RPE funds. A national sample of state leaders demonstrated increases from pre- to post in the number of audiences with whom leaders shared results, including significantly more presentations to future funders or donors and elected officials. This list of possible audiences is presented in the order of most-convened audiences to least-convened audiences among RPE recipients who participated in the NSVRC study:

- Implementation Team/Prevention Staff
- Prevention Coalition/Community Task Force
- Evaluation Partners or Funders
- Program Participants/Recipients
- Other Interested Professionals
- State or Territory Agencies
- Broader Community/Local Residents
- Administrative Staff or Board of Directors
- Future Funders/Donors
- Elected Officials

While campuses will not have the same exact audiences, there are some parallels. Staff, partners, and volunteers who are directly responsible for running the programs are an immediate and natural group with which to share data stories. Closely affiliated partnership groups such as CCRTs or other CARE Teams on campus also will likely be well-positioned to receive data stories as a springboard for action. Sharing results of evaluations with program recipients such as student and faculty groups is an important “middle ground.” Eventually, there may be certain high-level findings to share with boards of trustees, presidents’ cabinets, faculty/student senates, or other leadership groups.

Format

Written reports, oral reports with accompanying slides, and poster presentations are valuable and familiar formats for presenting data. However, there are many creative formats for data use. The NSVRC study of prevention evaluation capacity had state-level leaders self-report on the 13 data use “products” shown below. They are listed in descending order of frequency of use:

- Oral presentation of findings at an internal/working meeting
- Infographic (data designed with graphic elements, icons, minimal text)
- One-pagers or summaries (paragraph structure)
- Oral presentation to the field (e.g., professional conference)
- Short report (less than 10 pages)
- Snapshot (graph + title + simple text)
- Oral presentation to the local community/community talk
- Newsletter article and/or blog entry
- Press release
- Flyer
- Recorded video (illustrating the value of prevention activities)
- Podcast
- Online data dashboard (updated regularly on a website)

Again, it is important to acknowledge that campus professionals implementing policies and prevention activities to address power and sexual misconduct on campus face different demands and constraints than those working in community-based settings. That said, reviewing the above list of data storytelling products can be helpful as an illustration of what formats are “normative” among a national representative sample of state-level prevention practitioners. This can inspire insight into a wide array of formats that campuses may use to share the results of the data collected on campus.

Conclusion

By aligning our efforts with clear outcomes and embracing strategies that foster shared purpose, readers can strengthen their impact. When done well, you can connect data to lived experiences of students and employees, creating a foundation for both accountability and meaningful growth.

Data Storytelling Resources

- [The Data Storyteller’s Handbook](#) – a manual that includes templates
- [Examples of Data Visualizations](#) – to provide examples of what is possible
- [Qualitative Chart Chooser](#) – from Stephanie Evergreen
- [Chart Chooser](#) and [resources for making charts using Excel](#) – from Ann Emery
- [From Data to Viz](#) – an online resource that displays a wide range of graphing possibilities

1.2 Beginning with the End in Mind: A Roadmap for Changing Campus Culture

One goal of this section is to accelerate a shift from an activities-driven approach to an outcome-based approach. To begin with the end in mind, the reader must first define the end state outcome(s) – what will success look like? – before designing activities for how to get to that end state. Here, outcome is defined as **a change that is desired or expected** and that can be observed after implementing a prevention or response initiative.

Outcome statements have a verb component and a noun component, and together they specify a change in behavior, organizational practices, social norms, or campus conditions. The noun is ideally related to a risk or protective factor for sexual or relationship violence; for example, connection to supportive adults. The verb is directional in nature; for example, increase, build, strengthen or decrease, reduce, dismantle, or weaken.

- **Outcomes can occur at multiple levels of the social-ecological model (SEM).** What that means is, changes can be observed within individuals, relationships, teams, offices, colleges, campuses, and even at a societal level.
- **Outcomes can include changes in learning** such as new knowledge, shifts in attitudes, skills, opinions, and motivations; **changes in action** such as modified behavior or practices, changed decisions, or policies; and **changes in conditions** including systemic, environmental, economic, organizational, and human conditions.
- **Outcomes can be either short-term**, sometimes called proximal outcomes, taking weeks or months to be observed; **mid-term**, sometimes called distal outcomes, taking months to occur; or **long-term**, sometimes called impact, measured over years.

Two common outcomes for which most campuses strive are 1) reducing perpetration of sexual misconduct by enrolled students; and 2) increasing reporting rates by students who experience sexual misconduct. Both are long-term outcomes that can take years to occur. This section will elaborate on how to build a chain of short-term outcomes that can signal success in route to the long-term outcomes.

Rethinking Activity Design

To begin with the end in mind might mean rethinking how change initiatives are designed. Often, program staff select, or inherit, a set of activities and then move on to define outcomes they hope to see after implementing the activities. An outcome-based approach flips this order so that program partners begin by identifying the desired outcomes and then move on to choose, or design, activities most likely to achieve them.

Essentially, an outcome-based approach moves the focus from “What are we doing?” to “What desired changes can we observe on campus?”

Some examples of this shift are offered below. These are only examples; campus professionals and leaders are best positioned to envision the outcomes that are realistic for their communities.

Instead of: “Conduct three sexual misconduct training sessions each term.”

Focus on: “Increase the percentage of trained students by 15% by offering a non-degree professional credential for completing sexual misconduct training sessions.”

Instead of: “Provide trauma-informed supportive services to those who experience sexual misconduct on campus.”

Focus on: “Increase acts of institutional courage, as measured by the [Institutional Courage Questionnaire](#), taken each time an incident of sexual misconduct is reported to the Title IX Office.”

Instead of: “Create 25 social media posts related to a campus communication campaign to Instagram each month.”

Focus on: “Increase engagement with student content creators as evidenced by 10% more reposts/shares of social media posts on Instagram.”

The benefits of an outcome-based approach include increased efficiency, greater accountability, and improved decision-making. By focusing on what matters most, teams can prioritize efforts and eliminate unsuccessful activities. Clear outcomes can provide a framework for working diligently toward the vague target of “changing campus culture.”

Steps to shift from activities-driven to outcomes-based:

1. **Identify desired outcomes:** Clearly articulate the specific, measurable results that are desired.
2. **Align activities with outcomes:** Consider each campus-based activity to understand how it contributes to the desired outcome and prioritize those with the highest impact.
3. **Set metrics:** Identify specific data points that can be measured to show progress toward desired outcomes.
4. **Regularly monitor and adjust:** Continuously track progress and be prepared to adapt strategies or activities if needed to stay on course.

The first step is to identify desired outcomes (1)

Sometimes campus professionals have so many competing demands, there is no time to figure out what outcomes are relevant, measurable, and achievable. **That is why the roadmap in Tool 1.2.1 may be helpful.** The roadmap associates each of the five CCC recommendations with short-term and long-term outcomes that can be measured and tracked over time. While each campus will customize strategies and implement its own campus-specific activities to meet each recommendation, the sample outcomes shown here provide a roadmap for measurable success.

Beginning with the End in Mind: A Roadmap for CHANGING CAMPUS CULTURE

ODHE Recommendations	Campus Activities	Short-Term Outcomes	Long-Term Outcomes
1: USE DATA TO GUIDE ACTION.	Your Strategies	1.1.1 Increase involvement in data collection process.	1.2.1 Reduce bias in climate survey data. 1.2.2 Increase knowledge of campus efforts.
		1.1.2 Increase sample size (N).	
		1.1.3 Increase response rate to at least 30%.	
		1.1.4 Increase sharing of written data summaries.	
		1.1.5 Increase the # people who discuss results.	
		1.1.6 Increase the # data sources used in discussions.	
2: EMPOWER CAMPUS THROUGH EVIDENCE-BASED TRAINING.	Your Strategies	2.1.1 Increase the # people who receive training.	2.2.1 Increase upstander actions / bystander interventions. 2.2.2 Increase campus readiness for prevention.
		2.1.2 Increase knowledge and confidence.	
		2.1.3 Increase skills to model desired beliefs & behavior.	
		2.1.4 Increase leaders' involvement in prevention efforts.	
		2.1.5 Increase campus knowledge about sex misconduct.	
		2.1.6 Increase resources allocated to prevention efforts.	
3: COMMUNICATE A CULTURE OF SHARED RESPECT AND RESPONSIBILITY.	Your Strategies	3.1.1 Increase contributions to a positive campus climate.	3.2.1 Increase sense of connectedness. 3.2.2 Increase sense of safety. 3.2.3 Increase positive norms on campus.
		3.1.2 Increase respect for all members of the community.	
		3.1.3 Increase # messages addressing sex misconduct.	
		3.1.4 Increase awareness of how to support campus stance.	
		3.1.5 Increase % students who endorse positive norms.	
		3.1.6 Decrease % students who endorse chilling norms.	
4: DEVELOP A COMPREHENSIVE RESPONSE PROTOCOL.	Your Strategies	4.1.1 Increase public statements against sex misconduct.	4.2.1 Increase leadership support of campus response. 4.2.2 Increase appropriate actions by campus officials.
		4.1.2 Increase the visibility of campus programming.	
		4.1.3 Increase officials' knowledge & skills of protocol.	
		4.1.4 Increase perceptions that officials will take action.	
5: ADOPT A SURVIVOR-CENTERED RESPONSE.	Your Strategies	5.1.1 Increase awareness of existing support services.	5.2.1 Increase institutional trust in campus response. 5.2.2 Increase sexual misconduct reporting rates.
		5.1.2 Increase # confidential services available.	
		5.1.3 Increase # trained on trauma-informed responses.	
		5.1.4 Increase % disclosures to confidential employees.	
		5.1.5 Increase % students satisfied with reporting process.	
		5.1.6 Increase # of reporting options.	
		5.1.7 Decrease barriers that inhibit student disclosure.	

Revised June 2025

History of this Tool

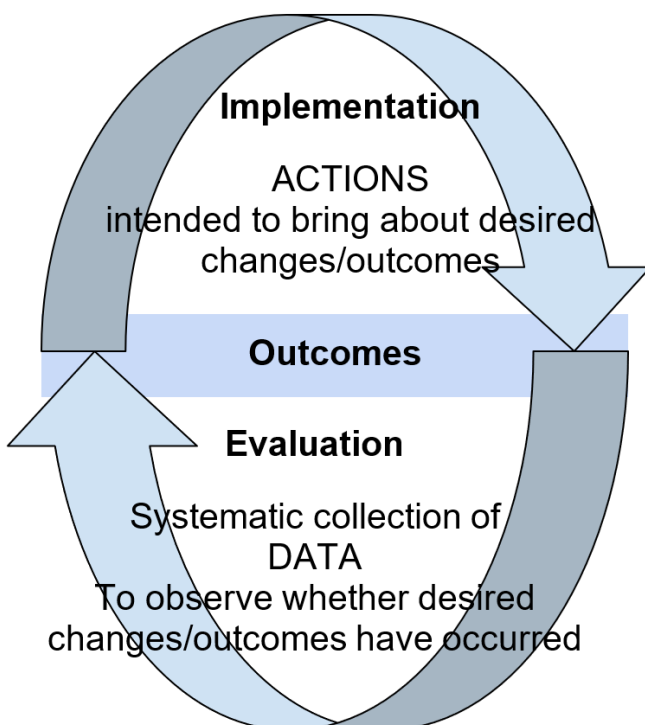
This tool has emerged from data-to-action practices with Ohio campuses in the first decade of Changing Campus Culture. An initial version of this tool was created in 2019 by the OAESV Climate Survey Team/ODHE Vendor Services Team for campuses that collected climate survey data in 2017 and 2018. The tool was also included as an Appendix in climate survey reports created by the OAESV Climate Survey Team/ODHE Vendor Services Team in 2020 and 2021. The outcome map, goals, and objectives were compiled into a [Strategic Goal Guide](#) for campuses involved in the Changing Campus Culture initiative.

The next step is aligning activities with outcomes (2)

If the roadmap helps a group come up with a shared answer to the figurative question, “Where are we going?” it also raises the next question: “How will we get there?” Outcomes don’t just happen; work must occur to bring about the desired changes. In the roadmap shown in Tool 1.2.1, the required work is left undefined. Campus activities are signified with arrows labeled simply, “Your Strategies.” And... starting with a blank sheet is not a bad idea. In fact, the premise of an outcome-based approach involves *not starting with the activities*.

Outcomes sit at the center of data-to-action work. Once the desired changes have been envisioned and crafted into outcome statements with directional verbs (increase, decrease) and nouns related to risk or protective factors, then planning can begin. Campuses need to plan for both **implementation** (doing the activities) and **evaluation** (assessing for outcomes).

Figure 1.2.2 The relationship between implementation and evaluation



Implementation

- **Goals** and **objectives** describe planned intentional activities and how they will be executed.
- Data should be used to document the quantity and quality of activities and message delivery (e.g., to measure the fidelity of the implementation).
- Implementation tasks should be written up in a prevention plan, action plan, workplan, or strategic plan. Or “baked into” calendars, mission statements, and MOUs.

Evaluation

- **Outcomes** and **metrics** describe desired changes and how they can be observed.
- Data can be used to determine what changes are associated with activities and message delivery.
- Evaluation results should be written up in an evaluation plan, annual report, or blog post. Or shared during training sessions, on a podcast, or in a campus town hall meeting.

Defining outcomes is an important first step in determining which activities, if **implemented** successfully, would bring about the desired changes. **Implementation** is a structured and intentional process of executing activities and delivering messages over time and across different settings. Defining outcomes is also an important first step for collecting meaningful data that can allow campuses to **evaluate** their response and prevention activities. **Evaluation** is a systematic approach to tracking data to provide evidence of the relative significance and worth of different activities – usually by assessing whether the outcomes were achieved. Assessing outcomes can help identify small wins and successful approaches, while interrogating unexpected outcomes can be a great way to adjust and improve implementation. Implementation and evaluation are cyclical processes.

Goals and **objectives** are aspirational statements that go into a prevention/action plan and clearly articulate **what** the purpose or end point is of the work being implemented. Goals should be ongoing, big-picture statements, not a to-do list. A goal that can be accomplished in one week should be considered a task. Being outcome-driven includes specifying a reasonable number of goals and objectives that can “drive” collective effort over several months toward the predetermined outcomes. After articulating the goals and objectives (the what), tasks and to-do lists (the how) will come next. A prevention/action plan is an opportunity to align these components into one document.

The next step is identifying metrics and measures (3)

Tool 1.2.1 illustrates possible changes that might be associated with each of the five CCC recommendations. Campuses are not required to select all – or any – of the outcomes shown. However, for those who easily see their work fitting into this roadmap, there are additional resources available. The Campus Partners in Prevention [Evaluation Tool Menu](#) compiles measures for tracking outcomes. Although the measures are formatted as online survey items, the questions can be adapted for focus groups or interview prompts to gather qualitative data. Another resource for outcome design is the guide for visioning and writing outcome statements, which is included in [Section Six: Outcomes and Indicators](#) of the [NSVRC's Evaluation Toolkit](#).

Most campuses will be limited in how much data their community members will be willing to provide, whether via anonymous survey, exit interview, or focus group. [Survey fatigue](#) should be factored into **data-to-action planning and practices**. In an outcome-based approach, it is important that every data collection question can be clearly connected to one or more of the pre-specified outcomes. This approach can help reduce survey fatigue by providing a decision point for whether to collect a certain piece of information. If the data cannot be used to improve an outcome, it should not be included.

The last step is monitoring and adjusting regularly (4).

Once desired outcomes have been selected and measures have been designed, campuses can start collecting data on a regular basis; for example, annually as part of the ODHE Benchmark survey. A plan for monitoring results should include comparing differences across time, settings (e.g., different departments within a college, colleges within a university), or groups (e.g., residential students vs. commuters). Analyses should focus on actionable findings or results that have implications for future program design. For example, if an increase in the percentage of employees receiving sexual misconduct prevention training is associated with significantly

higher scores on the ODHE Benchmarks measuring knowledge about policies and how to help a friend, then that suggests it might be worthwhile for campuses to expand training opportunities for employees.

The actions that are appropriate will depend upon many factors on your campus. This Toolkit includes information and resources to help campuses move toward effective actions to end sexual violence on campus. The next tool in this section is an assessment tool that helps campus leaders to rate the current conditions and available resources for comprehensive response and prevention on campus.

1.3 Turning Upstream Self-Assessment

This section presents the Turning Upstream Self-Assessment tool to document campus conditions related to sexual misconduct response and prevention efforts. The questions listed in [Table 1.3.1](#) are designed to be answered by a group of key constituents on campus to build agreement about the current situation and future priorities. The tool is intended to be used by campuses that are ready to take a closer look at systems, supports, and strategies in place to prevent sexual misconduct.

The tool is structured around two major elements: **preconditions** necessary for a community-level prevention response to sexual misconduct, and **components of a comprehensive prevention plan**. These elements can guide readers in examining both readiness and scope of existing prevention activities.

What is the Turning Upstream Self-Assessment? This is a survey consisting of 38 closed-ended questions about four **preconditions** related to the capacity, readiness, and need for prevention, as well as seven **best practice components** of a prevention action plan. Each question has three response options for teams to use in self-rating: relatively high (3), medium (2), or low (1). Scores range from 38 (all low ratings) to 114 (all high ratings).

Four preconditions for a community-level preventive response to sexual misconduct:

- Sexual Misconduct Is Pressing on Campus (Rows 1-4)
- Partnerships Support a System for Delivering Prevention Messages (Rows 5-10)
- Resources Are Allocated to Prevention (Rows 11-15)
- Leaders Demonstrate Commitment to Prevention (Rows 16-19)

Seven components of a comprehensive prevention plan:

- A Coordinated Team Approach (Rows 21-23)
- Based Upon Goals, Outcomes, and a Timeline (Rows 25-26)
- Promotes Protective Factors across the Social Ecological Model (SEM) (Rows 28-32)
- Developmentally Appropriate (Rows 34-36)
- Utilizes Multiple Formats (Rows 38-40)
- Rooted in an Awareness Theme (Rows 42-45)
- Evaluated for Effectiveness (Rows 47-50)

How Was the Tool Developed? This tool was originally developed to support Ohio's Changing Campus Culture Initiative in 2019 with the title [Turning Upstream: A Self-Assessment of Campus Prevention Practices](#) as a companion tool to [Where Are We Now? A Self-Assessment Tool for Changing Campus Culture](#), which was included in [Transforming Ohio Campuses: A Toolkit for Implementing the Changing Campus Culture Initiative](#). Turning Upstream was designed to help integrate primary prevention principles and practices into the notion of "response" at the community level.

Why Use the Tool? One reason is that it provides campus-specific data to guide action. [Describing the situation is often one of the early tasks in program evaluation](#), even before collecting any outcome data. A misunderstanding of the situation can lead to ineffective responses and interventions. Collecting information

about the situation forms the foundation for understanding strategic choices in how to design policies, programs, and prevention activities.

The second reason is that Turning Upstream was developed with Ohio campuses in mind. This self-assessment has a particular focus on efforts in state of Ohio and a history of use within the Changing Campus Culture initiative. Assessment results complement existing data sources such as the annual ODHE Benchmarks.

When to Use the Tool? A campus can use this tool whenever it seems appropriate. Self-assessment of current conditions on campus may be particularly helpful as a part of group planning that occurs for the following reasons:

- 1. The start of a new semester, academic year, or biennium;
- 2. New staff and/or leadership, reorganized team structures, additional/different partners;
- 3. Acquisition or loss of grant dollars or financial resources available to support efforts; and
- 4. Changes in institutional, state, or federal policies affecting higher education.

Who Should Complete the Assessment? Turning Upstream is most effective when three or more individuals representing constituent groups on campus (e.g., students, faculty, staff) come together to answer the questions collectively. Discussions of different perspectives and points of view can be a good mechanism for surfacing challenges and innovating ideas.

How To Complete Turning Upstream? For each question, there are three statements written to reflect an ordinal scale of low, medium, and high. In table 1.3.1, these are colored grey, light teal, and darker teal. The numerical values associated with each statement are 1.00, 2.00, and 3.00, respectively, and as shown below.

Row #	Question Stem	Descriptive statement associated with a LOW rating, assigned a value of 1.00 .	Descriptive statement associated with a MEDIUM rating, assigned 2.00 .	Descriptive statement associated with a HIGH rating, assigned a value of 3.00 .	Write the numerical value here.
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Raters should read each statement and select the one that seems to most closely reflect their experience of the campus being rated. The reality of any given campus will be more nuanced than can be encapsulated in a short response option. A campus may exhibit aspects of more than one description on some items. A suggested rule for handling these instances is to rate conservatively and opt for the lower response. When there is ambiguity or disagreement between ratings, campuses should always rate down.

It may also be true that the written descriptions do not seem to apply to the unique conditions of any given campus. In that case, raters should look at the intent of the question stem and discuss as a team whether they think their campus seems to meet the concept of “high,” “medium,” or “low,” and then assign a numerical value accordingly.

Once all the scores are filled in the grey cells in the last column, raters should tally all of the completed questions for a total summed score in the purple box.

After completing all the initial ratings for the 38 substantive questions, the values will be summed here to provide a total score ranging between 38 and 114.

Total Score

After completing all the question stems, campuses should go back to create 11 “scale” scores, one for each of the sections. Scales are created by averaging all responses relating to a single precondition or component. Instructions for which rows should be included in the calculations are provided for each section, as shown below. The scale scores will be numbers between 1.00 and 3.00.

5

Partnerships Support a System for Delivering Prevention Messages
For the scale score on this precondition, calculate the average of rows 6-10

Avg of 5 scores

Table 1.3.1 Questions Included in Turning Upstream Self-Assessment

1	Sexual Misconduct Is Pressing on Campus For the scale score on this precondition, calculate the average of rows 2-4				Avg of 3 scores:
2	Reports: How many students used the campus' formal procedures to report sexual misconduct last year? For example, reporting to Title IX Coordinator or completing an online reporting form?	Write the number 1 in the last column	Write the number 2 in the last column	Write the number 3 in the last column	
		0 - 2 sexual misconduct incidents reported in the last year	3 - 10 sexual misconduct incidents reported in the last year	More than 10 sexual misconduct incidents reported in the last year	
3	Prevalence: What % of respondents self-reported victimization experiences on the most recent student survey?	Up to 10% victimization rate on most recent survey of students	Greater than 10% but less than 19% victimization rate on most recent survey of students	Greater than 19% victimization rate on most recent climate survey of students	
4	Public Will: What is the demand for prevention programming on campus?	Most people on campus do not perceive there is enough of a problem to warrant programs	Some vocal champions for bringing more prevention efforts to campus	Senior administrators on campus have prioritized sexual misconduct prevention	

5	Partnerships Support a System for Delivering Prevention Messages For the scale score on this precondition, calculate the average of rows 6-10				Avg of 5 scores:
6	Partnership: Has a group of individuals or departments coalesced as a team to work on prevention of sexual misconduct and related issues?	Write the number 1 in the last column	Write the number 2 in the last column	Write the number 3 in the last column	
		No prevention partners, or team that exists "on paper only"	Prevention planning team exists, but is not involved in all aspects of prevention activities (e.g., most serve in an advisory role to one or two individuals who make decisions and implement)	Prevention team consists of active members that work together to develop and modify strategies, has existed for at least six months, and has begun to take action to implement activities	
7	Breadth: How many organizations are represented on the prevention team? When we say organizations, we mean any office, department, center, affinity group, division, student organization, etc.	Involvement from less than 3 campus organizations/ departments/offices	Involvement from 3 or 4 organizations on campus	Involvement from 5 or more organizations	
8	Frequency of Contact: How often are regular meetings held?	At least three members (or quorum for a larger group) meet less than monthly (e.g., quarterly or annually)	At least three members (or quorum for a larger group) meet monthly	At least three members (or quorum for a larger group) meet weekly	
9	Ownership: How do partners share the work of prevention implementation?	One person is the main driver of prevention activities	One person is the defined leader, but other team members are involved in implementing activities when they can	Prevention roles and responsibilities are shared equally across multiple partners	
10	Engagement: How actively involved are students and faculty as prevention leaders/champions?	A single staff member set the agenda and made the decisions. One or two campus leaders were included in the process, but often without training	A single staff member sought consultation and advice from two or more campus leaders, or involved them in prevention planning with varying degrees of accountability	Staff provided encouragement and imparted skills to help diverse campus leaders achieve success in prevention work; campus leaders set the agenda together, decided on issues, and had joint accountability and shared responsibility	
11	Resources Are Allocated to Prevention For the scale score on this precondition, calculate the average of rows 12-15				Avg of 4 scores:
12	Staffing: Whose time is used to implement prevention activities?	Write the number 1 in the last column	Write the number 2 in the last column	Write the number 3 in the last column	
		PTE/Volunteers: Prevention activities are handled by volunteers, a part-time employee, or as a percentage of a full-time staff member's duties	FTE: Prevention duties are handled by one full-time staff member or multiple part-time staff members	FTE +: There is a dedicated team for prevention, including at least one full-time employee and others who dedicate at least 50% of their time to prevention efforts.	
13	Funding Type: What is the source of funds used to implement prevention activities?	Prevention activities operate from one-time allocations and in-kind donations	Prevention programming operates from multiyear grants	Prevention programming is funded by sustained funding from the college/university (e.g., budget line)	
14	Duration of Funding: How long have funds been allocated to prevention activities?	Campus has received prevention funding for up to one year	Campus has received prevention funding for between two and five years	Campus has received prevention funding for more than five years	

15	Funding Amount: Annually, how much money is used for prevention activities?	Less than \$30,000 per year	\$30,000 - \$80,000 per year	More than \$80,000 per year	
16	Leaders Demonstrate Commitment to Prevention For the scale score on this precondition, calculate the average of rows 17-19				Avg of 3 scores:
17	Mission/Vision: Is prevention part of the mission/vision of the working group focusing on sexual misconduct?	Write the number 1 in the last column	Write the number 2 in the last column	Write the number 3 in the last column	
		No mention of primary prevention in mission/vision statement or no written mission/vision statement	Prevention is mentioned in mission/vision statement but not given as a priority	Mission/vision statement emphasizes the importance of prevention and considers it a priority	
18	Job Descriptions: Is prevention recognized in the job descriptions of campus staff working on the issue of sexual misconduct?	Little to no mention of prevention in job descriptions	Prevention tasks are mentioned in some job descriptions outside of dedicated prevention staff; optional trainings are offered to staff	Prevention tasks are present in the job descriptions of a significant number of personnel positions; staff orientation contains prevention components and ongoing training on primary prevention is required	
19	Training: How much prevention training is provided to campus staff working on the issue of sexual misconduct?	Instruction on prevention concepts and practices is not provided, or only offered to 1-2 paid staff members	On-the-job instruction on prevention concepts and practices is provided for paid staff members, with strong administrative support to attend, and offered to other key groups on campus with attendance encouraged	Instruction on prevention concepts and practices is required for program implementors and offered to all key constituents on campus, including student/faculty leaders, with encouragement to attend	
20	A Coordinated Team Approach For the scale score on this component, calculate the average of rows 21-23				Avg of 3 scores:
21	Stakeholder Involvement: Are activities selected, developed, & implemented in coordination with other campus groups?	Write the number 1 in the last column	Write the number 2 in the last column	Write the number 3 in the last column	
		Activities were selected/developed without any involvement of diverse campus groups	Diverse group members were involved in selecting and developing activities, but their input was not thoroughly integrated	Activities were developed with meaningful input from diverse groups, which worked together to coordinate implementation	
22	Common Causal Explanation: Are prevention activities designed to address a shared understanding of what causes sexual misconduct?	Prevention activities do not appear to be based on a well-established causal foundation	Prevention team selects or develops program components based on a sound causal foundation	Prevention team agrees on a common causal foundation that appears sound, and all program components are based upon it	
23	Planning Process: Did a strategic planning process result in a written prevention plan?	Activities are implemented on an "on-demand" basis and/or do not follow a prevention plan	Written strategic plan for prevention in place	Prevention plan developed and used by team as a guide; plan is regularly revisited and updated	
24	Based Upon Goals, Outcomes, and a Timeline For the scale score on this component, calculate the average of rows 25-26				Avg of 2 scores:
25	Execution: Do existing prevention activities match/fit with the goals of a strategic planning process?	Write the number 1 in the last column	Write the number 2 in the last column	Write the number 3 in the last column	
		Prevention activities are not informed by a plan and/or the plan does not include clear and achievable goals or outcomes	The prevention work is informed by a plan, but it is difficult to connect activities to the plan's stated goals & outcomes	The prevention activities are informed by a well-articulated strategic plan, which clearly connects program activities and outcomes	

26	Outcomes-Driven: Are activities designed to affect theoretically appropriate changes?	Approach focuses on increasing knowledge and changing attitudes about sexual misconduct itself, how to avoid it, or what to do after sexual misconduct	Approach focuses mostly on risk factors for perpetration (e.g., cognitions or values that support sexual coercion, hypermasculinity, alcohol abuse)	Approach that fostered strengths such as healthy sexuality, equitable relationships; possibly developed skills	
27	Promotes Protective Factors Across the Social Ecological Model (SEM) For the scale score on this component, calculate the average of rows 28-31				Avg of 4 scores:
28	Ecological Perspective: Do activities target risk, protective, or causal factors at multiple levels of the social ecology?	Write the number 1 in the last column	Write the number 2 in the last column	Write the number 3 in the last column	
		Focus on individual-level factors (e.g., knowledge, attitudes).	Focus on individual and relationship-level factors (e.g., skills to obtain consent or to intervene/interrupt harassment).	Focus on individual, relationship, and "outer layer" factors (e.g. alcohol outlet density, access to services, gender norms, coordinated community services).	
29	Beyond Risk Reduction: Do the prevention messages move beyond risk reduction?	Intervention or response (secondary/tertiary) activities such as resource fairs or "Signs & Symptoms" presentations.	Upstream (primary prevention) activities focused on building protective factors (e.g., healthy relationship skills, upstander skills).	Upstream (primary prevention) activities across multiple settings/populations and share/reinforce messaging.	
30	Healthy Sexuality: Do the prevention messages include the promotion of desired sexual behaviors?	Activities did not address sexual behavior at all or focused almost entirely on sexual behavior to be avoided.	Activities partially address the promotion of healthy sexuality, but still mostly focused on sexual behavior to be avoided.	Activities address the complexity of human sexuality and consensual sexual activity in a positive manner.	
31	Positively Balanced Relationships: Do the prevention messages promote behaviors that maintain balanced relationships?	Focus almost entirely on problematic relationships dynamics or the avoidance of hurtful interpersonal behavior.	Address the promotion of healthy relationships, but still mostly focus on problematic relationships dynamics or the avoidance of hurtful interpersonal behavior.	Promote connections between people that enhance well-being and positive self-concepts, in addition to increasing personal safety.	
32	Developmentally Appropriate and Relevant For the scale score on this component, calculate the average of rows 33-35				Avg of 3 scores:
33	Social Relevance: Do the content and format address the range of beliefs, practices, and norms that exist on campus?	Write the number 1 in the last column	Write the number 2 in the last column	Write the number 3 in the last column	
		Content and format are narrow and operate from one set of beliefs, practices, and norms. Feedback from outside this perspective is not usually incorporated into subsequent iterations of the activities.	Content and format somewhat reflect the contributions and interests of various affinity groups.	Program content and format reflect and are continually informed by social groups impacted by the program.	
34	Tailored Messaging: Are the content and format adapted to the cognitive, social, and cultural development of the intended participants?	Content and format reflect a "one-size-fits-all" model in that they are not tailored or adapted to the cognitive and social development level or background of any given group.	Content and format have been somewhat modified to fit the target groups that most frequently participate in the program (e.g., athletes v. nonathletes; Greeks v. not).	Content and format have been tailored to fit all target groups that participate in the program.	

35	Participant Informed: To what extent do messages and materials reflect the voices of the campus community?	Attempted to understand the program participants before developing the activity by reading evidence, talking to leaders, conducting town hall meetings.	Specific input was gathered from campus leaders and members of the groups to receive messages (e.g., they reviewed materials, gave direct input on the content, focus groups).	Developed through active collaboration with campus community members who were equal partners in the process.	
36	Utilizes Multiple Formats For the scale score on this component, calculate the average of rows 37-39				Avg of 3 scores:
37	Interactive: To what extent does the approach to message delivery foster audience participation?	Write the number 1 in the last column	Write the number 2 in the last column	Write the number 3 in the last column	
		Uses formats where group participation is not easily achieved.	Uses varying formats and includes some opportunities for group participation.	Uses a highly engaging format (e.g., visual, auditory, kinesthetic, and experiential approaches) where group participation is highly valued and frequent.	
38	Skills-Based: Do the prevention activities provide opportunities to practice skills?	Provides minimal opportunities to acquire or practice new skills.	Provides some opportunities for acquiring new skills, including time for processing possible outcomes of applying new skills.	Provides frequent opportunities for acquiring new skills, including time for processing outcomes of skill application.	
39	Authentic Participation: Do prevention messages activate authentic participation and leadership in those who receive the messaging?	Lectures, presentations, and/or Q & A session; and participants may be invited to respond to set questions or tasks (e.g., games, brainstorming, reading scripted role plays).	Opportunities for participants to generate unanticipated questions and issues and leaders adjust in response to participants' interests (e.g., open discussions, participant-created role plays or art projects).	Participants are allowed to largely determine the agenda; activities are tailored to participants' needs and interests; rely on leadership by participants (e.g., peer modeling, club formats).	
40	Rooted in an Awareness Theme For the scale score on this component, calculate the average of rows 41-44				Avg of 4 scores:
41	Comprehensive Coverage: Are multiple activities designed to work together to reinforce messaging across settings and target groups?	Write the number 1 in the last column	Write the number 2 in the last column	Write the number 3 in the last column	
		Mainly implement awareness activities, one-time prevention awareness talks, and/or programs that address only one campus group (e.g., students, staff, faculty).	Multiple activities reinforcing the same message are implemented within a single campus group OR a single activity is implemented across different settings to reinforce the same message with multiple groups.	Multiple prevention activities are implemented with different campus groups and across settings to reinforce/share messaging across groups and settings campus wide.	
42	Exposure: How many opportunities for exposure to prevention messaging are provided?	Single session or opportunity for exposure to prevention messages.	Two to three independent sessions or opportunities for exposure that were connected such that impact increased over time.	Four or more sessions or opportunities for exposure that were integrally connected and provided booster/follow-up learning.	
43	Dosage: How many prevention messages are delivered, and within what time frame?	Prevention efforts provide a single or few opportunities for message exposure with the same group of participants (e.g., one-time presentations with students).	Provide several opportunities for message exposure with the same group of participants (e.g., 3-5 activities with a specific population/ setting over a one-year period).	Provide many opportunities for message exposure with the same group of participants within a concentrated time frame (e.g., 8-10 activities with athletes over a semester).	

44	Follow-Up: Are there follow-up messages that are connected to original programming?	No reinforcement or follow-up.	Minimal follow-up messages (e.g., posters that reinforce educational programs) or booster sessions provided on a regular basis.	Numerous follow-up activities that are specific and purposeful (e.g., guided opportunities for participants to develop their own messages or actions).	
45	Evaluated for Effectiveness For the scale score on this component, calculate the average of rows 46-49				Avg of 4 scores:
46	Evaluation Planning: Did a planning process result in a written evaluation plan?	Write the number 1 in the last column	Write the number 2 in the last column	Write the number 3 in the last column	
		No evaluation plan.	Outcomes are written, but maybe no evaluation plan.	Evaluation plan in place and being implemented.	
47	Data Collection: Are primary data collected from prevention activity participants (including facilitators)?	No data or limited process data (e.g., attendance, number of events) collected on prevention activities.	Outcome evaluation of some (but not all) programming; process evaluation of most prevention activities.	Tracking outcomes and process of most/all prevention programming.	
48	Data Analysis: Are data analyzed and compiled in formats that illustrate key findings?	Data are not compiled into formats that can be shared for review.	Findings are compiled to illustrate key findings, shared internally to discuss strengths and weaknesses of existing work.	Findings are regularly compiled, distributed in writing, and used for program improvement.	
49	Reporting & Use: To what extent are key findings used for accountability, program development, community buy-in, and sustainability?	Evaluation data/results were used to report to senior administrators on campus upon request or periodically	Evaluation results were used for periodic reports to senior administrators and reviewed annually by program staff to inform program planning and resource allocation.	Results are shared both internally and externally for immediate accountability to senior campus administrators, for program development, community buy-in, AND for long-term strategic planning, sustainability, & grant writing.	
After completing all the initial ratings for the 39 substantive questions, the values will be summed here to provide a total score ranging between 39 and 117.					Total Score

How To Use the Results? This data can be used for setting goals. Campuses can identify scores in the 1.00-2.00 range and strategize actions that can help them get closer to a 3.00 score in those areas. If results include six scores that are ones, a campus may make a goal to increase their Total Score by five points by the end of the current academic year – and then take actions to bring five scores from a one to a two. In addition, campuses can use Table 1.3.2 to find some broad-stroke suggestions based on their current Turning Upstream scores.

This data can also be used to create cohorts or communities of practice. The total score to the self-assessment can help classify any given campus as high, medium, or low based on current conditions. Table 1.3.3 provides an example of about two dozen campuses that participated in a data-to-action initiative that included a baseline and project-end administration of the self-assessment. Locating any campus within a cohort of similar campuses can allow for sharing of ideas and innovative activities. Connection to supportive others can offset isolation and burnout.

Table 1.3.2 Possible Next Steps Based on Self-Assessment Results

Appropriate Intervention Actions		
Mostly ones / Total scores: 39-59	Mostly twos / Total scores: 60-99	Mostly threes / Total score 100+
• Convene a group of community members who are committed to prevention to learn more about prevention efforts that would be best for your campus, including bystander intervention programs. • 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. • Establish (or revise) an MOU with a local program so that it includes both response and prevention. • Inventory everything currently being done on campus related to sexual misconduct issues. • Inventory ways in which community members on your campus receive important messages. Consider how you might use these channels. • Create a clear plan for how responsible employees and mandated reporters will talk about their roles and consider how this affects prevention activities. • Reflect on your student community to ensure that prevention efforts are relevant.	• Establish a named group who will work together on creating, implementing, and evaluating your comprehensive plan for prevention. • Engage your campus and community experts as well as technical assistance providers in helping you create and edit the comprehensive plan for prevention. • Use an interactive process 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.	• 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 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. • 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. • Develop and implement an evaluation plan to measure and document the success of your efforts. • 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. • 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.

Appropriate Evaluation Actions and Data-to-Action Processes		
Mostly ones / Total scores: 39-59	Mostly twos / Total scores: 60-99	Mostly threes / Total score 100+
• Climate surveys should focus on prevalence of victimization, beliefs that sexual misconduct can be prevented, and individual readiness to change. • Assess policy and protocols for compliance (e.g., “Where Are We Now? Assessment”). • Review archival information on reporting from Title IX, online reporting tools. • Conduct one-on-one meetings/ interviews with key constituents and generate notes about their responses to key questions that may inform your prevention efforts. • Small focus groups with key campus constituents to understand local context and target audience. • Evaluation of training and outreach activities (e.g., post-only or retrospective pre/post designs).	• Climate surveys should include incidence of victimization and bystander intervention behaviors. • Conduct campus asset mapping (a detailed inventory of who and what offices are already engaged in prevention efforts and who you would like to include in the future). • Develop logic model that includes theoretically sound outcomes. • Search for additional resources and potential funding to expand basic evaluation efforts beyond climate survey monitoring. • Use findings from training and outreach activities to improve and promote existing programs.	• Climate surveys should include incidence of perpetration and bystander intervention behaviors. • Begin designing outcome evaluations that collect data directly from participants in your prevention programming to assess the value of the programming. • Consider more formal evaluation research designs that could be shared via conference presentations and publications. • Consider partnering with researchers to conduct research for generalizable knowledge. • Use external evaluation and feedback for program modifications. • Share your program evaluation results through training and campus newspaper articles.

Example of Using the Turning Upstream Self-Assessment

In 2024 and 2025, approximately 25 campuses completed the self-assessment near the beginning and end of a data-to-action initiative called the Campus Partners in Prevention (CPP) Evaluation Project. Assessment results were used to situate campuses in one of three groups – relatively **low**, **medium**, or **high**, as shown on the next page. The value of using the scores as a grouping tool is that it allowed services to be designed and delivered for each cohort so that campuses with similar conditions and functioning could participate in group-format coaching sessions around evaluation and action planning.

Table 1.3.3 Turning Upstream Used to Form High, Medium, Low Typology

	Ones	Twos	Threes
Assessment Scores	Range of 29-62 (of a possible 114 points)	Range of 58-99 (of a possible 114 points)	Range of 69-98 (of a possible 114 points)
Situation Statement	SIPVS is Not the Most Pressing Issue.	Community-Level Prevention Is Best Practice.	Comprehensive SIPVS Prevention is Warranted.
Prevention Focus	Compliance, Outreach, & Education.	Prevention Education & Norms Change.	Comprehensive Response & Prevention Programming.
Number of campuses	Eight campuses were in this group, app. 30% of CPP.	Ten campuses were in this group, app. 40% of CPP.	Eight campuses were in this group, app. 30% of CPP.
Description of Resources	Part-time (.5 FTE or less) prevention staff; no student volunteers; less than \$30,000/year in funding.	Resources: one or more FTE prevention staff; Possibly 1-2 volunteers; between \$30,000 and \$80,000/year in funding.	Two or more FTE prevention staff; possibly 1-2 volunteers; greater than \$80,000/year in funding.
Description of Programming	Individual prevention activities, and maybe one strategy being implemented (e.g., community education); no prevention plan; Title IX Dept. is main driver.	More than one strategy implemented; complementary programming in one level of social ecological model; basic prevention plan; use of community planning team; Title IX Dept. is leader, but other groups involved.	More than one strategy implemented; complementary programming in at least two levels of social ecological model; prevention plan with outcomes; use of community planning team; multiple groups involved in program implementation.
Description of Evaluation	Basic tracking of quantity and quality of the programs as they are implemented; no evaluation plan	Measuring changes associated with most (but not all) programming; process evaluation of all programming; findings are distributed and used for program improvement; outcomes are written, but maybe no evaluation plan.	Measuring changes associated with and tracking (outcome and process) all programming; findings are distributed and used for program improvement; evaluation plan in place.

1.4.1 Possible Next Steps Spreadsheet

The Turning Upstream Self-Assessment scores can be entered into the [Possible Next Steps workbook](#) to make data-driven decisions about resource development and action planning. Readers start with their assessment data to identify strengths and opportunities for next steps. Campuses can set goals, coordinate efforts, and build more effective strategies to create safer and more supportive campus environments.

1.4.2 Possible Next Steps User Guide

Purpose of the tool

Possible Next Steps is an annual planning tool meant to help develop and/or implement a prevention action plan. This spreadsheet organizes elements of a comprehensive data-to-action approach including data, goals, inputs, strategies, activities, and measures of success.

Orientation to spreadsheet features

The spreadsheet has multiple tabs, which can be navigated using the tabs at the bottom of the Possible Next Steps workbook. Within each sheet, functionality has been built into spreadsheet cells. Some of the included features are:

- Mathematical functions: Will calculate averages or sums of numbers in other cells.
- Sparklines: Tiny charts that fit within a single cell, allowing the visual representation of trends without creating a separate large chart. These miniature line graphs or column charts make it easy to see key points within a dataset.
- Drop-down menus: These include an array of options and are designed to allow users to select a value from a predefined list within a cell. While drop-down menus were intended to provide consistency in data entry by allowing only responses from a predefined list, the drop-down menus are included here for a different purpose. They localize a range of possibilities, allowing the user to envision the best fit for their current campus conditions.
- Referenced data: Where a value entered into one cell is linked and transferred to another cell in a different location.
- Conditional formatting: Will change the appearance of cells – for example, color-coding them – based on specified conditions. It is used to highlight important data points.
- Checkboxes: These allow users to click on a box to place or remove a checkmark, which can be a quick visual reference for tracking progress.

Each of these features is designed to help campuses gauge the current situation and identify ways to move forward. To preserve these features, the spreadsheet has been saved as a template file (.xlst) and will not allow changes to be made to the original file. By clicking on the file, a new copy will be made for the user to save on their own device.

A. Entering Turning Upstream Self-Assessment Data

The first tab in the Excel Workbook entitled Turning Upstream Scores is where campuses can enter their responses (e.g., the numerical values 1, 2, or 3) to the self-assessment questions. Functions are embedded into the green cells of Columns B and C to calculate the scale scores for each section (see, for example, row 2) as the values are entered. Similarly, the total score (a sum between 0 and 114) and overall average rating (between 0 and 3) will be automatically populated in the green rows 51 and 52.

B. Specifying a Situation Statement and Setting Capacity-Building Goals

The Turning Upstream scores provide proxy measures for the availability of six foundational resources needed to successfully implement community-level prevention activities. These community-level resources, also called **inputs**, include:

- Response policy
- Prevention policy
- Partnerships
- Resources for implementation
- Institutional commitment
- Evaluation capacity

The tab in the Excel Workbook entitled Prevention Inputs and Resources pulls data from the self-assessment into a planning worksheet. In rows 1-3 and Column D, conditional formatting is used to shade cells green, yellow, and red signifying high, medium, and low status of **inputs** available for implementing campus activities. Based on the overall pattern of input availability, campuses may find that one of the three situation statements shown below works for them.

Three sample situation statements that have emerged from data-to-action work with Ohio campuses involved in the Changing Campus Culture initiative are:

- **Sexual misconduct is not the most pressing issue.** Efforts focus on compliance, outreach, and education. Mostly ones on Turning Upstream.
- **Community level prevention is best practice.** Efforts focus on prevention education and norms change. Mostly twos on Turning Upstream.
- **Sexual misconduct prevention is warranted.** Efforts focus on comprehensive response and prevention programming. Mostly threes on Turning Upstream.

These descriptions can be selected from drop-down menus embedded within the spreadsheet in cells B3 and C3. Campuses may also self-describe their own situational statement and campus-based efforts.

In addition to selecting one of three situational statements, goal setting can be extremely useful at this stage. Row 5 provides a way for campuses to define a specific data-driven goal based on the *Turning Upstream* scores. The drop-down menu provided in C5 helps data-to-action users define capacity-building goals that can be

measured by calculating increases in self-assessment scores. In cell D5, campuses may take stock of current scores and aspire to a particular self-assessment score in the near future (e.g., within 12 months).

The rest of the *Possible Next Steps* tool is set up to organize elements of a workplan or action for five upstream strategies:

1. **Resource Development** (Tab entitled *Inputs & Resource Development*)
2. **Building Protective Environments** (Tab entitled *Upstream Strategies & Activities*)
3. **Cross-cutting Outreach and Awareness Raising** (Tab entitled *Upstream Strategies & Activities*)
4. **Campuswide Communication** (Tab entitled *Upstream Strategies & Activities*)
5. **Prevention Education** (Tab entitled *Upstream Strategies & Activities*)

For each of these five strategies, space is built into the *Possible Next Steps* spreadsheet to document the elements of the workplan steps. These elements include:

- Simplified Action Goals*
- Activities*
- Implementation Steps
- Person Most Responsible (PMR)
- Timeline / Due-by Date
- Measures of Success, aka Outputs
- Desired Changes - Short-Term & Long-Term, aka Outcomes*

*The spreadsheet includes drop-down menus with options simplifying action goals, activities, measures of success, and desired changes. Examples of the content included in the drop-down menus are organized in Table 1.4.2.1. *Users of the Possible Next Steps Spreadsheet* can explore these possibilities and select options from the list(s) and/or write their own responses in the spaces provided. **The drop-down menus are not exhaustive lists, nor are the items included in the drop-down menus required Changing Campus Culture components.** These are simply a tool to generate creativity and guide campuses toward determining their own next steps.

C. Resource Development as an Upstream Strategy

The Changing Campus Culture initiative is a systems-change effort that aims for state-level outcomes by supporting community-level outcomes at campuses across Ohio. Campuses are at different points in the process of shifting efforts from strategies and activities designed to affect “inner-layer” outcomes (e.g., changes in individuals or relationships) to activities designed to affect “outer-layer” outcomes (e.g., changes at the organizational or community levels).

Community-level change efforts require community-level inputs, such as well-written policies or functional partnerships, to achieve population-level changes such as decreased incidence of stalking or sexual harassment. Taking stock of available inputs can identify where resource development may be needed to continue moving toward community-level change. The *Possible Next Steps* spreadsheet embeds Turning Upstream data related to input availability into an interactive format. In this spreadsheet, users can “select their own adventure” by choosing one or more inputs on which to focus for resource development. Table 1.4.2.1 displays the sample goals, activities, and outputs that are provided in the drop-down menus of the “Inputs & Resource Development” tab of the *Possible Next Steps* spreadsheet.

Table 1.4.2.1 Resource Development and Next Steps for Community-Level Change

Inputs/ Resources	Simplified Action Goal	Resource Development Activities	Outputs / Measures of Success
Response Policy B7	• Not a priority • Review response policy • Update response policy • Further develop response policy	• Lunch and Learns • Town Halls • Policy Compliance Education for Staff • Policy Compliance Education for Students • Shadowing of Prevention Work • Scan of Policies at other Institutions • Meeting with Current or Potential Partners • Presentations with Constituent Groups	• # of working meetings • # of constituent groups in partnership • Amount of staff time committed to activity • Amount of resources committed to activity • # of public platforms by key opinion leaders to advertise activity • # of key opinion leaders who advertise activity • # of key leaders who come to meetings • use of key platforms by leaders to discuss prevention • monetary investment by the institution • implementation of trauma-informed and legally binding prevention and response policies • institutional commitment to and encouragement of accurate data collection, reporting, and evaluation • mandating training for all staff, faculty, and students
Prevention Policy B14	• Not a priority • Review prevention policy • Update prevention policy • Further develop		
Partnerships B22	• Not a priority • Increase number of partners • Increase Partnership Functioning • Increase Partners' Satisfaction	• Invite New People to Lunch and Learns • Attending Other Partners' Events • Education for Staff • Education for Students • Shadowing of Prevention Work • Meeting with Current or Potential Partners	
Resources for Implementation B28	• Not a priority • Securing additional resources • More funding • More partners	• Talk to campuses that have success in receiving grants • Research grants that might fund activities • Attract 1-2 new champions for Prevention • Find an ongoing convening (e.g., yoga class) to piggyback a prevention activity • Share data that illustrate need • Share data that showcase value of programs • Find curricular programs that might build prevention activities into coursework	

Institutional Commitment B36	• Not a priority • Increase institutional commitment • Increase value placed on SV efforts • Increase value placed on prevention education	• Gather voices of students demanding safety • Research “best practice” models to share with leaders • Ongoing professional development • Poll of parents about importance of these events • Develop narrative that connects to institutional values / strategic plan • Advance conversations about making prevention activities mandatory for all campus members • Meet with administrators with power to ask for resources	
Prevention Plan B42	• Not a priority • Creating written prevention plan • Involving others in prevention planning • Revising prevention plan	• Work with CPP Coach • Create a logic model • Have key constituent members review plan • Fill out Planning Tool • Put the prevention plan into writing • Make the prevention plan visible to others	
Evaluation Capacity B51	• Not a priority • Building evaluation capacity • Improve data collection practices • Increase data analysis capacity • Increase data use practices	• Form a prevention evaluation “team” with those who have data expertise • Add data to written products • Include prevention evaluation on meeting agendas • Share data with internal partners • Join the American Evaluation Association • Attend CPP Data Hangouts • Put data use competencies & responsibilities into job descriptions	

The remaining strategies are compiled in the tab/sheet entitled “Prevention Activities” and have similar prompts to help users create a Next Step Action Plan. Five sample strategies are presented here in an order that starts with the outermost layer of the Social Ecological Model (SEM) to create safe spaces on campus, including and especially for survivors of sex discrimination and sexual misconduct.

D. Environmental Approaches as an Upstream Strategy

Environmental approaches to campus culture change include modifying the environment to create protective settings. Situational prevention is an environmental approach that comes from the field of neighborhood crime prevention that has been shown to reduce sexual and dating violence in school settings. Environmental approaches are wide-ranging and include trauma-informed practices related to facilitating groups, sometimes called “holding space.” Healing spaces can be both the social containers within campus communities – for

example, a survivors' support group – as well as physical structures available to support students on campus, such as drop-in spaces. **Environmental approaches** are encouraged as a strategy for achieving **Changing Campus Culture's Recommendation 5**. Additional guidance around these topics is included in Section 5 of this Toolkit.

Example:

- Goal 1: By the end of the academic year, students will lead and present on a community mapping exercise of all campus and campus-adjacent environments.
- Goal 2: By the end of the academic year, there will be an increase in campus policies identified for modification due to victim-blaming, biased, and/or discriminatory approaches to safety and security.
- Goal 3: By the end of the academic year, institutional policy will include survivor-centered community accountability approaches to misconduct.

E. Cross-cutting Outreach and Awareness-Raising as an Upstream Approach Strategy

The concept of cross-cutting outreach and awareness-raising is offered as a strategy for coordinating sexual misconduct prevention and response goals to other support services by drawing the connections between sexual misconduct risk and protective factors that are shared with other mental health issues. This approach makes it explicit that intervening after a sexual misconduct incident takes place to reduce the severity of harm (tertiary prevention for sexual violence) can serve as primary prevention for other problems such as suicide or academic failure. By identifying the supportive services on campuses that can reinforce each other's efforts, campus partnerships such as CCRTs can collaborate to include **cross-cutting outreach and awareness-raising** as a part of achieving **Changing Campus Culture's Recommendation 4**: Comprehensive policy implementation. More tools related to this can be found in Section 4 of the Toolkit.

The Possible Next Steps Spreadsheet helps campuses identify campuswide communication activities that are feasible given their current conditions. For this strategy, some sample action steps are also provided in F9-15 to illustrate how campuses might fill out the tool. Again, a drop-down menu is provided in cell D2 and low, medium, and high goals are offered in C3.

- Goal 1: By the end of the academic year, collaborative relationships will be formed between prevention program staff, response program staff, and identity-based organizations on campus.
- Goal 2: By the end of the academic year, collaborative partnership opportunities will be created between campus-based organizations and off-campus entities.
- Goal 3: By the end of the academic year, those responsible for TIX will co-host prevention activities for students and employees with at least one partner organization on campus.

F. Campuswide Communication as an Upstream Strategy

Campuswide Communication is a strategic approach to meeting **Changing Campus Culture Recommendation 3**: Communicate a culture of mutual respect and responsibility. Just as prevention education draws upon the field of education and curricular approaches, Campuswide Communication draws best practices from the fields of marketing. Activities included in an effective communication strategy include getting to know the campus community and its needs, branding, public relations, and content marketing through blog posts and social media. Tips and checklists related to campuswide communication are provided in Section 3 of this Toolkit.

The Possible Next Steps Spreadsheet helps campuses identify campuswide communication activities that are feasible given their current conditions. Again, a drop-down menu is provided in cell D7 and low, medium, and high goals are offered in C8.

- Goal 1: By the end of the academic year, prevention staff will have met with internal partners to plan a communication campaign.
- Goal 2: By the end of the academic year, at least one communication strategy will be deployed during the academic year.
- Goal 3: By the end of the academic year, a cross section of campus entities will have created a multi-faceted and sustainable year-long communication strategy.

G. Prevention Education as an Upstream Strategy

Prevention Education is one of many strategies to meet ***Changing Campus Culture Recommendation 2:*** Empower the campus community with evidence-based training. **Prevention education** delivers messages to target audiences with the intent of increasing knowledge and skills through two-way communication between a facilitator and a participant. The Campus Sexual Violence Elimination (Campus SaVE) Act, enacted in 2013, requires institutions to provide education and awareness programs, including sexual violence prevention education, to enrolled students and incoming employees. This law does not obligate campuses to ensure that employees complete the programs, just that the programs are offered. Other governing bodies – for example, the NCAA – have additional **prevention education** requirements. Tools for prevention education are provided in Section 2 of this Toolkit. Under federal Title IX regulations, specialized training is required for campus employees related to complaint resolutions – for example, how to conduct investigations and live hearings. Resources for training related to response policy implementation are provided in Section 4 of this Toolkit.

The Possible Next Steps Spreadsheet helps campuses build a plan for prevention education with programmatic elements that are appropriate for their campus conditions. In addition to a menu of possible activities in D12, three sample goals are offered in C13, corresponding roughly to low, medium, and high intensity.

- Goal 1: By the end of the academic year, campus community members will be offered a full suite of training required by federal and state law.
- Goal 2: By the end of the academic year, campus community members will be required to attend evidence-based prevention and response training at least once during the academic year.
- Goal 3: By the end of the academic year, required ongoing year-long programming will be given to all members of the campus community on topics including bystander intervention, consent, healthy sexuality, mental health, and anti-bias education.

Adapting the Spreadsheet to Campus Needs

To help keep things feasible and manageable, the Possible Next Steps Spreadsheet can be downloaded and adapted. For example, if too much information is overwhelming, rows can be hidden, and tabs can be deleted. On the other hand, if more documentation is needed, additional rows or columns can be inserted in existing tabs, and/or tabs can be duplicated.

1.5.1 Tracking Trends Spreadsheet

Campuses can enter climate survey data into [this Excel Workbook](#) to track outcomes over time. Using a tracking tool like this can help to institutionalize regular use of data – even if responsibility for various duties needs to pass from one staff member to another, this spreadsheet keeps the campus data organized from year to year and can begin to reveal trends. The User Guide provides additional guidance on how to use the features of this file.

1.5.2 Tracking Trends Over Time User Guide

The *Tracking Trends Over Time* tool is designed to help readers monitor long-term progress by organizing and analyzing data from population-based surveys of students and employees. Whether jumping in from existing attitudes, behaviors, or climate indicators, this workbook allows readers to compare campus results across time to track whether interventions are achieving desired goals and identifying if or where further action is needed.

Purpose of the tool The Tracking Trends Over Time Tool is a long-term tracking tool meant to compile years of outcome data collected via population-based surveys of students and/or employees on campus. This Excel workbook organizes results from two or more surveys and assists in interpreting trends in the same questions over time or across different groups. The questions included in this Tool include [ODHE Benchmark questions](#) as well as other outcome measures included in this [Campus Partners in Prevention Evaluation Tool Menu](#).

Using this tool requires some working knowledge of both Excel spreadsheet manipulation as well as basic quantitative data analysis. Key analytic tasks will include running frequency distributions and calculating means.

Orientation to spreadsheet features

The Tracking Trends workbook is a collection of multiple worksheets that can be navigated using the tabs at the bottom of the Excel Workbook. Within each sheet, functionality has been built into various cells. Some of the included features are:

- [Mathematical functions](#): will calculate averages or sums of numbers in other cells.
- [Sparklines](#): will draw a comparison between two adjacent cells, showing the direction of difference.
- [Referenced data](#): where a value entered into one cell is linked and transferred to another cell in a different location.
- [Conditional formatting](#): will change the appearance of cells – for example, color-coding them – based on specified conditions. It is used to highlight important data points.

These features are built into the Excel Workbook to help monitor changes over time, to celebrate successes, and identify areas that need improvement.

A. Changes Over Time, AKA Outcomes

The worksheets are populated with a variety of survey questions so that campuses can enter scores from two or more years and look for either trends over time, for example, increases or decreases on a particular question. [Tool 1.2.1](#) is organized by ODHE Recommendations 1-5, placing items from campus surveys in rows in sections labelled with the five recommendations in Column A.

Because the *Changing Campus Culture* recommendations encourage change, the relevant data to be included in the Tracking Trends tool are population-level scores. The values to be entered into the cells of most of these worksheets will be aggregated across the entire sample size. In the first tab, “Key Measures,” the aggregate scores from one group are compared to the aggregate scores from another (for example, students in Column B vs. employees in Column C). In the second tab, “Outcomes,” the numbers being compared are aggregate scores of an entire group in one year (e.g., students in Year 1 in Column B) to scores of that same group in another year (e.g., students in Year 2 in Column C). The *Tracking Trends* tool is formatted with sparklines (e.g., columns D on the first two worksheets) and color-coding to help visualize changes over time. As the values are typed into Columns B and C, the column sparklines in Column D will automatically populate.

B. Entering Data

The *Tracking Trends* tool is populated with placeholder values, but users will start by entering their own data. Campuses will need access to their annual Benchmark data or climate survey data to use this tool. In the first two worksheets of the Excel workbook, this Tool lists questions in Column A. Many of these questions correspond to the outcomes included in [Tool 1.2.1](#) *Beginning with the End in Mind*. For example, row 12 of the first two worksheets tracks survey response rates – and an increase in response rates is short-term outcome 1.1.2 in the outcome map.

Campuses might decide to track fewer items than are included in the *Tracking Trends* worksheets. Campuses can use parts of the Tool as a template and starting point – adapting it to display and analyze the questions that are most important to them. To add questions that are not included in the *Tracking Trends* tool, users can type over existing question text in Column A to replace them with others or new rows can be inserted. Unneeded rows can be deleted or hidden.

C. Universal Goals

The third worksheet is designed to take trend analysis one step further. The first two worksheets assess whether observed changes are going in the desired direction (i.e., increases or decreases). The third worksheet assesses whether meaningful goals are attained. This tracking tool uses the concept of [targeted universalism](#) to ensure that all constituent groups – for example, undergraduate and graduate students – within a community achieve desired outcomes.

At the core of this approach is striving toward a common goal for all members of a campus community, which is the universalism of the approach. However, data should also be disaggregated to assess if all constituent groups are making similar progress toward the goal. This provides a way for campus teams to hold themselves accountable for meeting the needs of all members of their campus communities. Disaggregated data can identify the groups that are furthest from the universal goal. Then, specialized interventions can be designed to target the specific needs of the groups that are furthest from the universal goal.

Campuses can choose the universal goal(s) that work best for their community. Here are the steps to selecting a universal goal.

- 1. Pick one or more indicators** of particular importance to the campus action plan; for example, using a campus' official procedures to report *sexual misconduct*, or beliefs that campus officials would take action against the alleged offender(s).
- 2. Select a target score** for each indicator that is selected.
 - a.)** For questions that are asked on a categorical response scale, the target score might be yes for the desired behavior.
 - i.)* For example, on the "did you report?" item, the categorical response options are "yes," "no," and "prefer not to answer." The target score, in this case, would be yes.
 - b.)** For questions that are asked using a Likert-type response scale, the *Tracking Trends* tool uses the top two responses as the target score.
 - i.)* For example, for the "How likely is it that campus officials would take action against the alleged offender?" item, the rating scale ranges from 1 to 5, and the target scores would be 5 = "extremely likely" or 4 = "very likely" response.
 - ii.)* Similarly, on a 1-4 scale of knowledge, the target score would be a 4 = "extremely knowledgeable" or 3 = "very knowledgeable."
- 3. Select a universal goal for % of people with that target score that would mean success.** It is important to set this goal before collecting or analyzing data. In the *Tracking Trends* tool, universal goals are listed in Column H of the "Goal Attainment" worksheet (tab 3).
 - a.)** The campus team should decide what percentage of the campus community having the target score would indicate that the programming was working well.
 - b.)** The percentage can be evidence-based; for example, published research suggests that less than one in three survivors report to the police, therefore 30% is an evidence-based universal goal for reporting.
 - c.)** The percentage can be definitional; for example, a belief, behavior, or expectation is normative when more than half (e.g., 51%) of the population exhibits the target.
 - d.)** The percentage can be theoretical. For example, the Diffusion of Innovation theory suggests that when an innovative product, idea, or behavior (e.g., speaking up when someone jokes about sexual assault) is adopted by more than 16% of a given population, the innovation has "crossed the chasm" from early adopters into the early majority. The same theory theorizes that 16% of a population, called the laggards, will be hard to budge. For that reason, 85% may be the highest universal goal that should be set.
 - e.)** The percentage goals can be aspirational. For example, most grading rubrics state that 70-79 is a "C", 80-89 is a "B," and anything 90 or above is an A. Campuses might want to use those U.S. grading standards.
 - f.)** The percentage goals can be based on longitudinal data. For example, if at baseline, 50% were at the target goal, a campus may want to have a 15% increase across the board and set 65% as the universal goal.

4. Calculate aggregate percentages. This step and the next one are where expertise with data analysis in Excel or other software is needed. The information that is needed can be obtained by running a frequency distribution that looks at what percentage of people gave each possible response.

- a.) When calculating percentages, it is recommended that missing data is not included in the denominator.
- b.) In the “Goal Attainment” tab of the Tracking Trends tool, these aggregate percentages can be entered in Columns C-F, where each column represents a different year.
- c.) Column G shows a sparkline tracking the direction of the change.
- d.) Column H is where the universal goal to be achieved is listed. Using Excel’s “Cell Styles” function, users can color code whether the universal goal for each row was achieved in column H: green if it was achieved, red if it was not.

5. Calculate disaggregated percentages.

- a.) The Tracking Trends tool is not designed for disaggregating percentages, but campuses may choose to disaggregate among groups that are of special interest; for example, faculty compared to staff.
- b.) In the CPP Evaluation project that included multiple Ohio campuses, data on victimization experiences, belonging, and institutional trust were disaggregated, for example, by commuter versus residential students. Discrepancies were identified.
- c.) Given the discrepancies, changes in programming or additional support services were planned to bring the groups that were furthest from the universal goal closer.

This approach to tracking trends and creating solutions to help all groups meet universal goals can be considered a “bridging strategy” for changing campus culture. A “bridging strategy” refers to a deliberate effort to build connections between individuals from different backgrounds, essentially “bridging” across social divides by actively reaching out to people outside one’s immediate social circle to foster collaboration and exchange of ideas across different communities. This contrasts with “bonding,” which focuses on strengthening ties within a homogenous group. As every campus in Ohio has different groups within their student and employee populations, this approach should have value for almost everyone using data to guide action.

D. Relative frequencies of key data points.

The first three worksheets in the *Tracking Trends* tool focus on changes over time. The next four worksheets build in an examination of the relative frequencies in a list of possibilities. This type of trend tracking is particularly useful for survey items that are presented with “check all that apply” response options.

Name of Worksheet / Tab	Relative Frequency of...	Related to which CCC recommendations
Tab 4, entitled “Bystander Data”	11 upstander interventions/ preventative actions taken	ODHE Recommendations 2 and 3
Tab 5, entitled “Support Resources”	17 possible formal and informal resources to which survivors could have turned after experiencing harm	ODHE Recommendations 2, 4, and 5
Tab 6, entitled “Barriers to Reporting”	27 reasons for survivors not reporting sexual misconduct to campus officials	ODHE Recommendations 4 and 5
Tab 7, entitled “Institutional Courage”	21 acts of institutional betrayal and eight acts of institutional support that could have been experienced by survivors who reported to campus officials	ODHE Recommendations 4 and 5

In these tabs there is a column, usually Column A, that helps with sorting these into the most frequently reported experiences by respondents in the most recent year. This can help campuses see which are the most prevalent experiences – whether they be problematic challenges to be addressed or strengths to be celebrated.

E. Charts and Figures

While all previous eight worksheets are filled with data in tabular format, the last four worksheets, tables 9-12, have pre-designed charts that display victimization rates – arguably the most important outcome of them all – in several different ways. These are formatted for both students and employees.

Adapting the Spreadsheet to Campus Needs

Throughout the Excel Workbook, interpretation tips are provided in green or yellow comment boxes. While some of the features of this *Tracking Trends* tool may be more nuanced than some campuses need; hopefully, there are aspects that can provide inspiration for how to begin thinking about using data over multiple time points. The Tracking Trends workbook can be downloaded and adapted in ways that best serve any campus. For example, if too much information is overwhelming, rows can be hidden, and tabs can be deleted. On the other hand, if more documentation is needed, additional rows or columns can be inserted in existing tabs, and/or tabs can be duplicated.

Google Sheets Version Here: [1.5.1 Tracking Trends.xlsx](#)

Excel Version Here: https://1drv.ms/x/s!AuY_wjFZ00CuiQ6MyiglsnVyR0Tk

Conclusion

The Tracking Trends tool equips readers with a structured, adaptable way to monitor key outcomes and guide continuous improvement efforts. By combining long-term data tracking with sparklines and other visualizations, goal setting, and intentional analysis, this tool supports evidence-informed decision making. When used thoughtfully, it can help campuses celebrate progress, identify areas for growth, and ensure all members of the community are moving toward shared goals.

2.1 Upstream Solutions

A well-loved metaphor from prevention practitioners is the river parable, also known as the upstream-downstream story, or Moving Upstream, in which a witness on the banks of a river becomes a rescuer of first one, but then many people drowning in the fast current and deep waters of the river. An animated version of the story created by the Pennsylvania Coalition to Advance Respect can be viewed here: [River Story](#). The public health parable provides useful and accessible language for thinking about how to keep Ohio campuses free of sex discrimination and sexual misconduct: *upstream* and *downstream* solutions.

If making an official report to campus officials is considered the “point of outcry,” everything that happens after that moment can be thought of as **downstream solutions**. Downstream solutions are the efforts taken to pull the individual(s) out of the proverbial waters – activities such as putting interim and supportive measures into place, conducting investigations, holding hearings, adjudicating cases, and imposing consequences/sanctions. Campuses also end up needing to address further downstream issues such as anxiety, substance abuse, suicide and other mental health issues for individuals, dropout rates, bad public relations, and unwanted media coverage for institutions. The adversarial and resource-intensive nature of downstream solutions are compelling reasons for every campus in Ohio to move some of their resources and talent upstream.

Upstream solutions are organizational practices that campuses can put into place and acts that individual campus community members can take to stop sex discrimination and sexual misconduct before they occur. This includes shifting attention from the metaphorical point of outcry – rescuing people drowning in the river – to go upstream, figure out why people are falling into the river, and try to stop that from happening. Maybe a fence can be built. Perhaps a sign can be installed to warn and deter people from dangerous sections of the path, or guides can be positioned to provide life preservers. Or maybe instructors can offer to teach folks how to swim. One framework for designing upstream solutions is the public health approach to prevention.

College campuses can benefit from a public health approach by addressing the well-being of the entire student body through preventative, community-wide strategies, rather than focusing solely on individual interventions.

The Public Health Approach to Prevention

A community-level approach to Changing Campus Culture will require both response (downstream) and prevention (upstream) interventions. A framework that integrates those two components is the public health model for prevention. The purpose of this section is to introduce concepts and terminology from the public health model that can help in developing strategies that will be valuable to members of Ohio’s campus communities.

Historically, the public health model emerged as an alternative to the medical model. Rather than devoting all resources to medical treatments that are administered on an individual basis (such as responding to cavities), pioneers in public health expanded their focus out of hospitals to develop preventative strategies for entire populations of people; for example, teaching people to brush their teeth. Public health practitioners continually seek information about risk and protective factors. As more evidence is available, additional community-level

solutions can emerge to change the way resources are cycled through a setting or population. For example, after research established connections between tooth decay and sugar (risk factor) and fluoride (protective factor), new solutions emerged. Today, policies and practices to reduce added sugars in foods served to children and adding fluoride to toothpaste or public sources of drinking water are common prevention practices in some communities across the United States.

Terminology

Key words, and other terminology associated with the public health approach to prevention, are briefly defined for use in these discussions:

- **Root cause:** The core issue that sets in motion a chain of events that ultimately leads to sexual or relationship violence.
- **Causal factor:** An event, condition, or characteristic that plays an essential role in producing an act of sexual violence, or a factor that, when present, is sufficient to induce violence.
- **Risk factor:** A variable – such as a characteristic, attribute, behavior, or condition – that precedes interpersonal violence and increases the chance that sexual or relationship violence will occur.
- **Protective factor:** A variable that is associated with a lower likelihood of an occurrence of sexual or relationship violence.

Because it can be hard to untangle and isolate the multiple *root causes* and *causal factors* of sexual misconduct, public health researchers often focus on risk and *protective factors*. Risk and protective factors can be associated with more than one outcome or type of harm. For example, rigid gender roles and stereotypes are a risk factor associated with bullying, sexual violence, teen dating violence, child abuse and neglect, and intimate partner violence. In this example, rigid gender roles would be a **shared risk factor**. Because of the ways that risk factors and protective factors are interrelated, prevention efforts designed to reduce one problem – for example, substance abuse – can often reduce related problems such as suicidal ideation.

Prevention efforts that target a set of shared risk or protective factors have the potential to produce positive outcomes in multiple areas. Campuses can leverage this fact and organize campus units to work on issues with similar goals. For example, at the University of Akron, there is a Hope & Healing office co-located in the Student Recreation and Wellness Center. This signals a holistic approach that understands healthy relationships as part of community wellness.

The Social Ecological Model (AKA SEM)

Originating from the field of developmental psychology (Bronfenbrenner, 1977), the Social Ecological Model (SEM) has become widely used in the design and implementation of preventive interventions. The SEM is a helpful conceptual model for identifying multiple risk and protective factors for sexual or relationship violence across several layers of context – e.g., the individual level, the relationship level, the community level, and the societal level. Because sexual and relationship violence is complex, best practices for campuses today include developing strategies that modify risk and protective factors at multiple levels of the SEM and ideally address all levels.

Cross-Cutting Factors

Sometimes the term **cross-cutting factors** is used as a synonym for **shared factors**. As the words indicate, cross-cutting factors are those characteristics associated with multiple forms of violence – there are protective factors that cut across, for example, child abuse and neglect, youth violence, and intimate partner violence. For many years, public health experts have acknowledged cross-cutting factors and advocated for a cross-cutting approach to prevention that prioritizes policies and programs that address multiple forms of violence simultaneously.

Primary/Secondary/Tertiary Prevention

The groundbreaking work of Gerald Caplan (1964) shifted the field’s conceptualization of treatment of mental health issues at the individual level to systemic approaches that develop solutions for change at the population level. His classic typology of prevention has been embraced by practitioners in many contexts over the past six decades and will be used throughout this section as well. The definitions below come from the Minnesota Coalition Against Sexual Assault.

- **Primary Prevention:** Primary prevention means stopping sexual violence before it occurs, including before someone is harmed and/or causes harm.

Even after harm has already occurred on campus, there is still the opportunity to prevent harm from happening again. This is where responsive efforts of secondary and tertiary prevention are so important. These forms of response are often represented through advocacy and direct services for victims/survivors and even perpetrators. Incorporating secondary and tertiary prevention such as advocacy and direct services for survivors and perpetrators is important.

Researchers in Michigan found that up to up to one-third of boys and one-half of girls experienced one or more forms of peer-to-peer sexual violence in middle and high school. This same study finds that more than one in five adolescent boys and more than one in 10 adolescent girls have perpetrated sexual violence (Ngo, Boyd, Veliz, Kusunoki & Stein, 2018). Even if this is a high estimate, some students are coming to Ohio’s campuses with a history of sexual perpetration and/or victimization.

- **Secondary Prevention:** Secondary prevention aims to reduce the harm of sexual or relationship violence by detecting and treating as quickly as possible to halt or slow its progress; encouraging personal strategies to prevent reinjury or recurrence; and implementing programs to return people to their original health and function to prevent long-term problems. The goal of secondary prevention is to intervene in the short term to reduce further harm. Some examples are direct services advocacy for victims/survivors such as support in navigating the criminal legal system, providing a sexual assault nurse examination, training campus staff to offer trauma-informed care to all involved parties, and practices that focus on restorative justice and community accountability.
- **Tertiary Prevention:** Tertiary prevention aims to soften the impact of an ongoing illness or injury that has lasting effects. This is done by helping people manage long-term, often-complex health problems and injuries (e.g. chronic diseases, permanent impairments) to improve as much as possible their ability to function, their quality of life, and their life expectancy. Tertiary prevention is about long-term steps aimed at minimizing impacts of sexual violence and promoting resiliency; for example, offering support groups for victims/survivors, and treatment and educational programs for responding parties.

The Institute of Medicine (IOM) Model of Prevention

Several decades after Caplan's typology of prevention, the Institute of Medicine (IOM) reframed the concept of prevention (Institute of Medicine, 1994). IOM's classification of prevention focused less on the timing of an intervention (i.e., before or after an incident) and instead used Gordon's (1983, 1987) terminology to attend to the level of risk experienced by those receiving the intervention. The IOM typology is a helpful complement to the primary/secondary/tertiary approach because community issues are not linear and complex. This typology shifts the focus to the risk and protective factors that research has confirmed are associated with specific community problems.

The IOM terms defined below are useful in thinking about the way upstream solutions are designed.

- **Universal preventive interventions** are broad in nature and designed to reach entire groups or populations, regardless of risk. These interventions usually focus on protective factors. For example, providing online bystander intervention training to every incoming student on campus. This positions sexual misconduct as a campus community problem that demands vigilance and action from all members of the community.
- **Selective preventive interventions** are designed to reduce risk factors that are prominent or promote protective factors that may be lacking in particular groups compared to the wider population. For example, providing extra mentoring for first-generation students or promoting confidence and self-efficacy in survivors of sexual violence through teaching self-defense techniques.
- **Indicated preventive interventions** are designed to change conditions that have already shown signs of risk for sexual or relationship violence. For example, if there is a fraternity on campus that violated alcohol policies, a training program might be offered related to the prevention of alcohol-related or drug-facilitated sexual assault.

Common Barriers to Developing Upstream Solutions:

1. Lack of sustainable resources – one-person offices, limited funding, or investments.
2. Lack of leadership endorsement for sexual violence initiatives.
3. Changes in federal laws and guidance are confusing and less motivating for campuses to focus time and energy on prevention.
4. Short-term, one-time, one-hour training can be enough to meet compliance.
5. Reliance on Learning Management Systems or other online training to manage requirements.

Given these barriers, it may take ongoing effort to push activities and resources upstream from the point of outcry. The remainder of this section will encourage campuses to take steps upstream by adopting a layered approach to empowering campus communities, followed by four upstream solutions that campuses can consider layering: essential partnerships, prevention education, bystander empowerment, and community mobilization.

Related Resources

Changing Campus Culture Podcast: [Episode 12: Going Upstream: Focusing on Prevention & Wellbeing](#)

2.2 A Layered Approach

Upstream solutions for sexual misconduct can be enacted using **a layered approach to empowering campus communities** where multiple strategies are carried out synergistically to achieve comprehensive change.

A tried-and-true best practice guide for layering upstream solutions is the **Spectrum of Prevention**. Published by the Prevention Institute (Cohen & Swift, 1999), the thesis idea presented in this classic resource for prevention practitioners is, “*Prevention is more than education and goes beyond the individual.*” Another take-away message from this work is that when working toward population-level changes in communities, it is necessary to create a campus plan that allows multiple strategies to work together.

The **Spectrum of Prevention** strategies include:

1. **Strengthening Individual Knowledge and Skills:** Events/programs are aimed at increasing individual participants’ knowledge and specific skills to encourage healthy behaviors.
2. **Promoting Community Education:** Reaching groups of people with information and resources to promote health and safety. Community education uses formats and techniques that are different from those used to increase knowledge in individual students or employees.
3. **Educating Providers:** Ensuring that staff responsible for response and prevention interventions on campus are well trained, in tune with the students you’re trying to reach, and trauma informed.
4. **Fostering Coalitions and Networks:** Bringing together groups and/or communities for broader goals and greater impact.
5. **Changing Organizational Practices:** Addresses adopting organizational policies and norms needed to promote healthy, safe, and equitable organizations or institutions.
6. **Influencing Policy and Legislation:** Developing strategies to change laws and policies to influence outcomes.

Educational Strategies

Many campuses participating in the Changing Campus Culture initiative are likely already layering the first three strategies of the Spectrum of Prevention — Strengthening Individual Knowledge and Skills, Promoting Community Education, and Educating Providers – as part of their institutional commitment to prevent and respond to interpersonal violence. These strategies are often more readily integrated into campus settings because they share education as the driving methodology. What follows is a closer examination of these commonly used strategies, including reminders for how to implement them more effectively and intentionally in support of comprehensive prevention work.

Strengthening Individual Knowledge and Skills

Skill building requires active engagement through interactive learning activities. For example, including three or four slides that describe the four “Ds” associated with bystander intervention into a single-session offering might create knowledge, but that simple activity likely will not be sufficient to change behavior. Effective

bystander intervention approaches include multiple sessions with opportunities to apply concepts through discussion and role-play practice. Some Ohio campuses incentivize completion of multi-session programs by offering micro-credentials so that participants have a tangible reward for their investment in a program of this type, which is relatively time intensive. Efforts to build individual skills not only require sustained commitment, time, and effort from learners, but they also require expert facilitators with the advanced skills necessary for building trust and creating brave spaces for exploring uncomfortable topics and trying new things.

Promoting Community Education

Topics for community education are often designed to have universal appeal, use formats that meet learners where they are, and have more modest goals than building skills, such as raising awareness. For example, some community colleges in Ohio host “Lunch and Learn” workshop sessions that highlight topics related to stalking, domestic violence, sexual assault, trauma-informed approaches, etc. For students and employees who attend only one session, this format functions as a stand-alone opportunity for raising awareness and relevance of the issues. One-time sessions can also focus on emerging trends to keep community members up to date with emerging trends and other innovations in response and prevention. For students and employees who come together and share a meal for several of the workshops, “Lunch and Learns” can also foster connections and a sense of belonging.

When implemented as a long-term strategy sustained in campus settings over years, community education activities can reach broad swaths of the community and gradually increase community-level awareness, knowledge, and micro-skills for prevention and response efforts to a “proficient” level. However, a workshop series does not rise to the level of increasing knowledge and skills for individual learners (as could be measured using a pre- and post-test). Another familiar community education practice is offering third-party online training modules about sexual misconduct (e.g., as offered by Vector Solutions). Like the quarterly workshop series, these modules are another step toward fostering community education that must be nested in a broader, integrated approach. When offered universally, training modules can help name unacceptable behaviors, alert all members of the campus community to expectations about appropriate behavior, provide shared language to effectively communicate about difficult topics, and direct people to relevant policies and additional resources.

Educating Providers

These are targeted educational interventions focused on a subset of leaders on campuses who serve as the frontlines in response and prevention efforts. These could include methods of teaching employees how to act as mandatory reporters; specialized training on policy implementation for Title IX coordinators, investigators, and adjudicators; train-the-trainer curricula for peer educators and other health promotion staff; and evaluation and capacity-building opportunities for campus teams working to use data to guide action.

Beyond Education: Strategies for Shifting the Culture and Systems

The first three strategies from the Spectrum of Prevention rely heavily on best practices from the field of education. Truly embracing the concept of layered empowerment strategies, however, may require “unlearning” certain mindsets and organizational practices to move beyond education-alone approaches. Educators are experts on enhancing knowledge and skills and may see knowledge acquisition as the destination. However, research suggests that increased knowledge does not automatically lead to changes in behavior. For instance, people might know that wearing a helmet while biking can prevent serious injuries such as concussions but still choose to ride a bike without a helmet. In an environment where helmet use is uncommon, wearing one could lead to questions or criticism from others. Similarly, on college campuses, even allies may hesitate to act if the culture around them normalizes harmful behaviors or discourages intervention. Another layer of interventions focused on changing environments is needed.

Changing individual behavior toward combating sexual violence can be challenging due to various pressures within shared environments. For decades, sexual misconduct has been normalized on campuses, creating a culture where individual intervention may be discouraged. For instance, on a residential campus, “party culture” often includes jokes about excessive drinking or hooking up, which can mask or even encourage coercive or non-consensual behaviors. Using terms such as “boys will be boys” or brushing off aggressive behavior as “just part of college life” subtly signal that these actions are acceptable, discouraging individuals from stepping in or reporting harmful behavior.

Individuals may learn bystander intervention skills from on-campus training sessions but still face peer resistance when they attempt to intervene in a harmful situation. This discouragement highlights the need for layering additional strategies to alter the norms within the campus community. To foster a culture that actively rejects any form of power-based violence, it is crucial to invest in long-term, sustainable, and comprehensive strategies that engage the entire campus community. These approaches can enhance multiple protective factors related to student well-being and create an environment that promotes safety for all.

Ultimately, individuals are more likely to intervene when they perceive it as a norm — an expectation within their community. When intervention becomes a shared value, reinforced by consistent messaging and modeling of these behaviors, responding to potential harm is not just encouraged from top down, but embraced. For example, when orientation programs, student leaders, and campus organizations regularly discuss and demonstrate bystander intervention techniques — such as interrupting situations where someone is being pressured or offering a safe way out — it signals to all students that stepping in is both expected and supported by the campus community.

When the next three strategies – Fostering Coalitions and Networks, Changing Organizational Practices, and Influencing Policy and Legislation – are implemented consistently and with fidelity, positive norms can be reset. This means that both the campus and surrounding community unequivocally reject violence in all its forms. Such a culture enhances the effectiveness of individual interventions. The following paragraphs detail ways to implement and intentionally build each of these strategies.

Fostering Coalitions and Networks

By uniting all institutions of higher education in Ohio around common goals, the Changing Campus Culture initiative is itself an example of building a statewide network for greater impact. Resources are offered universally to the entire population of universities and colleges in Ohio. Regular opportunities to gather – for example at quarterly Title IX Coordinator meetings or for group format training opportunities – allow campus representatives to share information across the network. Note that coordination, administrative labor, and ongoing resources have been needed to foster this network over time.

At the campus level, [creating essential partnerships](#) such as Coordinated Campus Response Teams (CCRT) or student groups organized around issues related to sexual misconduct response and prevention is one form of coalition building. Other campuses might participate as members of local county coalitions to connect campus efforts to the broader community and reinforce messages across multiple on-campus and off-campus settings. For example, North Central State College has found value in becoming a member of the Richland County Partners for Prevention Coalition. Do not make the mistake that this work is easy. It takes persistence and strong local expertise to keep coalitions and networks connected and moving forward toward shared goals.

Changing Organizational Practices

An example of changing organizational practices may be creating a standard syllabus statement emphasizing the campus policy against sex discrimination, sexual harassment, and misconduct, and providing resources available to students who are impacted by all forms of violence to set positive norms around respect, safety, and reporting. To increase student engagement, a CCRT may restructure to increase the number of student representatives from one or two individuals to five or more that represent a broader array of the constituent student groups (e.g., parenting students, commuter students, online students). This may require additional changes in organizational practice (e.g., adjusting hours and location of meetings or offering a stipend or tuition waiver). There are vast possibilities for organizational practices that can be changed to support safety on campuses. For example, when one two-year public college found that students who identified as members of the LGBTQ community had reported significantly higher rates of sexual harassment and lower ratings of belonging, they identified a barrier in the way student groups were chartered on campus, which required students to find an employee willing to serve as advisor to the group.

Influencing Policy and Legislation

In the context of the Changing Campus Culture initiative, the word policy might immediately suggest well-known policies such as Title IX or the Clery Act/Campus Sexual Violence Elimination (SaVE) Act, which are foundational pieces of federal legislation that have supported the activities encompassed in the five recommendations. Through community mobilization, policy advocacy, legislative testimony, and other activities, survivors, administrators, faculty, staff, and students on campuses across the nation have been instrumental in shaping the ways that these well-known policies have been applied over the decades since Title IX was signed into law in 1972. It is important that those most directly affected by policies – in this case, college and university students – continue to be at the forefront of efforts that seek to evolve policy implementation over the next 50 years.

However, policies are more than what happens on Capitol Hill or at the Ohio Statehouse. A policy is at its simplest form a written commitment; for example, all student-athletes must complete sexual violence prevention training to participate in competitions or to enroll in classes, or students must sign a code of conduct agreeing to engage only in consensual sexual activity. There are many more nuanced ways that readers can use campus, organizational, and classroom policies to prevent and respond to sexual misconduct.

Putting the Spectrum of Prevention Together

Each campus will layer the six strategies in unique combinations that meet the needs of their constituent groups. For instance, at community colleges, where students may have limited time on campus, layering might include flexible online modules combined with orientation videos and faculty-led discussions in common classes, such as first-year seminars and childcare support. See Table 2.2.1 for examples of layering in different types of college and university settings.

Table 2.2.1 Examples of Layered Strategies to Empower Campus Communities

Example of Community College Initiatives

Collaborate with local community organizations and nonprofits to implement effective bystander intervention strategies.

Campus Safety Measures Ensure parking areas are well lit. Train security guards to recognize stalking behaviors. Provide a system for rides and assistance to parking lots during evening hours.

Child Care Support
Offer low-cost or no-cost childcare on campus for parents.

Trauma-Informed Faculty Training
Train faculty in trauma-informed approaches to better support students.

Support for Online Students
Provide faculty who teach online courses with resources to include information about safety, intervention, and telehealth counseling options on the home page of their courses, ensuring timely care and easy access for students who may be experiencing harm at home.

Example from Residential College Initiatives:

Formation of Well-being or Prevention Teams
Establish teams to address violence and intersecting issues such as alcohol and other drugs (AOD), hazing, and suicide prevention.

Focus on Protective Factors
Foster connections with mentors, including peer educators and student well-being coaches.
Build relationships with offices that support student organizations and groups. Attend their events and cross promote on social media (without asking for anything).

Create more shared spaces for students to utilize for after-hours conversations: Residence Hall rooms typically do not have many chairs, only a bed on which to sit. Creating shared access to after-hours public spaces would potentially prevent sexual harm.

Hazing Prevention Program/Policy Review
Invite student band, athletics, or fraternity/sorority student leaders to review and recommend changes to the hazing prevention policy (that do not conflict with state laws).
Students review programming and help create scenarios and update language to ensure the messages reflect students’ perspectives and experiences.

Bystander Intervention Training for Resident Assistants:
Train influential students in bystander intervention.
Facilitate regular meetings for RAs to lead mobilization efforts, practice skills, and support each other in efforts to decrease harm.

Example from Faith-Based Campus Initiatives:

Training for Faith Leaders

Train campus faith leaders in Safety, Intervention, and Prevention Services (SIPVS) to recognize unhealthy behaviors in relationships, sometimes called “red flag behaviors.”

Confidential Support

Clearly list religious leaders who offer confidential support on SIPVS web pages and other resources.

Social Norms and Awareness Campaigns

Align spiritual values as a mechanism to support helping behaviors.

Promote values in cross-campus communication of social norms and awareness campaigns.

Example from Private College Initiatives:

Promote Campus Identity and Norms

Leverage the unique identity or niche studies of the campus to promote positive norms. For example, a college known for nursing might use the slogan, “We take care of others, and each other.” See the Simple Rules section for more ideas on this.

Communicate Prevention Programming/Messaging

Feature prevention programming opportunities/messaging and norms campaigns prominently at the top of the university calendar of events.

Ensure that web pages typically dedicated to response also include prevention programming.

Internship Opportunities

The Title IX office or those who work in prevention could provide internships or support senior capstone projects to develop and implement prevention programming.

Student-led Initiatives

Student senate members attend advocacy day to meet with lawmakers to influence policy efforts related to supporting survivors.

Appropriate choices for layered strategies for empowering a campus community will vary from campus to campus and **should be guided by locally collected data**. Campuses can start by asking: What trends are reviewed from data or insight, informal interviews, conduct/disciplinary reports, or CCRT/SART team conversations?

Community colleges may need strategies that focus on reducing lived experiences with intimate partner violence or stalking, whereas larger public institutions may need to focus on sexual assault, alcohol use, and digital or technology-based harassment.

When using data to plan layered strategies, consider the unique populations (ex. first generation college students, students who are parents, etc.) and needs within the broader campus community. Multiple populations may not be reflected in program evaluations or climate surveys. This will take time and intentionality to build relationships to inform practices that serve all students and campus community members. Be strategic and intentional knowing you may not have a full picture of harm happening on your campus.

The complexity of college campuses – as workplaces, learning environments, and possibly residential communities – underscores the importance of proactive, campus-wide efforts to foster safe and supportive environments, emphasizing prevention and education to address these issues holistically.

Conclusion

Creating a safer campus community requires a multilayered approach that goes far beyond education alone. The Spectrum of Prevention illustrates the need to foster collaboration, shift policies, and transform culture to make a lasting impact. Tailoring strategies to each campus's unique needs can empower community members to draw on their own lived experiences to contribute to culture change. In the end, preventing sex discrimination and misconduct is a shared responsibility — and a powerful opportunity to create campuses where all can learn, grow, and flourish.

2.3 Essential Partnerships

Because community change can take years, almost all community change initiatives begin with forming partnerships to support the work over longer periods of time. This is a strategy called coalition building. There are **empirical reasons** for coalition building. Research indicates that coordination of resources and services among community agencies and community support/connectedness act as [protective factors at the community level of the social-ecological model \(SEM\)](#). This means that in the published research on violence prevention, these two factors are statistically related to reductions in sexual misconduct across one or more independent studies.

Coordination of resources and services is a common practice within the sexual violence response field. For example, Sexual Assault Response Teams (SARTs) and Sexual Assault Nurse Examiner (SANE) programs are two examples of how many communities, including campus communities, coordinate resources and services for responding to sexual misconduct. For those unfamiliar, SARTs bring together professionals from different areas, traditionally law enforcement, advocacy, and other community resources, to coordinate a survivor-centered response, while SANEs offer specialized medical care and exams by trained nurses to support survivors and improve evidence collection. These approaches have been evaluated as best practices in trauma-informed care. In addition, they have been associated with improving the ability to meet legal (e.g., higher quality forensic evidence) and medical goals (e.g., identification and treatment of injuries) of the criminal justice and health care systems, respectively.

Subject matter experts have included a wide range of *community supports and connections*. Some examples of specific recommendations for building community connections that have emerged from survey research include curating social media groups and/or email information sharing for safe online connection and offering events to promote connection to culture (e.g., through food, music, faith, sport, and games).

There are also **practical reasons** for working with partners to implement sexual misconduct policies and programs. [Partnerships functioning at collaborative levels](#) have been associated with practical advantages such as being more able to:

- Identify new and creative ways to solve problems.
- Include the views and priorities of community members that the efforts will serve.
- Develop goals that are widely understood and supported among partners.
- Identify how different services and programs in the community relate to the problems being addressed.
- Respond to the needs and problems of the community.
- Implement strategies that are most likely to work in the community.
- Obtain support from individuals and organizations in the community that can either block the partnership's plans or help move them forward.
- Carry out comprehensive activities that connect multiple services, programs, or systems.
- Clearly communicate to people in the community how the partnership's actions will address problems that are important to them.

For these reasons, the time and energy put into relationship building is a critical investment. Collaborative partnerships can bring diverse and fresh perspectives – not only do partners support one another through shared labor, they also help find universal messages that might appeal to a broader segment of the community.

Furthermore, collaborating with new partners can help build long-term capacity for empowerment strategies and normalize sexual misconduct prevention as part of overall health promotion and well-being efforts on campus. But the benefits of teamwork do not come without daily investments into communication and coordination.

Important Connections for Changing Campus Culture Partnerships

In working to level up essential partnerships for Changing Campus Culture, readers should build relationships that connect the following individuals and activities on campus. The work of developing essential partnerships should serve to:

1. [Connect people that care](#)

Convene regularly a group of individuals dedicated to addressing sex discrimination and sexual misconduct on campus. The most recognized version of this is a response team such as a Sexual Assault Response Team (SART) or a Community Coordinated Response Team (CCRT). A group that works together can generate collective efficacy and other protective factors for community problems. The existence of a SART or a CCRT usually signifies a campus that is at the medium level of the high, medium, low typology of campuses introduced in Table 1.3.3 . *How the group functions and what goals it sets* can move a campus from medium to high.

Because of external mandates that regulate aspects of how campuses must receive and respond to reports of sex discrimination, sexual misconduct, and other prohibited behaviors, formal roles (e.g., Title IX coordinator, adjudicators, decision makers) and responsibilities related to responding to formal reports are likely to be clearly defined, tasked, and adequately resourced on most campuses. Staffing in order to implement a response policy is a first step. Additional recovery, healing, and prevention activities, such as coordinating a survivor support group or implementing a multi-session bystander empowerment curriculum, are less likely to have a staff person assigned or other campus resources allocated.

2. [Connect response and prevention goals and activities](#)

Align interventions that are reactive to reports of sex discrimination and sexual misconduct with proactive activities designed to stop incidents before they occur. Campuses can take a broad trauma-aware approach to harm reduction that understands reporting and response activities as tertiary prevention and connects those efforts to secondary prevention (for example, preparing all campus employees to anticipate disclosures and/or report suspected misconduct to Title IX) and primary prevention (for example, working with peer advisors to deliver skills-based training on healthy relationships).

3. [Connect prevention to promotion](#)

A SART or CCRT is functioning at a high level when it prioritizes clear communication to leadership, student support staff, and student groups on campus. A “next level” practice for SARTs and CCRTs could be to assign specific members of the SART/CCRT the responsibility of developing feedback loops to provide regular updates to colleagues responsible for other types of well-being efforts on campus to help shape and inform prevention programming.

A best practice that can take campuses to the next level is to work with partners to connect the implementation of sexual misconduct policies and programs to those related to well-being, mental health, alcohol & drugs, and hazing prevention. When searching for resources to build out proactive preventative interventions, readers might be able to secure external funding to support their work. However, grants are temporary and often come with restrictions and/or requirements. Using coalition building as a strategy for connecting with offices/departments on campus with paid staff and institutional budgets has long-term advantages and can be a way to offset the loss of grants or other funding sources.

4. [Connect contributions of students to ongoing efforts](#)

Another more advanced partnership is engaging with students so they can be properly equipped to lead efforts to prevent sex discrimination and sexual misconduct on campus. Because student populations are always turning over, sustaining close working relationships with students requires both time-consuming work at the personal level as well as careful planning to institutionalize outreach, retention, and succession of student leaders in the work.

Institutionalizing partnerships with students is an area that will require creative thinking and stamina from all campuses. Because the benefits of working alongside engaged students are so great, these topics are further discussed in other sections of this Toolkit.

Resources for Building Teams and Improving Partnership Functioning

To move beyond good intentions and ensure that partnerships are truly impactful, readers and leaders must invest in the development and ongoing improvement of teamwork. Beyond engaging all who should be involved (more on this later), it also includes equipping everyone with tools, structures, and practices that support effective collaboration.

Researchers worked with the American College Health Association and the International Association of Campus Law Enforcement to conduct a study of institutions of higher education aimed at identifying best practices in sexual violence response models, policies, and practices. After surveys and interviews with administrators, health and wellness professionals, and campus public safety personnel at a wide variety of two-year and four-year, public colleges and universities, the research team developed the [Campus Sexual Assault Prevention and Response Improvement Checklist](#), which includes helpful tips for building a campus team, including role-specific ideas from the perspective of the Title IX office, health and wellness, safety and security, and the dean's office.

The [Partnership Self-Assessment Tool](#) is another resource that emerged from systematic investigation of real-world partnerships focused on increasing community health. This resource is a field-tested survey protocol that includes multiple question panels, including leadership effectiveness, efficiency, effectiveness of administration and management, sufficiency of non-financial resources, and sufficiency of financial and other capital resources. These questions provide a clear sense of what success looks like when it comes to partnerships – for example, one indicator included on the tool measures the extent to which administrators *minimize barriers for participation in meetings and activities*. Reviewing the indicators and/or using the tool as it was designed can provide helpful information about improving essential partnerships.

Conclusion

In a layered approach to empowering a campus community to prevent and respond to sexual misconduct, partnerships often provide a strong initial layer. Partnerships require ongoing maintenance in the form of proactive communication and trust building, but they can help make the other upstream strategies, such as prevention education, bystander empowerment, and community mobilization feasible and sustainable over time.

2.4 Prevention Education

Prevention education is a predictable starting point for empowering campus communities. But as a reminder, this should be more than compliance training and one component of a layered approach. In section 2.3, the six-part Spectrum of Prevention (Cohen & Swift, 1999) was introduced. A good question to answer is, how does each training function as a layer within the Spectrum of Prevention framework? Does the strategy stop after compliance is met, or are additional layers included for a holistic approach?

Prevention education uses techniques from the traditional educational model – for example, professional development training, special topics workshops, and curricular approaches – to systematically provide campus-specific information to all community members. The goal is to increase knowledge and build skills by means of facilitated instruction and having attendees practice using the content presented. Prevention education draws upon an evidence base of teaching and learning techniques that are familiar to students and professionals within institutions of higher education, which makes it a comfortable place to start thinking about prevention.

Prevention education is a necessary component to ending sexual and relationship violence, but years of practice suggest it is not sufficient. Rather, prevention education should be layered using the first three strategies of the Spectrum of Prevention, which are Strengthening Individual Knowledge and Skills, Promoting Community Education, and Educating Providers. Topics that are appropriate for campus community-wide prevention education include ground-level knowledge about concepts — the core ideas and principles behind prevention and intervention — as well as overviews or demonstrations of micro-skills — specific, practical actions including how to make a report or how to respond supportively when receiving a disclosure.

Table 2.4.1: A Sampling of Foundational Training Topics

Concepts	Micro-skills
• Campus policies	• How to model expected behavior
• Reporting rights and options	• How to make a report • How to access confidential resources
• Support resources on campus	• How to get connected with campus support department (Title IX, Advocates, Violence Prevention)
• Overview of what advocacy is • Confidential resources v. nonconfidential resources	• How to contact an advocate • How to make an appointment • How to identify confidential service providers who are protected from mandatory reporting
• Definitions of different forms of interpersonal violence	• How to identify harmful behavior • How to avoid acting inappropriately

• Trauma-informed care • Trauma and its effects on the brain	• How to support students impacted by interpersonal violence • How to respond to disclosures
• Consent education • Campus policy definition of consent	• Bodily autonomy • Practicing boundaries in general
• Healthy relationships	• How to differentiate between healthy/unhealthy behaviors • How to help a friend or colleague that may be experiencing harm
• Bystander intervention	• How to recognize situations that could lead to harm • How to recognize and overcome barriers to intervention • How to safely intervene for a friend or stranger
• Bystander intervention	• Promotion/messaging of norms related to positive behaviors and attitudes.

Best Practice Considerations for Prevention Education

Outcome-Driven Participation Goals

Campuses should set outcome-driven goals for completion rates and create meaningful opportunities for all students and employees to learn foundational topics and micro-skills. For example, creating a campus policy that requires all incoming students and employees to complete standardized training sessions is one technique to forward the desired outcome of increasing completion rates and ensuring all community members receive the same informational content. Requiring incoming undergraduate students, including first-year, transfer, and international students, to attend an in-person workshop within their first eight weeks on campus is another technique.

Evidence-Informed Design Strategies

It is considered a best practice to use existing data to inform what a training should cover, with whom and how the training is delivered. Local data can help to guide prevention education efforts if campus leaders systematically record who completes the different training options. For example, look back at attendance records to see if online modules or in-person offerings are better attended. Tracking these details can help ensure saturation of prevention education throughout the calendar year and across the student life cycle.

Multiple Occurrences, Formats and Modalities

Effective prevention education requires more than a single session or presentation. The [University of California Santa Barbara](#) has designed its training model around the idea of requiring **three touchpoints** of prevention education: 1) online, 2) in-person, 3) in-print. Multiple modalities increase the likelihood that prevention education sticks and becomes part of the campus culture. Prevention education benefits from a **scaffolded approach** method that builds knowledge and skills over time through multiple, progressively structured learning experiences. This means providing students with multiple opportunities to engage with the material in different ways. For example, introductory sessions might cover basic awareness, followed by workshops that delve into specific scenarios, practice sessions for intervention skills, and ongoing discussions through peer groups or campus events. By using varied methods, such as interactive workshops, digital modules, and peer-led discussions, students can gradually deepen their understanding, reinforce key concepts, and build the confidence to apply what they have learned.

Special Considerations for Prevention Education

Required prevention training on college campuses aims to increase awareness and reduce incidents of sexual misconduct. However, it is important to consider the possibility of unintended outcomes. Among prevention and health promotion programs, harm caused by treatments or interventions is called iatrogenesis. For example, attendees completing training may experience unintended feelings that cause distress; this would be an instance of iatrogenesis. Known, larger-scale iatrogenic effects associated with prevention education, especially mandatory/required programs, include:

1. **Decreased Reporting:** Some studies have found that mandatory training can decrease the willingness of students, particularly women, to report sexual misconduct. This may be due to increased awareness of the complexities and potential consequences of reporting.
2. **Resistance to Mandates:** Students often resist mandatory training, feeling it is an imposition or micromanagement by the institution. This resistance can lead to a lack of engagement and even resentment toward the training.
3. **Limited Impact on Behavior:** While these programs can increase knowledge and debunk myths about sexual assault, their effectiveness in changing behavior and reducing incidents of sexual misconduct is still debated. Some research suggests that the training does not significantly impact reporting behavior or the prevalence of sexual assault.
4. **Perceived Ineffectiveness:** There is a perception among some students that this prevention training is ineffective or merely a formality to comply with federal regulations, rather than a genuine effort to address the issue.
5. **Potential for Backlash:** Mandatory training can sometimes provoke backlash, reinforcing negative attitudes rather than fostering a supportive environment for survivors.

For these reasons, readers should take special care when deciding when to require training related to sexual misconduct. A recommended prevention education design approach is smaller group formats (five to 12 people). This offers some advantages, including additional opportunities for discussion and skill-building activities that may minimize unintended results listed above. Conversely, larger group training (30 or more in one instance) can hinder individual participation, make it difficult to deploy skill-building activities for all, and make it challenging for facilitators to address all questions or discover and resolve any misunderstandings.

Because of these challenges, it is important to assess large group programs and continue refining and improving all educational programs. **Evaluation methods and locally collected data** can be a resource in avoiding iatrogenic responses. Some evaluative components that should be included in the prevention education program include defining clear outcomes that move beyond compliance activities. Implementation staff such as program coordinators and facilitators can conduct regular debriefing sessions that include the review of attendance data, evaluation forms filled out by learners, and facilitators' own perceptions of what worked well and what could be improved. After-action reviews (Darling, Parry & Moore, 2005) can offer structure for these discussions.

One special instance warrants special attention from sexual misconduct prevention educators. Every campus community includes members who have been directly impacted by sexual violence. Working directly with survivors or survivor advocates can help to ensure that the educational interventions do not inadvertently cause harm. Ensure that all prevention education is developed with the following approaches:

1. Trauma-Aware Language:

- Use sensitive and trauma-aware language in all emails and promotional materials related to required or optional sexual violence trainings.
- Include content warnings to prepare recipients for discussions of potentially distressing topics. Avoid using “Trigger Warning” as that relates to guns/gun violence and instead note that sensitive content is coming up next. Alternative ideas include: “Content warning: We will be discussing trauma” or “Just a heads up: This next section presents information on sexual violence statistics.”

2. Exemption Process:

- Clearly communicate the availability of completion exemptions for those directly impacted by sexual violence.
- Provide an easy-to-follow process for requesting these exemptions.
- This approach helps prevent retraumatization by allowing survivors the choice to opt-out of mandatory training.

3. Resource Information:

- Include information about campus and local resources for survivors in the communications sent about the training(s).
- Encourage recipients who are survivors to seek confidential support, regardless of when the incident occurred.
- Together, these ensure that survivors know they have access to help.

A Promising Practice: Peer Education Programs

For campuses with sufficient capacity, peer educators can be an important layer of in-person prevention education. Peer educators are trained students who support their peers’ learning, wellness, or development by facilitating workshops, trainings, and sometimes more to create inclusive and supportive environments. Peers have a unique impact on each other. Interacting with peers provides a positive association with the college experience and can be the single most important influence on undergraduate students. Because of their perceived credibility, peer educators can successfully engage fellow students and gain their support for response and prevention activities. [Focus groups and interviews conducted at the University of Michigan](#) indicate that what students want from sexual violence prevention education differs somewhat from the current evidence base. Students reported the following elements as desirable:

- In-person
- Small group
- Peer-facilitated
- Co-ed groups of unfamiliar students
- Candid and serious instruction and discussion

This study suggests a need for continued development of peer education models on college campuses. Other studies have shown that peer educators can have a positive impact on a campus and within the community by influencing positive behaviors, correcting common misperceptions, promoting healthy choices, increasing direct service usage by providing resources, and increasing collaboration.

Various studies have concluded peer education to be more effective than traditional methods (e.g. training provision by teachers) where sensitive subjects such as sexual relationships and substance abuse are concerned. In addition to increasing knowledge, the peer education model promotes social skills. Importantly, peer education programs also provide leadership opportunities for the student workers and can empower students to take ownership of sexual violence prevention in their communities.

It is best practice to pay peer educators, although sometimes they are unpaid. While peer educators are relatively inexpensive compared to other professional facilitators, a successful peer education program does require substantial investment from the departments/offices on campus that are responsible for implementing response and prevention activities. Due to the sensitive nature of sexual violence, it is crucial for peer educators to be recruited, selected, oriented, and supervised by trained professionals who serve as coordinators of the peer education program.

Peer educators require foundational training in facilitation skills as well as ongoing training to understand available resources, learn how to discuss topics related to sexual misconduct, and learn how to navigate difficult conversations with their peers. The [BAE \(Before Anyone Else\) Training](#) is an example of an online peer certification training to prevent sexual violence that includes 16 modules covering topics ranging from *Sending Nudes & Online Safety* to *Public Speaking & Tips for Presenting*.

Common Pitfalls in Peer Education:

- Untrained and unsupervised student implementers
- Student educators regurgitating poorly created adult presentations
- Use of scare tactics
- Use of power over, when student leaders “talk down” to participants
- Unengaging PowerPoint presentations, when student educators read off slides
- Lack of support from campus staff to prevent burnout
- An underemphasis on succession planning and how to sustain peer education models
- Lack of focus on ongoing recruitment and outreach strategies

Conclusion

Prevention education plays a key upstream solution role in helping campuses move toward a culture free from sexual violence, but it must be more than a compliance exercise. An effective approach integrates education into a multilayered framework that strengthens knowledge, skills, and community norms. By employing trauma-informed practices, small group sessions, and ongoing, interactive modalities, campuses can foster a climate of shared responsibility and empower all members to help create a safer community.

2.5 Bystander Empowerment

A bystander is a person who is present at an event or incident, watches events as they unfold, but does not take part. Bystander empowerment is about equipping individuals to recognize and respond to potentially harmful situations, encouraging them to take positive action to prevent harm and create safer environments for everyone. Multiple evaluations have found programs that work toward bystander empowerment to be successful in achieving learning objectives, skill development, and behavior shifts. For good reason, bystander empowerment activities are a commonly included component in most campus-based prevention initiatives. Bystander empowerment approaches are successful, in part, because they account for and address various factors that influence individuals, relationships, communities, and society in relation to sexual violence.

At the individual level, a bystander's active or passive role depends on their own knowledge, skills, and self-efficacy. Programs work to increase individual strengths in these areas. Programs also focus on increasing bystander knowledge, skills, and self-efficacy while decreasing misconceptions about rape.

On a relationship level, having a supportive social circle may increase the likelihood of intervention. These programs also focus on building peer networks or working within established groups to build relationship support for acting against power or sexual misconduct.

At the community level, encouragement from schools or other social environments can motivate bystanders to intervene. Organizations can contribute to this change by encouraging help-seeking behaviors among bystanders, implementing policies that support bystander engagement, and providing positive feedback to those who effectively intervene.

On a societal level, bystander intervention can challenge established social norms and expectations regarding acceptable behavior. Numerous campaigns and programs aim to promote active bystanders by changing social norms.

This section contains six checklists designed to improve the effective use of bystander empowerment activities:

1. **Definitions of Key Terms**
2. **Critical Questions**
3. **Content Checklist**
4. **Addressing Barriers to Taking Action**
5. **Bystander Outcomes**
6. **Key Pitfalls**

Definitions of Key Terms

Some key terms are summarized here, and there are other extensive resources on these topics that can be found online.

- **Bystander:** a person who is present at an event or incident, watches events as they unfold, but does not take part.
- **Upstander:** a person who recognizes acts or utterances of injustice and takes a stand by interrupting situations that normalize dehumanization and potential violence.

The goal for prevention programs that work in this realm is to give people what they need to move from being *bystanders* to being *upstanders*. This requires a shift from hesitant passivity or unintentional reactivity to a **proactive stance** where people recognize their own power to become active in the situation through noticing and interpreting problematic situations, evaluating and deciding if action is needed, assuming responsibility, knowing how to handle the situation, and choosing to act.

- **Bystander empowerment:** A prevention approach that might include an array of activities aimed at increasing the percentage of upstanders within a given community.
- **Bystander intervention:** When inaction is rejected and a person does something to challenge specific instances of dehumanization; any act taken to interrupt injustice. There are a wide range of interventions that can be employed; a well-known heuristic illustrating this is the 5 Ds (Direct, Distract, Delegate, Delay, Document).
- **Behavioral intent:** A person's conscious plan to perform a specific behavior that is posited to have predictive power on actual behavior, according to psychological theories such as the Theory of Planned Behavior.
- **Bystander self-efficacy:** An individual's confidence and intent to successfully intervene in a discriminatory situation.

Critical Questions for Instructing on Bystander Approaches

Campuses should select an evidence-based program that aligns with the specific needs of their targeted communities, as suggested in [section 2.4](#). Choosing the most appropriate strategy requires careful consideration and evaluation. This list of questions invites readers to explore several issues as part of their planning of bystander empowerment strategies. When designing a bystander empowerment strategy – whether adopting a third-party curriculum or developing unique setting-specific activities – campuses can consider the following:

1. What data have been collected directly from the campus community that can be used to guide the planning and implementation of the strategy?
2. What are the goals in implementing a bystander empowerment strategy?
3. Who is the target audience for the strategy?
4. What resources are available for implementation – including availability of internal staff to facilitate the activities, budget for incentives, time?
5. Are the people who will be responsible for implementing the strategy part of the planning process?
6. Who needs to be engaged to help choose the strategy?
7. What policy language should be considered to support implementation of the strategy?
8. How will the bystander empowerment strategy be evaluated?

Discussions prompted by these critical questions can inform the day-to-day implementation of either third-party curricula or home-grown bystander empowerment programs. The next checklist can ensure content follows evidence or theory-based best practice.

Bystander Empowerment Content Checklist

Additionally, consider the following five categories when choosing programs or adapting home-grown content.

- Comprehensive Content
 - » Ensure that program activities include more than one or two mentions on how to be a bystander. Effective bystander intervention outcomes cannot be achieved with minimal content or vague definitions, examples, and background.
 - » Curate opportunities for learners to interact with facilitators and other participants and to practice skills.
- Campus Relevance
 - » Make the program relevant to your campus by creating bystander slogans that align with institutional values and the campus “brand,” such as colors, logos, mascots, etc.
 - » Reflect a wide range of perspectives and constituent groups in scenarios or case studies.
- Norms and Awareness Messaging
 - » Incorporate local information about campus norms, including data collected from campus climate surveys, into bystander training activities to reinforce the positive beliefs and behaviors that exist in the community.
 - » Integrate awareness campaign messages or simple rules into bystander training activities to connect efforts and reinforce the importance of taking a proactive stance.
- Social Media Engagement
 - » Encourage participants to follow and engage with social media handles and profiles that positively reinforce bystander intervention.
 - » Create content that reinforces bystander skills learned in training.
 - » Create contests to win promotional items promoting or reinforcing bystander messaging.
- Interactive Technology
 - » Create online polls and integrate engaging technology to make the training interactive and participatory (e.g., Poll Anywhere and Kahoots).

As bystander empowerment programs are expanded to a greater number of campus communities with unique histories, context, and current conditions, practical knowledge of what works and what does not work is emerging. The following list compiles a variety of barriers that real-world facilitators have noted. CCC champions can help to advance the field forward by considering barriers to taking action and techniques for removing or mitigating them.

Addressing Barriers to Taking Action

When setting up prevention education, design structured activities and instructional content to address the following:

- Be aware of personal barriers – I’m shy, I don’t feel comfortable, what if I’m wrong about the situation?
- Accept that intervention may not be normalized in learners’ social circles – friends or colleagues questioning why someone is intervening.
- Recognize safety as a barrier – skilled facilitators can promote de-escalation and avoid adversarial language (e.g. “confront”) that makes it seem like aggression is an option.
- Align training content to campus policy – for example, some campuses add documentation to the

[commonly used “Ds” of bystander intervention](#) (other Ds include Distract, Delegate, Document, Delay, and Direct). When this is the case, coordinate with those who are responsible for implementing policies to ensure there is agreement and clarity about the definition.

- Avoid adding negative energy into the campus culture – do not shame participants into intervening. The promise of bystander empowerment programs stems from encouraging campus community members to have a personal understanding that their actions can make a difference, helping them to feel natural about stepping in, and providing an authentic connection to the value of their actions.
- Add questions about barriers to intervening – use prompts that allow for reflections and curiosity about when it is easier or more difficult to intervene.
- Encourage participants to understand how people’s positions within the campus community act as assets or liabilities in their ability to intervene – what groups do they belong to that may affect their willingness to help? Are some people – consciously or unconsciously – more likely to step in only when they identify with the person at risk? This reflection helps participants examine how their position in the campus community might shape their responses in critical moments.

Review this list when choosing a bystander empowerment curriculum and look for evidence that each of these elements is meaningfully integrated into its structure and/or prompts. A strong curriculum will not only include accurate content, but also foster reflection, encourage skill-building, and acknowledge the nuances of social dynamics that influence intervention.

Increasing Relevancy for Participants from Different Campus Groups

A defining characteristic of a campus community is that it is a “whole” made up of different “parts.” Community-level interventions must be structured to acknowledge group dynamics, which includes knowing which groups constitute the majority and which groups are in the minority. Within campus communities, some groups – for example, students aged 18 to 24 – will make up the majority, while adult learners aged 45 or older will be minoritized within a particular campus setting. Every campus consists of students and employees that bring differential life experiences to the workplace and learning environments. This is important because backgrounds and group memberships (e.g. commuter vs. noncommuter students, military-connected families, religious affiliations) will result in varying needs from educational and co-curricular services provided by campus. Below are six considerations to increase the perceived relevance of prevention and response programs:

1. Be Authentic and Practice Social Humility

- People are experts of their own experiences.
- No constituent group is a monolith; there are variations within every membership group and culture.

2. Gather Information from the Source

- Conduct focus groups with different student groups on campus to understand needs and lived experiences.
- Utilize connectors and connections to help bridge gaps and facilitate trust.

3. Use Varied Examples

- Incorporate different experiences in activities and scenarios to help participants see themselves in the lesson.

4. Encourage Participation

- Keep lectures concise to make space for participant voices. Research suggests limiting lectures to 15 to 20 minutes, followed by active learning activities.
- Consider using polling or other engaging technology to enhance participation in training.
- One question for contemplation could be: When considering intervention, are participants—consciously or unconsciously—more likely to step in only when they identify with the person at risk? This reflection helps participants examine what types of people they are most likely to help in critical moments.

5. Incorporate Artistic Expression

- Use creative approaches as teaching and learning activities.
- For example, the University of Toledo incorporated making bracelets and decorating mugs with themes related to their consent training as part of their Rocket Upstander programming.

6. Infuse Student Voices and Lived Experiences

- With consent and anonymity, use student perspectives to inform your content and delivery.

Bystander Outcomes and Program Evaluation

When selecting bystander approaches, first consider the outcomes. For instance, if currently implementing or planning home-grown programming, the content should align with key indicators from measured evidence-based bystander outcomes as shown below;

Bystander Program Participant Outcomes

- Increased knowledge of situations related to sexual misconduct
- Reduction in attitudes that support rape culture
- Heightened sense of shared responsibility for preventing harm
- Improved self-efficacy (defined as a person's belief that he or she has the ability or competency to perform a behavior in different circumstances)
- Increased confidence in ability to intervene effectively
- Greater behavioral interventions (defined as the likelihood that a person will engage in a specific behavior)
- Intent to intervene as a helpful bystander to both friends and strangers
- Observed behavior change (differences in a specific behavior measured at two different time points)
- Acquisition of relevant intervention skills (abilities that are necessary to perform a particular behavior)

Many bystander empowerment programs are based on the [*Theory of Reasoned Action \(TRA\)*](#) and the [*Theory of Planned Behavior*](#), both of which focus on the ways social norms influence individual behaviors within a setting. The desired outcomes listed above can be tracked and evaluated at the individual level. For example, this might involve measuring changes in attitudes or behaviors before and after an intervention to assess its effectiveness. However, responses to outcome indicators can also be aggregated across all students at a particular campus to estimate community norms.

As campuses deliver bystander programming, we know there are many things that could impede the impact you are attempting to make. Sometimes campuses are focused on meeting compliance rather than focusing on the impact of increasing skills and making positive behavior changes in order to create safer environments. There are common pitfalls that campuses need to consider when implementing bystander intervention programming.

Common Pitfalls of Bystander Empowerment Programming

- Inserting one or two bystander slides in presentations addressing hazing, sexual violence, alcohol and other drugs, or IPV
- Lecture with no participation-based activities
 - » Not making space for participants voices through, for example, small group discussions
 - » No engaging activities such as Jeopardy questions or contests
- Not normalizing barriers to intervention
 - » Reflective questions can be posed to the group, for example, “If bystander intervention is so easy, why aren’t people just stepping up?”
 - » Trainers can normalize that it is hard to intervene, and it might not go well every time, but to keep trying
- Not addressing barriers or how hard it is to intervene
- Not infusing real-life scenarios based on experiences of campus community members
- Not evaluating effectiveness
- Implementing only during orientation instead of sustaining booster sessions and reinforcing messages throughout the student life cycle
- Not training administrators, staff, and faculty in addition to students
- Not providing adequate professional development (e.g. train-the-trainer sessions) for educators or facilitators tasked with delivering the sessions
- Not including a wide range of student groups in examples, case studies, and role-play scenarios
- Not going beyond a single one-hour session to saturate messaging or providing ongoing activities for continued engagement to enhance skills

Bystander empowerment is not a magic wand. It will be most effective as part of a sustained effort that layers additional strategies included in this resource guide, such as social norms marketing and regular use of locally collected data. Another strategy to layer onto bystander empowerment work is called community mobilization, which focuses on inviting everyone’s contributions to response and prevention initiatives.

2.6 Community Mobilization

Community mobilization is *the process* of bringing together campus community members to increase awareness of and demand for sexual misconduct response and prevention programs, and to assist in the delivery of resources, services, and program activities. The word *process* is emphasized because community mobilization requires ongoing effort and adaptations. The essence of community mobilization is inspiring others to use their roles in the community to take ownership of response and prevention in their respective campus settings.

By encouraging various individuals and organizations to participate in their own unique ways, community mobilization can embed response and prevention practices throughout the campus community. For example, members of Connecticut College’s Men’s Hockey Team have worn green skate laces, used green hockey pucks, and worn green jerseys to support their annual “Green Dot Game.” Readers in Ohio can consider having athletic teams take the lead in hosting awareness games and/or wearing a particular item (for example, teal-colored socks as part of their home game uniforms during Sexual Assault Awareness Month).

The promise of community mobilization lies in expanding the reach of response and prevention efforts beyond the small handful of staff directly tasked with the work (i.e. in Title IX, counseling services, survivor advocates, or well-being staff). The groups to be “mobilized” will vary on every campus, but can include fraternities and sororities, professional associations, athletic coaching staff, and community coalitions. The goal is to empower these groups to draw on their own experiences and leadership skills to develop **student-led activities** and **faculty- and staff-led efforts** that make the messages, activities, and events more relevant to peer groups in campus settings. Because students, educators, and co-curricular educators spend their days in common spaces – such as classrooms and labs – and with student organizations, they have ongoing connection to a wide variety of student and employee groups within the overall student population.

An initiative that has integrated the involvement of faculty, staff, and students can be seen at California State University-Long Beach, which has integrated faculty, staff, and students into a sustainable initiative aimed at addressing sexual assault, interpersonal violence, stalking, domestic violence, sexual harassment and exploitation. Faculty and students take “project staff” roles alongside community partners to run a holistic prevention program called [Not Alone at the Beach](#). The program is co-curricular in that the Outreach and Education Internship role filled by students is completed for course credit and includes readings and research in addition to outreach duties such as tabling. Other [faculty-led program components](#) include committee work, teaching workshops, curriculum development, instructor for empowerment course, and implementing and evaluating a nationally recognized performance troupe called interACT.

Employee-Led Initiatives: Guidance for Mobilizing Faculty and Staff

- **Role of Faculty on Campus** – The Community Mobilization strategy shifts the role of faculty and other employees on campus beyond “learners to be trained” or even “upstanders to take action” to agents of change and implementation partners.
- **Role of Key Staff** – Those responsible for sexual misconduct response and prevention become Community Mobilizers by providing support and infrastructure to mobilize other influential groups in the campus community.
- **Student Affairs Staff as Key Partners** – They play a vital role in integrating prevention messaging into co-curricular experiences, housing, and student life. They help students recognize available resources, develop norms, and build a campus culture where intervention and care are expected and supported.
- **Connections and Bridges** - Community Mobilizers work to create bridges between Academic Affairs and Student Affairs.
- **Easy-to-Use Tools** – Community Mobilizers create easy-to-use tools for faculty and other employees to infuse messaging and supportive resources into their own materials (for example, course syllabuses or meeting agendas).
- **Relational Work** – Community Mobilizers rely on personal outreach and connection to create opportunities for melding response and prevention information into classroom content (for example, holding meetings with deans, department chairs, and other influential faculty in public health, statistics, communications, and marketing to find ways that prevention and response initiatives can be infused with classroom content).
- **Relevant Incentives** – Community Mobilizers can find ways to honor the efforts that faculty and other employees invest into response and prevention efforts on campus (for example, train-the-trainer certifications, micro-credentials, or annual awards to recognize volunteerism and contributions to community safety and resilience).

Student Led Initiatives: Guidance for Peer-to-Peer Models

Peer-to-peer interventions, such as peer hotlines, peer counseling, and peer advocacy, have played a longstanding role in campus response to sexual violence. Community events such as Take Back the Night also have historical roots in campus-based student activism. Moreover, as discussed in [section 2.4](#) of this toolkit, students have been trained to work toward the elimination of campus-based sexual misconduct as prevention educators. Other examples of community mobilization include students taking on roles such as spokespersons, social media content creators, performers (e.g., the Vagina Monologues, Catharsis Productions’ Sex Signals), and mentors.

When designing student-led initiatives and peer-to-peer models, it is important to tailor them to the unique identity and culture of each campus. It is also essential that students be actively involved in the planning and implementation process. Students can be participants in focus groups to gather insight on campus community needs, recruited from student groups that already have a history of planning efforts, or invited to help evaluate potential violence prevention programs. Once a set of activities is selected, students can collaborate with administrators and staff to develop, promote, implement, and assess programs, as well as contribute to other research efforts.

Below are various groups to consider engaging as first steps in mobilizing students to contribute to sexual misconduct prevention and response:

1. Student Health Advisory Committees

Organize roundtable discussions focused on enhancing both mental and physical health among students. These meetings should engage diverse groups and encourage collaboration on effective health initiatives. This could work in conjunction with community college student engagement leadership opportunities.

2. Prevention/Peer Advocates

Identify students within specific groups (such as fraternities or sororities, athletics, band, engineering students, peer tutors, etc.) who can lead tailored efforts in addressing alcohol and drug use, hazing, mental health, and sexual violence prevention. Empower these advocates to champion programs that resonate with their communities.

3. Paid Peer Educators

Recruit and train student employees who collaborate closely with professional prevention staff/Title IX staff to enact response and prevention initiatives. Their role could involve planning, executing, and evaluating impactful prevention programming and messaging targeted at the student body.

4. Volunteer Educators or Advocates/Service Learning

Develop a network of passionate trained student volunteers who are interested in issues relevant to their future careers. These educators can lead workshops and initiatives, leveraging their knowledge and enthusiasm to educate their peers.

5. Student Internships, Graduate Assistantships, or Student Capstone Projects

Consider implementing short-term, peer-led prevention initiatives that can be easily adopted and turned over to new incoming interns or grad students. Opportunities can be shaped and built on previous foundational efforts to seek sustainability as the programs are being implemented. This can be particularly valuable for campuses with limited resources, providing an opportunity for students to gain experience while contributing to vital programming.

By mobilizing students through methods that align with institutional values and identity, campuses can create a meaningful peer-to-peer support network that results in a healthier and safer environment on campus.

Using Influential Peers or Popular Opinion Leaders (POLs)

The use of **Popular Opinion Leaders (POLs)** is a community-level intervention that identifies, recruits, and trains respected members of a given community (for example, student athletes, fraternity/sorority leaders, student government leaders, etc.) to disseminate information throughout their networks and social circles. In this informal form of peer-to-peer prevention education, the desired outcomes are not increases in knowledge or skills, but rather changes in norms, behaviors, intentions, and prompt actions within a specific community. Opinion leaders are trusted members of the community with a combination of several characteristics such as charisma, knowledge, interest in issues, ability to influence, and strong visibility (in-person or online social media presence).

In the POL approach to community mobilization, these influential students are used to model healthy behaviors throughout multiple settings on campus. Built upon the Diffusion of Innovation Theory (Rogers, 1995), POLs share new innovations (for example, a new reporting format, bystander intervention skills, affirmative consent skills, or an annual survey) or programs within a community until these ideas and principles are widely accepted. POLs attend campus meetings (e.g. of student organizations to which they belong), participate in roundtable forums, and hand out fact sheets, info-cards, or other tools (e.g. swag items) as “conversation starters” and to remind people of the information they discussed. POLs are coached in setting goals for themselves in terms of how many people they share information with, keeping track of those with whom they have spoken, and recording observations related to meetings and interactions.

Specifically, in the context of sexual violence prevention, the goal is to spread knowledge, skills, and concepts that promote safety and well-being throughout the campus community. By leveraging influential students to share ideas about fostering safe and healthy environments, positive behaviors are more appealing and popular. The hoped-for result is that more students will embrace and adopt these new practices as the norm.

Tips for Selecting POLs

It is important to invite well-vetted student influencers, which can be particularly hard as most harmful behaviors are not officially reported. Examples of POLs used in campus-based sexual violence prevention programming have included fraternity or sorority leaders, student body leaders, those involved in varsity sports teams, students earning dean’s honorary academic list placements, and leaders of other student activity groups. Some additional ideas for finding influential students might include:

- Checking in with a TIX Office or conduct office to see how best to vet Peer Educators can be a first step in selecting POLs.
- In the implementation of Green Dot, smaller schools (e.g. fewer than 2,000 students) have taken a student vote to select fellow classmates to be POLs.
- In the college setting, faculty, staff, students, and resident assistants have nominated POL students whom they believe were respected, influential students.
- Consider the use of digital opinion leaders, sometimes called influencers, or Key Opinion Leaders (KOLs) who have large social media followings and can spread ideas quickly using these digital networks.

2.7 Putting It All Together

“There is no one program or strategy that will work to prevent sexual violence in all populations or communities or in any given community without being tailored to that particular community.” NSVRC Prevention Toolkit

A key realization for those who support Changing Campus Culture efforts is that sex discrimination and sexual misconduct cannot be eradicated through training alone. [A layered approach](#) of [upstream solutions](#) is needed. The effort to end sexual violence entails not only individual transformation, but also societal transformation. It is not a solitary endeavor by a single person in one office – [essential partnerships](#) are needed. This is particularly true for a Title IX Coordinator, whose primary role is to enact fair and balanced protocols in accordance with federal and state laws, as well as campus policies. It will take a coordinated effort by multiple campus constituents who work together to support safe and healthy campuses.

Response and prevention work is fueled by passion and courage. It goes beyond altering perspectives, entailing a change of hearts. Individuals must grant themselves compassion as they strive to cultivate patience for uncertainty and a readiness to embrace risks. It is a gradual and ongoing process that depends on building connections. A one-size-fits-all approach will not work. Each campus is uniquely different and will need targeted approaches.

Where To Start? Developing a Campus Action Plan

1. Review *Changing Campus Culture* resources

Ohio is a leader in taking a unified statewide approach to sexual misconduct response and prevention and has a multitude of Ohio-specific resources available online.

- Since 2015, the Ohio Department of Higher Education has accumulated practical resources for meeting the Five *Changing Campus Culture* recommendations. Click here to access the resource portal: [ODHE CCC Resources](#).
 - » For a comprehensive guidebook on prevention and response to sexual and intimate partner violence and stalking, click on the Toolkits and Templates bar and review [A Safer Campus Guidebook](#)
 - » For action plan development, click on the Prevention Bar and review [Strategic Action Plan for Preventing Sexual Assault, Dating/Domestic Violence, & Stalking on Campus](#)

2. Gather a team of key partners to help plan efforts

The team should reflect different offices/departments and roles on your campus. It should go beyond a SART or CCRT—there are many staff and faculty positions that are dedicated to student well-being. Those who are working to address student well-being, mental health, hazing, alcohol and other drugs (AOD), suicide prevention, sexual health, consent, and SIPVS. Specifically, smaller campuses or community colleges could consider inviting instructors who teach marketing & communication, statistics, or evaluation courses and utilize their skill sets for class projects to measure messaging and evaluate program outcomes. Representation should reflect various communities or groups such as culinary, faculty, athletics, music/art staff, or event service staff. Team efforts could be short term based on needs and goals.

3. Gather locally collected data and identify key findings and action opportunities

There are myriad ways to undertake this task, with the [Turning Upstream Self-Assessment](#) and other tools provided in Section 1 of this Toolkit.

4. Critically examine all current efforts

Take stock of historical and current efforts using the following prompts:

- Benchmark all prevention work that is being implemented across campus.
- Review efforts to see if programming is being duplicated.
- Review content to ensure it is evidence based and messaging is aligned.
- Review program outcomes/evaluations to identify strengths or gaps.
- Review content to ensure it represents groups on campus by inviting members of those groups to serve as key partners.
- Do a “stop, start, or continue” exercise and make recommendations for improvement.

5. Start a process of data-to-action

The primary goal in this iterative approach is to use data as a tool for understanding the current situation and making informed decisions about what needs to be changed. Repeat data collection, analysis, and action to continuously improve performance.

- Review data to identify the problem/issue and what groups/individuals have which intervention/programming/service needs.
- Create strategic goals that are aligned to available resources, budget, capacity and partnerships (aka inputs). Logging [Turning Upstream Self-Assessment](#) data into the [Possible Next Steps](#) spreadsheet is one option. Logic modeling is another option.
- Plan goals, outcomes, communication/messaging. Review the Beginning with the End in Mind outcome map.
- Select programs and approaches, including bystander empowerment, and adapt to audience needs.
- Implement the plan, starting small and collecting evaluation data from recipients.
- Record program outcomes, sharing widely. Plans should be considered as early as possible.
- Consistently review and adapt programming.

6. Be strategic in planning efforts based on the student life cycle

Freshman may need more sexual health or consent information while third-year students may need leadership and next level [bystander empowerment](#) messaging. Use varied methods to deliver messaging including videos/reels, social media, art programs or theater instead of a training program. [Community mobilization methods](#) may attract more participation and be more beneficial for increasing skills and shifting social norms.

Where to Go Next? Questions to Evolve Upstream Solutions

Section 1.3 introduced the Turning Upstream self-assessment as a tool for collecting data to gauge current functioning, especially for prevention interventions. Results from the self-assessment from a data-to-action project involving campuses in Ohio generated a three-level typology – low, medium, high – of functioning among campuses ([Table 1.3.3](#)).

Once a campus has essential partners in place and has layered on prevention education and bystander empowerment strategies, it is likely between a medium and high on the three-level typology. Between medium and high is a time to pause and reflect on what is needed to level up. Securing additional resources (such as person-power or money) or shifting the way current resources (time, power, data, or influence) are cycled through the programs and activities are ways to increase momentum and driving forces in ways that deepen or broaden the results of the efforts. The questions below can be used to innovate to the next level:

- With whom can you partner that will bring a perspective different from those that are already represented? What needs to change for them to fully participate?
- How can you give decision-making power to students and employees?
- How can data be used to improve program decisions? How can activities be evaluated?
- What are new sources of time, talent, treasure (\$\$) to support activities on campus?
- How can you further empower members of the campus to work in solidarity toward a campus culture that promotes success for all groups?
- What can incentivize participation in your efforts?
- What additional partners, activities, or events are needed to expand training into groups that do not generally participate (for example, engineering departments)?
- Think of your campus messages about Title IX – which constituent groups’ experiences are highlighted? Which are missing?
- Which student and faculty voices are included as “messengers?” Which are missing?

Tool 2.7.1: Upstream Solutions at Three Different Levels

This section of the Toolkit has focused on strategies for empowering the campus community to prevent and respond to sexual misconduct. After presenting background information about Upstream Solutions, and guidance for a Layered Approach, four specific Upstream Solutions were described: Essential Partnerships, Prevention Education, Bystander Empowerment, and Community Mobilization. The table below extends the three-level typology to show how each of these strategies can be evolved from a basic implementation to medium and high.

	Low	Medium	High
Essential Partnerships	Coordinated Campus Response Teams (CCRT)/Sexual Assault Response Teams (SARTs) are the only place that SM response and prevention activities are discussed. Title IX Office is also tasked with prevention activities, which focus on compliance, and are reported out as “status updates” during quarterly CCRT teams.	Response and prevention partnerships are mainly “compliance” and “student affairs” staff, with 1-2 faculty or student representatives who provide input as advisory team members. Campus relies heavily on outside partnerships to provide prevention programming, which is concentrated around thematic awareness months.	Prevention partnerships include faculty from across the campus and students, who play integral roles in planning, implementing, and evaluating activities. The cross-functional campus team uses data regularly to integrate response and prevention activities in synergistic ways.
Prevention Education	One hour in-person informational or compliance/policy only program with limited promotion, activities, or incentives to participate.	3-4 connected events that include shared messaging, saturation, and achievable outcomes.	Two or more departments collaborate to create clear objectives and desired outcomes for prevention education in the next academic year. Plan includes dedicated personnel, a communication plan, budget, connected and aligned messaging, engaging events, incentives for participation, plans for engaging after events, and evaluation.
Bystander Empowerment	Online modules with general bystander content. One-time, one-hour presentations with definition of a bystander and with slides that reflect 3-4 of the aforementioned D’s (Direct, Distract, Delegate)	3-4 connected events that include shared messaging, saturation, and achievable outcomes. Various student and staff experiences are centered around bystander scenarios and are shaped with student/staff input. Barriers to intervention are discussed along with solutions to work around barriers. Programs are evaluated based on bystander outcomes.	A targeted implementation plan or workgroup involving two or more departments is established. This multi-department collaboration focuses on defining clear objectives and desired outcomes for the selection and delivery of evidence-based Bystander Empowerment programming for the next academic year. The plan could include scheduling programming for the entire academic year, a communication plan with aligned messaging, engaging events, necessary professional development (including training the trainers), incentives for participation, post-event engagement strategies, evaluation methods, sharing program highlights and achievements, and recommended next steps for sustainability.

Community Mobilization: <i>Faculty-led Initiatives</i>	Completing mandatory training.	Invite feedback from staff regarding well-being and prevention programming. Connect academic affairs staff to coordinate and cross-promote activities or events. Prevention offices offer experiential learning opportunities based on career interests. (internships/work study, public health courses, women's studies, statistics)	Opportunities for staff/faculty to guide and mentor student-led well-being initiatives. Prevention offices offer experiential learning opportunities based on career interests (internships/work study, public health courses, women's studies, statistics). Faculty use toolkits to infuse prevention messaging into syllabus or course work. Volunteer opportunities/sexual violence event attendance for extra credit. Communication classes support social marketing campaign efforts.
Community Mobilization: <i>Student-led Initiatives</i>	Peer Bystander empowerment training scenarios are created by student experiences.	Facilitate collaboration between student groups to plan 3-4 connected events that include shared messaging, saturation, and achievable outcomes.	Create a student well-being network or Peer Educator group that provides opportunities to implement prevention efforts for multiple topics including alcohol and other drugs, suicide prevention, hazing prevention, and violence prevention.

3.1 Upstream Communication Channels

Recommendation 3 of the Changing Campus Culture initiative is to communicate a *culture of shared respect and responsibility*. All communication strategies presented in this toolkit share best practice activities – including use of traditional marketing research methods such as focus groups and social media metrics – to better understand target audience needs and how messages are perceived. The communication strategies are executed using tactics such as defining purpose, goal, and objectives; using creativity; identifying multiple methods for information delivery and dissemination; and tracking success.

Examples of **communication activities** being used to saturate Ohio campuses with regular messages about taking responsibility for sexual misconduct response and prevention include:

- Emailed newsletters to employees and students; for example, “Title IX on the nines”
- “Stall talk” flyers in restrooms, bulletin boards
- Awareness campaigns with recognizable brands such as “It’s On Us”
- Using social media to engage with students and employees
- Radio, podcast, webinar, symposia appearances
- Using tables in common areas to distribute information

As outlined in previous sections of this Toolkit, readers should [collaborate with key partners](#) to create a plan for communicating about sexual misconduct. Communication activities should be integrated as an [upstream solution](#) that functions as part of a [layered approach to sexual misconduct prevention and response](#). And, as explained in the Beginning with the End in Mind section, a comprehensive community approach to communication can find success by expanding activities-driven efforts into outcome-based strategies.

Expanding Communication Activities to Outcome-Based Strategies

Before jumping in, it will help to set clear definitions for three key terms. The terms strategy, activity, and tactics are nested terms that can be differentiated by attaching different questions to each.

- **Strategy** - the WHY
- **Activities** - the WHAT
- **Tactics** - the HOW

Strategies are WHY the effort is undertaken – strategies are described in terms that clarify the intention of efforts. Put another way, one strategy is different from another, in part, based on its intended outcomes. Activities are WHAT is done with available resources to achieve the strategy’s intended outcomes. Tactics are the specific methods, tasks, and to-do lists that describe HOW activities are carried out.

This toolkit presents four different strategies that can be used to meet ODHE Changing Campus Culture recommendation three. While all five strategies will share some tactics and have similar activities, the communication strategies can be differentiated by what community-level outcomes they are intended to affect, as shown in table 3.1.1.

Table 3.1.1. Outcome-Based Communication Strategies

Communication Activity / Strategy	Community Level Outcome – the Why
3.3 Grassroots Communication - messages transmitted/ embodied through individual campus community members using direct, personal communication rather than relying on mass media or formal channels.	To change the number of collaborators, amount of community mobilization, and advocacy for prevention and response programs on campus.
3.4 Awareness Campaign	To change community awareness, understanding, and knowledge.
3.5 Social Marketing	To change social behavior.
3.6 Social Norms Marketing	To change social norms.

Brief synopses of each communication strategy are offered, with guidance for readers to learn about the strategy and how it might fit into their comprehensive initiatives to prevent and respond to sexual misconduct. Individuals and campus groups will amplify success by working together to develop shared language, align key points/concepts, and saturate campus settings with messages that reinforce consistent and unified communication goals. Before describing these four outcome-based communication strategies, the idea of simple rules is introduced to develop systems change content for messages that could be delivered via the different strategies.

3.2 Simple Rules for System Change

Sexual misconduct is a complex problem influenced by intertwined risk and protective factors at multiple levels of the campus ecosystem, including individual, relationship, community, and societal levels. An emerging [upstream solution](#) that can coordinate communication to address complex system-level problems is developing language that conveys simple rules. This is somewhat paradoxical, as complex problems may not need complicated solutions. In fact, busy students and employees may benefit from less information, not more. The rest of this section expands on the concept, its rationale, examples with data, and tools to use at a campus.

Simple Rules Make It Easier to Act

Simple rules are recurring messages that act as cognitive shortcuts, helping individuals make decisions and act quickly and efficiently. They are concise statements that can guide behavior without overwhelming people with information. When simple rules are used or conveyed, they are almost never called simple rules but instead just stated.

In addition to being brief, effective simple rules:

- Focus on what to do, not on what not to do
- Emphasize positive actions
- Address specific, well-defined behaviors rather than vague platitudes such as “do your best.”

A good example comes from Michael Pollan’s aptly named book about a healthier approach to eating habits, *Food Rules: An Eater’s Manual*. Not all the rules in the book would function as simple rules, but this one does: *Eat mostly plants, especially leaves*. This statement is concise, positive, and focused on the activity of eating.

Because simple rules are short (i.e., concise) and sweet (i.e., positive), they can be effective tag-lines or slogans for a [social marketing campaign](#). Here are some examples from communication strategies aimed at preventing distracted driving.

1. [Phones down, just drive.](#)
2. [Put the phone away or pay.](#)
3. [Arrive alive, don’t text and drive.](#)

Of the three examples above, all three are concise, but the first statement provides the cleanest application of simple rules. It states the behavior that is desired and is narrowly focused on driving. Please note: The assessment of these examples is provided solely for the purpose of illustrating the concept of simple rules. These judgments are not based on evaluation of the campaign’s effectiveness in influencing driver decisions to promote safe behavior.

The second example is also positive in that it describes the behavior that is desired, but the statement is somewhat vague and not clearly tied to driving. In the third example, the second sentence alone, “don’t text and drive” focuses on behavior to avoid as opposed to signaling what to do. Adding the “arrive alive” helps create a positive frame. While the second and third examples may not be “textbook” simple rules, they do integrate additional design elements related to successful communication campaigns. The second example provides a benefit to the behavior, i.e., avoiding paying a fine. In addition, both the second and third examples use rhyming words. Research finds it is easier to remember words that rhyme, so rhyming is a good tactic for communication campaigns.

Designing Simple Rules as a Change Strategy

Simple rules come from the emerging field of complexity science. Complexity theory has been informed by a variety of disciplines such as physics, mathematics, and computer science, but like social norms and other approaches informed by behavioral science, it has been applied to understanding communities. Complexity theorists define communities as complex adaptive systems. [Complex adaptive systems](#) are composed of multiple agents that self-organize their behavior into patterns that influence the behavior of all other agents in the system, reinforcing dominant patterns accordingly. These patterns are guided by simple rules.

Through intervention, it is possible to establish simple rules that change behavior patterns/culture within a specific community. [Experts suggest](#) that change agents can design simple rules to promote desired behavior on campus. These simple rules would become an input – or the message – in one or more of the communication strategies described in previous sections. For example, grassroots communication or social marketing could be used to communicate a simple rule for reporting incidents on campus: “See something, say something.” When designing this type of intervention, it is useful to remember that system change can be slow and is often not linear.

The nature of system change includes paradigm shifts, which are fundamental changes in dominant narratives or belief systems. The simple rule of “see something, say something,” representing a desired behavior, stands in contrast to an established narrative in many communities: “Snitches get stitches.” Because large-scale system change can take a long time, there are likely to be periods of time when both narratives – the “old way of thinking” and the “new way of thinking” – exist simultaneously. While pre-existing simple rules are working to maintain equilibrium, keeping the system at status quo, the new simple rules will be working to drive adaptation, or change, to the community.

To deepen understanding of the concept of simple rules as a mechanism for systems change, an example is offered. This demonstration includes the results of survey data about communication strategies, including the measurement of simple rules, from campuses that participated in the Ohio Department of Higher Education’s vendor services for climate surveys.

Applying Simple Rules to Changing Campus Culture Efforts

Campuses can develop their own “simple rules” for positive behavior patterns and norms they would like to promote among their communities.

- A change process could be started by asking campus teams, *“What simple rules are guiding the collective behaviors in your community or system?”*
 - » After reflecting on simple rules that are helping and hindering progress locally, campus communities can develop new rules to shape collective behaviors in ways that prevent sexual misconduct.
- Remember, vague simple rules end up as platitudes (e.g., “Do your best.”). Direct the rules at a well-defined activity or specific behavior.
- The development of simple rules can also be used to develop training content and workshop activities.
- Simple rules questions can be used as a technique to measure shifts in behavior patterns over time and evaluate communication strategies.

[Review examples of how to apply simple rules to your Changing Campus Culture data here](#)

3.3 Grassroots Communication

The first strategy, grassroots communication, centers relationship-building and personal connection. **Grassroots communication** is a strategy that mobilizes people at the local level to advocate for a cause through direct communication, rather than relying on mass media or formal channels. Because it involves engaging directly with community members to influence opinions or actions, grassroots communication campaigns are complementary to the [Community Mobilization](#) strategy discussed in the previous section. Both strategies emphasize activating community members across many different campus settings.

Grassroots communication considers the possibility of each community member serving as an embodied communication channel for promoting prevention and response goals on campus. A **communication channel** is the pathway or system through which information is conveyed, enabling exchange of ideas between individuals or groups. Channels include various media or methods used to transmit a message from a sender to a receiver, encompassing forms such as spoken word, written text, visual signals, or electronic means. In the case of grassroots communication, individuals on campus become the channel for messages.

By using their own voice, wearing a T-shirt, or taking other actions within the course of their daily rounds, any and every person can transmit information that helps to create a culture of safety and respect on campus. Individuals engaged in grassroots communication might share messages using word-of-mouth, social media, emails to friends and acquaintances, and direct interactions with peers. The goal is to amplify the voice of the student body or employees to create a sense of collective efficacy. Grassroots communication can be highly effective when it leverages the power of personal connections and the authenticity of community voices to influence others on campus.

The effectiveness of campuswide communication strategies in moving campus climate and culture in the desired direction will depend on how well efforts can be coordinated across various communication channels on campus. In efforts related to grassroots communication and/or community mobilization strategies, readers should consider two types of outreach: 1) universal outreach that seeks to engage any person on campus as an upstream channel for universal messages, and 2) targeted outreach that considers positionality and engages specific people on campus to deliver role-specific messages to their sphere of influence.

Upstream Communication for Anyone and Everyone

There are many modalities and messaging opportunities for campus community members to communicate the shared responsibility for upholding safe and equitable campuses, free of violence, where everyone can thrive. The second strategy is grassroots communication because it works for anyone championing changing campus culture. There are role-specific communication opportunities that depend on one's position on campus; for example, faculty can integrate sexual misconduct information into a course syllabus. However, there are other ways to embody messages and relay information that are appropriate for anyone on campus – the intercampus shuttle driver, the Director of Residence Life, or the captain of the basketball team – who wants to contribute to a culture of shared respect.

These preventative communication tactics include:

- Mentoring students and colleagues to create a sense of belonging on campus
- Uplifting desired social norms by celebrating and showing appreciation for healthy behaviors
- Calling in behavior that could lead to harm by speaking up to challenge comments, actions, or

- inactions in a way that does not tear anyone down, but invites conversation and inquiry
- Promoting prevention training by talking up the value of events and encouraging others to participate
- Following and sharing campus prevention-related social media posts – this may be particularly important for allied faculty and student leaders as some campuses restrict social media usage to marketing and communications departments, and prevention and response staff are not allowed to run accounts or post information
- Wearing promotional items (T-shirts, stickers, buttons), one campus allows employees to earn wellness points by posting photos of themselves wearing teal ribbons and jeans during Teal Tuesdays and Denim Day during Sexual Assault Awareness Month in April.

Upstream Communication for Specific Campus Players

To help underscore the importance of coordination, Table 3.3.2 integrates the metaphor of multiple channels. Imagine if someone speaks into a microphone and amplifies a message about sexual misconduct (for example, “When sexual misconduct is suspected, always contact campus safety immediately.”) that is in direct contrast to a message conveyed elsewhere on campus (for example, “Always seek confidential counseling before contacting campus safety.”). This can undermine confidence in the official response to incidents of sexual misconduct on campus.

To build trust, leaders on campus should come together to develop a coordinated approach to communication. Without coordination, different campus leaders could make conflicting statements when the figurative microphone is passed their way, resulting in chaos, noise, and confusion. Multiple messages are most useful when they are coordinated across multiple channels reaching different constituent groups at different times. While everyone may have a distinct voice, unifying themes and goals in a communication plan can avoid mixed signals.

To get started, Table 3.3.2 maps out the different roles of individuals or groups of people on campus (“messenger”); the spaces, groups, and organizational practices in which they can exercise power (“sphere of influence”); the function the communication can serve (“purpose”); and what each messenger can say or do to support campus cultures free of sexual and relationship violence (“the message”). This is meant to help campuses identify individuals and groups in the campus community that can be engaged in communication efforts.

Table 3.3.2 Channeling Multiple Campus Voices

Messenger	Sphere of Influence	Purpose	The Message
President/Cabinet/Provosts/ Deans	Public-facing Statements Fund allocation Policies & Procedures	Accountability/Institutional Commitment	Charge the entire campus community with playing an important role in keeping campuses safe. Appoint Marketing and Communication leadership to work with prevention and response experts to create statements/messaging. Post public statements on campus websites, including TIX websites, policy links, digital displays, speeches, and email taglines.
Deans/Department Chairs	Operational decisions that affect departmental culture	Accountability/Institutional Commitment	Create/Use existing committees to infuse prevention content messaging as curricular or co-curricular components (e.g., is there a certificate program, courses, capstone, service learning, lab research opportunities). Help academic instructors to see prevention messaging as part of student well-being. Promote syllabus statements and links for reporting.
Tenure Track Faculty/Academic & Club Advisors	Classroom and departments, Faculty Senate, Individual mentor	Institutional Commitment/ Outreach/Education/Support and Advocacy	Participate and advocate for professional development, trauma-informed training, bring in prevention experts to deliver content. Add information to syllabus that provides reporting and counseling links. Promote use of Syllabus statements.
Adjunct Faculty	Classroom	Education/Support and advocacy	Participate where feasible in trauma-informed training. Add information to course syllabi, including statements and links for reporting and counseling. Offer extra credit to students who attend prevention or response events.

Graduate Assistants (GAs)	Often trusted mentors and role models to other graduate and undergraduate students in labs, classrooms, student organizations.	Outreach/Education/Support and advocacy	Participate in training, create email tag lines that promote healthy behaviors, plan social media content, encourage other graduate assistants to spread messaging.
Student Leaders in Student-run Organizations	Membership of their groups, networks via social media	Outreach/Education/Support and advocacy	Create student-led messaging that aligns with healthy behaviors. Share prevention messaging on social media platforms. Complete sexual misconduct training and bystander intervention training and practice calling in behaviors that could lead to violence; promote/advocate for safe and healthy campus communities.
Athletics	Student Body/Athletes/Student Influencers	Outreach/Education/Support and advocacy	Host a game with prevention advocates, hand out promotional items during halftime/timeout periods. Have mascot throw promotional items to fans. Complete sexual violence and bystander intervention training and practice calling in behaviors that could lead to violence; promote/advocate for safe and healthy campus communities. Student athlete team captains lead from within for team culture.
Fraternity and Sorority Life	Student Body/Student Influencers	Outreach/Education/Support and advocacy	Work with prevention experts to connect other issues such as alcohol and other drugs, hazing prevention, and sexual violence. Complete sexual violence and bystander intervention training and practice calling in behaviors that could lead to violence; promote/advocate for safe and healthy campus communities. Officers and members of councils lead from within for positive, healthy culture. Connect messages against sexual violence during high-visibility times in the fraternity/sorority community (i.e. recruitment, intake, alcohol awareness activities, etc.)

Religious Life	Student Body/Prioritized Populations	Outreach/Education/Support and advocacy	Connect stepping in and calling out where it intersects with beliefs. Complete bystander intervention training and practice calling in behaviors that could lead to violence, promote and advocate for safe and healthy campus communities.
Campus Health & Wellness & Counseling	Student Body/Prioritized Populations	Outreach/Education/Support and advocacy	Share non-confidential data regarding sexual violence or other issues impacting students to assist in planning prevention messaging. Aggregate trends by groups with changes over time shared with key partners. Provide resources for reporting. Promote confidential services.
Academic Success	Student Body/Athletes/Student Influencers	Outreach/Education/Support and advocacy	Collaborate to promote sexual misconduct prevention and response efforts on campus. Advocate for professional development training to stay current on trauma-informed care. Ensure Peer Tutors have suicide prevention training and resources handy to recognize mental health issues.
Survivor Advocates	Student Body/Prioritized Populations	Outreach/Education/Support and advocacy	Share prevention messaging. Shape outreach messaging that acknowledges high-risk groups. Ensure advocates are trained to support all kinds of students who experience harm.
Human Resources	Employees	Outreach/Education/Support and advocacy	Include Clery and Title IX policy in position descriptions, create online sexual misconduct prevention training to be completed prior to start date. Support ongoing professional development training around issues related to sexual misconduct. Amplify prevention messaging and expected healthy behaviors for staff interactions. Include prevention messaging into employee newsletters. Create awards and recognize staff who are infusing prevention messaging into their work.

Peer Educators/Advocates	Peer to Peer influencers	Outreach/Education/Support and advocacy	Complete train the trainer certifications from different professional organizations in the field of Health Promotion and/or Student Affairs. Lead efforts to plan prevention events/messages. Call in behaviors that could lead to violence.
Enrolled Students	Classroom/campus spaces/off-campus spaces	Consumers As tuition payers, can often put most pressure on decision-makers	Complete offered sexual violence and bystander intervention training and practice calling in behaviors that could lead to violence, promote/advocate for safe and healthy campus communities.
Parents	Public-facing statements	Consumers As tuition payers, can often put most pressure on decision-makers	Enroll in parent newsletters, ask the Dean of Students to provide safety reports. Campuses with parent support resources can offer webinars or sessions discussing these resources. Consider amplifying promotion resources to parents at key campus events (i.e. move in, parents' weekends, homecoming, etc.) Share the ODHE podcast episodes.
External Partners	Public, local community	Education/Support and advocacy	Include community resources on websites, tabling events, combine resources for grant writing for prevention/response messaging.

Interdepartmental and cross-functional teams are an opportunity for the co-creation of holistic solutions. By de-siloing efforts and prioritizing every community member's role in creating a shared sense of respect and responsibility, campus leaders with large social networks and individuals with respected voices and talents can become part of the solution.

To best leverage their social capital, campus leaders need clear guidance. Influential leaders may want to support prevention and response efforts but not know how. This is where readers can act as thought partners and catalysts by reaching out directly with a specific ask for support in prevention and response efforts. To guide specialized outreach and one-to-one meetings to engage some of the influential individuals described in 3.3.2, readers will want to be strategic.

Tool 3.3.3, is designed to help readers identify and mobilize influential leaders on campus to support messaging for prevention efforts. Campuses are challenged to map out five distinct communication channels, centering around specific people or and/or roles that already exist on campuses. When used in its totality, readers can create a customized communication strategy with layered approaches to reinforce messages that matter most.

Tool 3.3.3. Mapping Five Communication Channels

CHANNEL 1. Who is someone with an important voice on campus? Who can HOST conversations?

Who are their LIKELY LISTENERS? What is their reach? With what groups do they interact?

What are ways they can integrate messages into their existing duties and responsibilities? How can they communicate support for response and prevention?

CHANNEL 2. Who is someone with an important voice on campus? Who can HOST conversations?

Who are their LIKELY LISTENERS? What is their reach? With what groups do they interact?

What are ways they can integrate messages into their existing duties and responsibilities? How can they communicate support for response and prevention?

CHANNEL 3. Who is someone with an important voice on campus? Who can HOST conversations?

Who are their LIKELY LISTENERS? What is their reach? With what groups do they interact?

What are ways they can integrate messages into their existing duties and responsibilities? How can they communicate support for response and prevention?

CHANNEL 4. Who is someone with an important voice on campus? Who can HOST conversations?

Who are their LIKELY LISTENERS? What is their reach? With what groups do they interact?

What are ways they can integrate messages into their existing duties and responsibilities? How can they communicate support for response and prevention?

CHANNEL 5. Who is someone with an important voice on campus? Who can HOST conversations?

Who are their LIKELY LISTENERS? What is their reach? With what groups do they interact?

What are ways they can integrate messages into their existing duties and responsibilities? How can they communicate support for response and prevention?

Tips to Connect the Messengers to the Message:

- Pull out the campus or departmental mission statements to identify language and values related to a learning environment free of violence.
- What are the frames used? What are common words, icons, mascots? Words used in official public-facing communication such as websites or recruitment materials can serve as a guide to help center communication and messaging efforts.
- Readers of this resource and campus leaders model key phrases for various groups.
- Bring together a working group to create a “Talking Points” document, which can also be converted into an FAQ page on the campus website.
- Have top-down leaders such as department chairs, VPs, directors, and head coaches provide enthusiastic endorsement and support individual departments, organizations, and people on campus to exercise creativity in sharing messages in their own voice.

Multiple messengers that communicate shared values and model the same desired attitudes, skills, and behaviors can be an effective way to reach all corners of the campus.

Bringing Tools 3.3.2 and 3.3.3 Together

Tools 3.3.2 and 3.3.3 are designed to work in tandem to support comprehensive and coordinated communication strategies that reinforce campus values and mobilize the community toward violence prevention.

Tool 3.3.2 provides a structured overview of potential messengers — individuals or groups across campus who have the social capital, authority, or trusted relationships to deliver prevention messages. It outlines who they influence, the purpose their message can serve (e.g. education, institutional commitment, outreach), and actionable suggestions for what they can say or do. This tool serves as an inventory or directory of communication assets on campus.

Tool 3.3.3, by contrast, helps you operationalize that map. It guides you through a customizable process to identify key communicators (messengers), assess their reach (listeners), and develop message integration plans tailored to their role, audience, and campus function. Whereas 3.3.2 gives you a broad list of possible messengers and roles, **3.3.3 helps you go further**, focusing on **five targeted communication channels** to build layered messaging strategies with specific individuals or departments.

Together, the tools support a multi-tiered outreach strategy:

- **Start with Tool 3.3.2** to identify a range of relevant messengers across campus.
- Use it to understand their **sphere of influence**, potential messaging purposes, and examples of appropriate actions or statements.
- Then, **apply Tool 3.3.3** to zoom in on five specific individuals or groups from 3.3.2.
- For each, use the 3.3.3 prompts to develop tailored messaging plans: How will they deliver prevention messages? Who are their listeners? How can these messages be embedded in their routine duties and existing platforms?

This pairing allows readers to move beyond generic outreach and instead **activate key influencers with intentionality and clarity**, ensuring messages are relevant, consistent, and reinforced across various campus spaces.

3.4 Awareness Raising Campaigns

Previous sections of this Toolkit have encouraged readers to [implement strategies that are outcome-based rather than activity driven](#). [Section 3.1](#) included two tools to help campuses craft a proactive communication plan for implementing grassroots communication strategy. When it comes to communicating a culture of respect and mutual responsibility, campus teams can easily fall into the trap of jumping right to activities – and modeling those activities after popular advertising campaigns. Students and employees who are familiar with communication trends and spend time watching their favorite content-creators and influencers on social media may be tempted to jump right into the gratifying experience of coming up with a catchy tagline, fun hashtag, video challenge, or appealing logo.

The campaigns that are most well-known, though, are often aimed at building brand awareness and driving consumer loyalty, product endorsements, and purchasing behaviors, which are individual-level outcomes rather than community-level changes in climate or culture. If communication strategies are not aimed toward intentionally selected outcomes, readers of this resource may lose the opportunity to create synergy with other prevention and response activities on campus. Communication strategies should be designed as [additional layers in an approach to campus empowerment](#) that supports skills learned through [prevention education](#) and incentivizes [community mobilization](#) by saturating the physical and social environment with cues that encourage direct action.

A Deeper Understanding of Awareness

The goal of many communication campaigns is to *increase awareness*. This desired outcome is embedded in the words used for the activity – awareness-raising campaigns. **Awareness** is a precondition of knowledge, which encompasses an understanding of oneself and/or the surrounding community. This section encourages readers who are planning coordinated communication activities to think more deeply about the concept of awareness and be [specific](#) about topics in need of raised awareness.

First, campus leaders should be sure to design communication activities to meet awareness goals that target the community level, not the individual level. While outreach activities such as tabling might use personal conversations and distribution of information as tactics to spark connections and create a-ha moments at the individual level, coordinated communication and awareness-raising campaigns can and should also include broader goals. Ultimately, measures of success should be at the level of the population – for example, moving the needle from 30% of the campus community being sufficiently aware of a campus’s amnesty policy to 55%. This specifies a 25% increase.

Second, to advance toward the long-term goal of stopping sexual misconduct before it happens, the domain of awareness needs to extend from basic knowledge that defines the problem to more advanced information about how to prevent the problem. It can be helpful to think about community awareness on a continuum. The most basic awareness campaigns – for example, “one in four” or “one in six” campaigns – focus on raising awareness that sexual violence is prevalent enough to warrant attention. Raising community awareness that sexual misconduct exists, or is prevalent in a specific community, is not sufficient to shift campus climate and/or prevent sexual misconduct.

Similarly, it is not enough to raise campus community awareness about the various forms of prohibited sexual misconduct on campus; for example, “what does stalking look like” and/or “how to recognize red flags of abusive

relationships.” And while decreasing “rape myth acceptance” is another awareness goal, raising awareness by itself is not enough to prevent problem behavior. While there are mixed findings in the literature, some studies find that campaigns that present myths alongside facts can reify the very myths they are attempting to dispel. While these examples move along the awareness continuum from “what is sexual misconduct” into a more nuanced understanding of the dynamics and causes of the problem, they are still describing the problem. However, for campuses or campus groups with low readiness for prevention, these examples may represent the actual informational needs of the community.

Nevertheless, these awareness goals may not be appropriate to address using campuswide communication campaigns. Where information needs are at a basic level of increasing knowledge that a specific form of sexual misconduct exists, there may be more effective ways to design new materials to spread information. Campuses should look to local, state, and national experts for possible materials to use. For example, [Stalking Prevention, Awareness, & Resource Center \(SPARC\) has fact sheets and infographics that can be downloaded](#) from their website, and the Idaho Coalition Against Sexual and Domestic Violence uses its youth leadership program to locally generate teen dating violence campaigns, which may be particularly relevant for campuses with large College Credit Plus (CCP) populations.

Fitting Communication Strategies to Community Readiness Levels

When specifying desired outcomes related to community awareness-raising, it is important to consider two questions:

- How many members of the community should have the knowledge?
- What specific knowledge should be obtained?

Both questions will need campus-specific answers. Ideally, a campus could determine what proportion of a given community should be aware by starting with a baseline measurement and then specifying a reasonable increase; for example 25%. However, obtaining reliable data from an entire campus community can be difficult, and getting that data twice (once for a baseline measure and again to measure change) may not be possible, and partners may need to just select a number that will indicate success. A good initial proportion would be to aim for the knowledge to be “normative,” which means more than 50% should be aware. A more advanced goal for the proportion of the community that is knowledgeable after implementing the awareness-raising campaign might be 80%. Discussing this goal while planning the activities is an opportunity for partners to share values and create a common vision for success.

Tool 3.5.1 helps with answering the second question about what knowledge should be gained to say the communication strategy was successful. The community readiness model (CRM) provides the theoretical and practical foundation for Table 3.4.1. The CRM was developed by the Tri-Ethnic Center for Prevention Research at Colorado State University and describes a community change process as a nine-level continuum of growth and empowerment from no recognition of a problem at all to full ownership of solutions. As communities move toward higher levels of readiness, their awareness will evolve from recognizing what sexual misconduct is to recognizing specific actions they can take to be part of the solution. The continuum of changes in community awareness presented below simplifies continuum to three levels, rather than the nine used in the CRM. However, it does include five different awareness domains. The purpose of this tool is to illustrate the wide range of possible awareness goals that campuses could strive for when designing their communication strategies.

The first column lists awareness domains, starting with basic awareness at the top of the table and progressing to more advanced awareness domains in each subsequent row. The first awareness domain, entitled “Problem Recognition,” is a foundational bit of awareness that builds common understanding in any given community. For campuses that can offer only basic prevention education such as workshops or online training modules, or on campuses where training completion rates are low, using campuswide communication to raise awareness in the initial domains represents an additional layer to support the learning goals. Subsequent awareness domains, shown in rows two through five, display awareness-raising goals that will be appropriate as campuses move toward upstream solutions to preventing the problem before it occurs. For each row, there are three columns representing, from left to right, increasing levels of awareness, from low to medium to high.

Table 3.4.1: Continuum of Changes in Community Awareness

Domain	Low	Medium	High
Problem Recognition	Sexual Violence 101: definitions as defined in campus policy. What is consent?	Awareness of trauma & the connections between sexual violence and other forms of harm.	Awareness of the multi-level causes, including risk and protective factors.
Resources Exist/ Facilitating Trust/Service Utilization	Sexual violence happens here. Help is available. Title IX Office, reporting options, counseling offices.	Awareness of why reporting is part of a community of responsibility. How to support healing and accountability as primary prevention.	Awareness of how to respond to disclosure in trauma-informed ways. How to respond to minor upstream offenses.
Prevention is Possible	Raise awareness that prevention is possible.	Awareness that prevention requires all groups to participate (i.e. not a woman’s problem).	Awareness that solutions will include structural changes that redistribute influence.
The Nature of Community Solutions	That everyone has a role to play. Solutions will be collective in nature.	To shift away from problematic mainstream norms, representation of all groups on campus matters.	Speaking up, sharing your stories and personal experiences can broaden the overriding norms.
Using Skills to Stop Harm	Raise awareness of what situations are problematic.	Raise awareness that there are multiple things to say or do in difficult situations.	Raise awareness of specific language that can be used or actions that can be taken to interrupt problem behaviors.

Ideally, readers will strive to design communication strategies that move campus communities past *basic awareness that a problem exists* to an *advanced awareness that solutions exist* – with messages and communication assets that encourage proactive actions.

Increased awareness is not enough. While increased community awareness is one goal of an effective communication campaign (and one measurable outcome that can be evaluated), increased awareness should not be the *only* goal. Other goals could include shifting narratives from those that encourage passivity; for example, “boys will be boys” or “relationships are private matters” to narratives that promote action, such as “sexual violence is a social problem or a community issue” and “everyone has a role to play.” Communication strategies that increase community awareness and promote empowering narratives are an important part of effective prevention and response activities. Tool 3.4.2 provides questions to ask with your campus partners, potentially individuals identified through completing the tools in [section 3.1](#), to ensure that awareness campaigns include a layered approach to this work.

Tool 3.4.2: Questions to Ask About Community Awareness Goals

1. What prevention and response strategies are part of the campus’ layered approach to sexual misconduct?
2. What domain(s) of community awareness, specifically, do we want to raise?
3. What groups on campus are we trying to reach with this communication strategy to raise their awareness?
What are their information needs?
4. How can communication strategies be implemented in iterative phases targeted at different groups?
5. What other goals besides raising awareness do we have for the communication strategy?

Additional Resources on Awareness-Raising Campaigns

Now that the reader has considered what an awareness campaign will do, how it should be situated, and asked and answered what the campaign is pointing toward in light of broader campus efforts, we now highlight additional related resources. Working with [Ologie](#) – an employee-owned company built for education – ODHE commissioned tools aimed at facilitating the creative process and then carrying out the logistics for a campuswide communication campaign. The [Changing Campus Culture Creative Brief](#) prompts some of the important considerations for campuses in developing communication strategies. These are summarized here in Tool 3.4.3.

Tool 3.4.3: Prompts from the Changing Campus Culture Creative Brief

Approach: What is the purpose of our communications? **Examples:** Encourage conversation, create awareness, change behavior, build a support system.

Audience: For whom are the messages designed? Can we focus on a smaller subset to make our message more specific? **Examples:** First-year male students, nontraditional/older students, online students.

Tactics: How will we reach our audience? **Examples:** Digital formats such as campus screens, social media; experiential formats such as swag or branded spaces, print formats including posters, ads in a campus paper; tools such as a smartphone app or advocacy program; environmental tactics that include banners or campus installations; events such as a speaker series or campus walk/march.

Tone: What is the right sound, character, or attitude of messages for our campus? **Examples:** Soft, raw, edgy, simple, safe

Key Message: How can we put the main idea of our campaign into one core, concise statement? **Examples:** Our leaders are committed to a campus free of violence and expect community members to promote safety and honor human dignity.

Support Points: What secondary points are important for supporting the key message? **Examples:** Every community member deserves to feel safe. You can help stop harm from occurring. Your actions matter.

Call to action: What can we ask our community to do to support prevention and response efforts and/or address risk and protective factors for sexual misconduct? **Examples:** Attend an event, share a story, submit a photo, visit a site, download an app, take a survey.

Additional Considerations: What are the barriers that might impede success? What challenges have we faced in previous work? Are there missing pieces? What are the logistical challenges with timing, location, and media placement?

Another related communication resource created for ODHE by Tonnisha J. English of [TJE Communications](#), entitled “[Building Effective Awareness Campaigns](#),” emphasized clarity, but added the importance of accessible, representative, and relevant messaging. Messages that are informed by real community members’ experiences can help to foster a sense of connection and safety. Students and employees who feel connected and safe may become engaged and be more likely to use on-campus spaces, services, and programs. The full resource includes tips on how to continue to evolve an existing communication campaign through **feedback and adjustments**. Table 3.4.3 on the next page offers a summary of these tips.

Table 3.4.4. Summary of Q & A from Building Effective Awareness Campaigns

Question about Communication and/or Awareness Campaign	Answered in Building Effective Awareness Campaigns
How can a campus team learn campus community members' perceptions regarding sexual misconduct prevention?	Just ask. If the campus team in charge of the communication campaign is not sure of some aspects of campus culture, student life, or employee perceptions of their roles in sexual misconduct prevention, just ask them. A good way to do this is to create time and space for conversation, such as coffee dates or focus groups.
What should a campus team do while the campaign is ongoing?	Keep asking. During the communication campaign, the campus team should keep asking questions. The campus team needs to connect with the intended audience throughout the campaign to learn what areas should be tweaked. Consider launching the campaign in two or more phases so that adjustments can be made. For example, feedback from Phase 1 can be used in Phase 2.
What is important to know about receiving feedback on the communication campaign?	Create a safe space for feedback. For feedback and adjustment to work, the mechanisms for receiving feedback may need to be anonymous, e.g. comment boxes on campus. Work with student leaders to take in information from others and relay the messages to the campus team.
What is important to know about responding to feedback on the communication campaign?	Don't just get it to get it. Receiving honest feedback about messaging and not doing anything about it can be worse than not having inclusive messaging in the first place. Campus teams need to close the feedback loop. A continually updated FAQ page can be used to respond to questions and concerns. Another way to respond to feedback is to design an iterative process that includes making new content emergently as the communication is rolled out. Launch messages, for example, in two or more "phases," adjusting the content based on feedback in between.
What are some common mistakes in creating communication campaigns?	Keep it simple. Remember that most of the campus community may not think about sexual misconduct much, if at all, and will not have the level of information that campus experts on these issues have. Break down complicated messages into three or four parts. Don't rush. It is acceptable to start with a simple message in Phase 1 and make sure it is resonating before sending out Phase 2 messages. Consider launching a new message once a month and let it emerge over time.

Are there special considerations for online colleges or universities?	Find multiple online outlets. In addition to email communication, use campus social media accounts to post messages. Put portions of the awareness campaign into the portal/online platform where they are logging in every day. Finally, if budget permits, campus teams can consider using paid advertising to reach students on social media platforms.
How can campus teams measure success of these campuswide communication campaigns?	Set the intention first. Campus teams should consider what the goal(s) are first and identify specific actions that will indicate the communication is working. Some Key Performance Indicators (KPIs) might include new names on an email list, more visits to the online resource page, more downloads to a safety and wellness app, fewer incident reports on campus.
What are the key take-aways for campus teams developing communication campaigns?	Resist the urge to develop a top-down message. If there are survey results, campus teams should review them carefully to see what students and employees are saying. Even better, get “in the trenches” to talk to students and employees for a clear understanding of what is happening. Real accounts and conversations from students and employees are critical. Engage communication students, for example, through the campus chapter of the Public Relations Society of America or other student groups with professional connections.

3.5 Social Marketing

The term “social marketing” might sound like it relates to social media, but it refers to something different. **Social marketing** is a communication strategy that uses commercial advertising and market research methods to “sell” desired behaviors to achieve public benefits and population-level changes. [As overviewed in 3.1.1](#), the goal of social marketing campaigns is to promote specific behaviors rather than raising awareness or shifting attitudes.

Social marketing strategy focuses on specific audiences and aims to dismantle barriers to positive behavior change. An effective social marketing strategy will speak to individuals who possess a genuine interest and readiness for change. Planning for social marketing requires understanding barriers to behavior change to activate people and utilize resources efficiently. This approach is integrated and implemented incrementally, rather than through a media blitz or image campaign. It is not simply advertising or using clever slogans, but rather a thoughtful and strategic process that requires understanding and connecting with the target audience. With careful design investment, social marketing can be evolved over time.

An example of social marketing related to promoting healthy sexual behavior is the [“*Make Consent Explicit*” consent campaign by Make Your Move!](#), which encouraged young people in Missoula, Montana to obtain explicit verbal consent before initiating sex.

Designing and implementing a social marketing campaign does require a great deal of effort, technical expertise, and – ideally – community engagement. Although information about this communication strategy is included here, this community strategy benefits from partnerships and creativity. Campuses that wish to try social marketing campaigns might want to secure dedicated funds, for example, through a grant, find a way to integrate these efforts into an academic course, or investigate supporting a marketing/design/communication student through an internship, practicum, or student worker position.

However, it is also possible to adapt the ideas to work within the available resources. Alongside the steps provided below, basic details from a social marketing campaign implemented at Lorain County Community College are provided to illustrate a lower-investment approach to social marketing. LCCC leveraged relationships with internal and external partners (including a marketing and communications expert at LCCC, the national It’s On Us team, and an evaluation consultant) to execute this strategy using minimal resources and within a relatively short period of time. Remember to not let perfect be the enemy of good.

Tool 3.5.1 provides readers with step-by-step guidance on how to set up a social marketing plan. This tool can be used individually or with a group from campus as facilitation prompts for discussion.

Tool 3.5.1: Social Marketing Planning Steps

1.) Identify the Target Social Behavior

Gather data, research, info sessions, and analysis to identify the specific behavior to be promoted via social marketing. Remember that social marketing campaigns should be designed to tell people “what to do,” not “what to think.”

Experts suggest defining observable behaviors for specific groups; for example, for the [“click it or ticket”](#) traffic safety social marketing campaign, “Men between the ages of 17 and 20 will buckle up before placing the car in gear when driving a passenger vehicle.”

LCCC Example: Used climate survey data to identify an increase in two problematic behaviors on campus: stalking and financial abuse within intimate partner relationships, including among employees at the college.

The target social behavior was to increase support service utilization for students at the on-campus Advocacy Resource Center and for employees at the EAP. The goal was not necessarily an increase in Title IX reporting, because the behaviors seemed to be occurring in relationships off-campus. It was theorized that these behaviors could be direct – someone in need seeing the messages – or indirect by increasing faculty and staff’s likelihood of referring students or colleagues to the services.

2.) Identify Target Audience

Identify the target audience for the campaign, considering their demographics, interests, attitudes, needs, and preferences. Because the goal is behavior change, it is important to understand the characteristics of the community to tailor messages that will capture their attention.

There are additional practical considerations when narrowing in on a target audience for social marketing efforts. First, **to what extent does a specific group’s behavior contribute to solving the problem?** When identifying the target audience, the design team might want to consider whether the behavior is likely to be part of the group’s day-to-day experiences. For example, if the desired behavior is utilizing a campus-based “Safe Walk” program, it might not make sense to target online students.

How big is the target group in comparison to the entire campus community? Another consideration is the relative size of the target audience, balancing between a large enough segment of campus to make a measurable difference and a small enough group to reach effectively with available resources. On some campuses, student athletes are an example of a target group that strikes that balance. Similarly, full-time faculty who comprise a larger percentage of employees might be better suited to social marketing campaigns than smaller segments of employees such as administrators, adjunct faculty, or research staff.

LCCC Example: Design was kept easy by using a pre-existing campaign asset, the “It’s On Us” tagline and logo, and customizing images with information about healthy relationships. Positive behaviors were made salient, focusing on what to do, not what to think.

The target audience was adults in established relationships; in this case, college employees and non-traditional students/adult learners on campus.

3. Create Objectives

Develop clear and measurable objectives that align with addressing the identified problem or issue. These objectives should be specific, realistic, time-bound, and aligned with the overall goals of the campaign. Objectives should cover both implementation and desired outcomes.

An example of an **implementation objective** is, *between August and December, five male student volunteers will distribute 500 laptop stickers with the social marketing logo and QRC to sign-up for optional training sessions to male peers.*

An example of an **outcome objective** is, *by the end of May the annual campus climate survey data will be analyzed to examine whether a 25% increase was observed in the percentage of male students who self-reported speaking out against sexist or racist comments at least once over the past academic year.*

LCCC Example:

Implementation objective: Over a six-month period of time, display the poster series in 25 locations across campus, including digital screens on campus.

Outcome objective: Work with Advocacy and Resource Center on campus to track whether there is an observable increase in number of requests for support around relationship issues from January of the past year to upcoming January (12-month period).

[Images of the It's On Us social marketing campaign can be viewed here.](#)

4.) Identify Delivery Methods

Determine the appropriate delivery methods or channels to reach and engage the target audience. Consider a mix of media such as digital screens, posters, social media platforms, videos, podcasts, photojournalism, and media stories that resonate with the target audience.

- **Digital screens:** Use digital screens in public spaces such as malls, parks, or
- **Posters:** Design and distribute posters in locations where the target audience is likely to
- **Social media:** Utilize popular social media platforms to share campaign messages,
- **Videos:** Create engaging and informative videos that can be shared through online
- **Podcasts:** Develop audio content in the form of podcasts to connect with the target
- **Photojournalism:** Use powerful images and stories to create visually compelling media

5.) Track Implementation Progress and Observed Outcomes

Not every social marketing campaign will be successful. For that reason, evaluation will be important to decide when to stop, alter, or continue various social marketing activities. As important as evaluating the success of a social marketing campaign is sharing the story of what worked and what did not. There are relatively few examples of social marketing of campus-based sexual misconduct programs with built-in evaluation components. A few of them are described in this [PreventConnect session entitled *Evaluating Social Norms and Social Marketing Campaigns for Sexual and Domestic Violence Prevention*](#).

Establish metrics and systems to track the progress and impact of the campaign. Regularly evaluate the campaign's effectiveness and make necessary adjustments based on the gathered data and insights. Share success stories, impacts, or lessons learned from the campaign through various channels to create awareness and sustain the momentum. This may include setting up analytics tools to measure website traffic or social media engagement, or surveying the target audience to assess changes in knowledge, attitudes, or behaviors related to the campaign.

LCCC Example:

Because it was a pilot test of the strategy, process evaluation data was collected and analyzed to assess implementation progress, with outcome evaluation still underway. Questions about the poster series were included in the annual survey about sexual misconduct to assess where people remembered seeing the posters (saliency), whether the messages reflected day-to-day life (relevancy), and how useful the messages were perceived to be (utility).

The entire series of posters was hyperlinked to the survey and open-ended questions were included to solicit thoughts and feedback. This information is being used to tailor the next round of social marketing.

Technology Considerations

Technology is an important part of social marketing campaigns, and it is ever evolving. Trends in social media usage are subject to swift changes. Having a dedicated digital platform for prevention and response communication, including social marketing, is essential. However, many campuses have set limits on the number of social media accounts per department to ensure communications protocols are followed. These social media restrictions pose challenges for would-be social marketers who have diminished opportunities to reach students and faculty on their smartphones and other devices where they spend a great deal of time.

Key partnerships with the marketing and communications department can be critical in getting social marketing assets on campus social media accounts. Some creativity will be needed to gain social media presence as this is a known way to engage audiences, promote social marketing messages, and affect social behavior. Tool 3.5.2 details five tips to make the best use of working with technology in an ever-changing environment.

Tool 3.5.2: Technology Tips

1. Using digital newsletters may work for employees, but the open rates through student emails are relatively low. Consider what else students might want, need, or use.
2. Facebook/X may be commonly used by GenX and older but may not be as popular among GenZ. Consider the suitability of short videos on Instagram, Tik Tok, or other Reel-based social media platforms for social marketing campaigns.
3. Create an easy-to-access webpage to store downloadable digital assets such as posters, social media posts, email signatures, logos, etc.
4. Generate a social media calendar with pre-planned content.
5. Track website or social media analytics to tell your engagement story.

Resources for Social Marketing

A review of published evaluations of different social marketing campaigns: Lee, C., Bouchard, J., and Wong, J.S. (2023) [A Popular Approach, But Do They Work? A Systematic Review of Social Marketing Campaigns to Prevent Sexual Violence on College Campuses](#). *Violence Against Women*, 29(3-4), 495–526. DOI: 10.1177/10778012221092476

Description of the [Listen, Support, Refer campaign](#), a social marketing effort promoting compassionate and trauma-informed responses to disclosures of sexual misconduct by peers among university students. Irvine-Collins, E., Moore, E., Cao, K., Curley, M., Ablaza, C., & Heard, E. (2022). Promoting Compassionate Responses to Disclosures of Sexual Violence in University Settings: Exploring the Impact of a Social Marketing Campaign. *Violence Against Women*, 29(9), 1832-1852. <https://doi.org/10.1177/10778012221134822>

[Chapter 45 of the Community Toolbox](#) provides resources for implementing a social marketing campaign. The chapter contains eight sections on various stages of the campaign, and each section includes a main section, a checklist, PowerPoint slides, and examples.

3.6 Social Norms Marketing

Social norms marketing is a powerful marketing strategy for helping shift campus culture by correcting misunderstandings about what most people believe, do, or know. A key difference in communication strategies is the desired outcome of the effort ([see Table 3.1.1](#)). In the case of **social norms marketing**, there is a specific tactic that sets this strategy apart from the others, which is the use of community-specific survey data to promote change on campus. In this section, a series of questions and answers are presented to demonstrate the value of the social norms marketing strategy. The goal of social norms marketing is to change social norms, usually by promoting positive norms.

Tool 3.6.2 is designed to help readers to understand the core components of social norms marketing and how to apply it in prevention campaigns. Using a question-and-answer format, it breaks down concepts while providing examples for their use.

Tool 3.6.2. Questions and Answers for Using Social Norms Marketing

Q: What are social norms?

A: Commonly held beliefs or attitudes and accepted behaviors or customs within a defined community; for example, all employees within University ABC.

- **Actual Norms** are what most people believe or do. These are statistically verifiable behaviors and beliefs within the defined community, typically measured through self-report survey methods.
- **Perceived Norms** are what most people think or perceive to be the typical behavior of the defined group.
- **Misperceived Norms** are when the perceived norm is different from the actual norm. This is when most people feel as though a belief or behavior is more or less commonly held than it actually is (based on the survey data). This situation is most appropriate for social norms marketing.

Q: What makes a particular belief or behavior a norm? What is the cutoff for “commonly held”?

A: Technically speaking, a norm is a belief or behavior that is exhibited by a simple majority (or 51%) of a population. However, a larger majority – 80% or more – indicates a stronger norm.

Q: What is the social norms approach to change?

A: The social norms approach focuses on finding positive norms that exist in a community and fostering those to increase the number of people in a defined community who hold the positive belief or exhibit the desired belief. The superpower of the social norms approach is, promoting positive norms when they exist not only increases the strength of the majority, but also can dissuade or inhibit negative beliefs, attitudes, and behaviors.

Q: What is social norms marketing?

A: Social norms marketing is a method that uses standard marketing techniques and mass communication to correct a misperception related to a particular belief or behavior.

Q: How does social norms marketing work?

A: Content is created to promote a desired belief or behavior, one that has been verified (usually by survey data) to exist in the defined community. By promoting a positive norm – for example, that most students would not forward nude pictures that were texted to them – this information both encourages the desired normative behavior (i.e., deleting unwanted nude pictures from phones) at the same time it discourages the negative, unwanted behavior (i.e., sending nude pictures to others without obtaining consent of all parties).

Q: How do social norms marketing campaigns use survey data?

A: Collecting self-report survey data is a primary step in the social norms marketing approach. The survey must be designed to measure two connected constructs from each person. The first construct is the actual belief or behavior; the second construct is the perceived belief or behavior about other members of the group

Then the data must be analyzed. To identify actual, perceived, and misperceived norms among students on a particular campus, two data points are required: the extent to which students endorse a particular belief or exhibit behavior themselves and the extent to which they think other students endorse the same belief. An example from climate survey data collected from a campus in Ohio is provided below:

Tool 3.6.3. Example from Changing Campus Culture Climate Survey Data

Question on the survey	% of “extremely” or “very” likely responses on the survey	
	Students	Employees
How likely are you to act if you witnessed something that could lead to sexual misconduct on campus? [measuring the actual norm]	82%	90%
How likely is it that most other students on campus would take action if they witnessed something that could have led to sexual misconduct on campus? [measuring the perceived norm]	40%	62%

Cells are shaded green where there is an endorsement by the majority of respondents, i.e. a norm.

Q: What is going on in Table 3.6.3? How should patterns in the data be interpreted?

A: At the most basic level, social norms marketers are looking to answer simple questions: Is the data point above 50%? Do the majority of survey respondents endorse the desired belief or report the desired behavior? In the table above, the cells marked green have endorsement above 50%. The majority of students (82%) and employees (90%) at campuses in Ohio reported that they would be “very” or “extremely” likely to intervene if they witnessed sexual misconduct on campus. The majority of employees perceived that it was “very” or “extremely” likely that their peers, too, would intervene. These numbers suggest strong norms among employees on Ohio’s campuses that employees intervene to prevent sexual misconduct. Positive behavioral intent to intervene is indeed a commonly held belief; the actual norm is the desired, positive belief. Perceptions that other employees would be likely to intervene are also believed to be true by the majority, meaning the perceived norm is also positive. These are both positive norms; there is no mismatch.

Q: What is a misperception? What is a misperceived norm?

A: For the students’ data shown in Table 3.6.3, **there is a misperception between self-reported behavioral intent and perceptions about others’ intent to act**. The cell in the first row is colored green; the cell in the second row is white. This is a mismatch between actual and perceived norms and a great opportunity to use social norms marketing.

Here, Ohio climate survey data can be used to promote the positive norm to act when sexual misconduct occurs. This pattern of observed results is particularly appropriate for the social norms approach to promoting desired behaviors on campus. Sharing positive beliefs – here, that the vast majority of students and employees are likely to intervene when they witness something that can lead to sexual violence – can encourage the desired behavior from upstanders (do take action!) at the same time it discourages the problematic behavior (do not sexually assault!).

Q: How could this data be used in a social norms marketing campaign?

A: Traditionally, poster and/or social media campaigns are used to take the facts shown above and package them with images and crisp text that describes this. [Click here to get a Social Norms Message Creation Guide](#) with nine essential features of a social norms message developed by the [National Social Norms Center](#).

In 2024, the American College Health Association provided a list of additional ways to use social norms creatively, in ways that are more interactive than a “flat poster” or social media post, including:

- Use social norms in presentations, including new student orientations.
- Incorporate social norms into trivia or survey opportunities (e.g., pub quizzes, “clicker” or easily downloadable app-based games, intra-team competitions, etc.).
- Offer instant, group-specific norms within presentations and workshops.

Q: Where can I get more information about this approach?

A: ODHE hosted a webinar on how to leverage the power of social norms, entitled [Social Norms and the Prevention of Sexual Violence on Campuses](#), by subject matter experts Drs. Vicki Banyard and Annelise Mennicke, which covers many topics raised in other sections of this toolkit, including the Theory of Planned Behavior, the Theory of Diffusion of Innovation (DOI), and Popular Opinion Leaders (POL). Other available resources include [Social Norming Campaign Toolkit](#), [examples related to alcohol and drug use](#), or [published research reports](#).

Q: How can I use data to pre-plan a Social Norms Marketing Campaign?

A: Some tips are organized below.

- 1.) *Review data together. Some questions to consider:*
 - a. What patterns do we see?
 - b. What identities are/are not represented (and how do we get better at collecting this data)?
 - c. What messages or initiatives are we already doing that could be infused, expanded upon, and/or aligned?
 - d. Should new initiatives/messaging be developed?
 - e. What audience needs priority prevention messaging?
 - f. Who should deliver messaging? When should messaging be delivered?
 - g. Are student perspectives/feedback part of any processes?
- 2.) *Make a plan together. Start drafting:*
 - a. goals,
 - b. timelines,
 - c. outcomes,
 - d. responsible staff, and
 - e. metrics and measurement tools.
- 3.) *Explore existing tools. Think about ways to use:*
 - a. logic models
 - b. strategic planning forms,
 - c. student feedback,
 - d. SMART goals.

4.1. Resource Development for Policy Implementation

In this section, three checklists are offered to help campuses identify, develop, and allocate resources needed for comprehensive policy implementation that includes both response and prevention.

The first two checklists focus on *inputs* needed to successfully execute the compliance and outreach components. Inputs are the resources that are invested in a program to achieve its goals and include staff positions, policy documents, lists of supportive services and contact information, training curricula, and other products such as printed materials, incentives, or give-away items.

The third checklist outlines considerations when designing policy implementation outreach strategies. To effectively implement campus-wide policies, a strategic approach to outreach is needed. This checklist provides important milestones when distributing policy-related resources and products throughout diverse campus settings, student and staff organizations, and across the academic year.

This section assumes a campus has already worked with legal counsel and constituent groups on campus to develop their written policies prohibiting sexual misconduct and related issues. Compliance with federal, state, and local codes is paramount, but these documents should also reflect the institution's mission, values, and brand. The Guide to Campus Protocol Development included in the [Transforming Ohio Campuses: A Toolkit for Implementing the Changing Campus Culture Initiative](#) is particularly helpful for developing written policies while connecting to community needs and values.

Checklist 4.1.1. People and Partners

Effective policy implementation requires connecting students and community members to trained and competent individuals in sexual misconduct response. These human resources should be visible, accessible, and well-resourced. Some of the people that will be instrumental in policy implementation are:

- **Title IX Coordinators**
- **Deputies, Investigators, Review Panel, Decision-Makers**
- **Confidential Resource Providers - On Campus**
- **Confidential Resource Partners - Off Campus**
- **Support Staff in Student-Serving Offices**
- **Coordinated Community Response Team (CCRT)**
- **Peer Educators/Other Student Groups**
- **All Campus Employees**

Additional guidance for developing relationships for sustaining policy implementation work is provided in [Section 2.3 Essential Partnerships](#).

The last point on the list is particularly important. **Every campus employee** has a role to play keeping campuses settings safe. The 2020 Title IX regulations codified a specific role for most campus employees, with few exceptions, as “Responsible Employees.”

In the role of Responsible Employee, members of the campus community – including full-time, part-time, volunteer, and adjunct faculty; student-facing staff (e.g., resident advisors, coaches, student affairs or admissions), and supervisors and managers (e.g., deans, department heads) – are required to report any suspected sexual misconduct of which they become aware to the Title IX office. By contrast, “Confidential Employees” are relatively rare and hold positions, such as counselors, therapists, and religious advisors, that are bound by confidentiality agreements. Although not up to date with changes in federal law, the [resource on helping responsible employees understand their role](#) contains recommendations for campuses on how to prepare Responsible Employees and create organizational practices to support their role.

While the first checklist emphasizes the *human resources* – people and partners – needed for policy implementation, the next checklist covers *informational resources*. In this context, policy “products” refer to supplemental materials that contain policy details. Because policy language can be difficult to read, more digestible formats are needed to make sure everyone understands the purpose of the policy and what to do when suspected sexual misconduct is experienced.

Checklist 4.1.2. Policy Products

However, policies can consist of extremely dense language. For this reason, additional documents and collateral materials can be helpful in carrying out the goals of the policy. The list below is a set of supplemental materials to support policy implementation:

- **Training materials:** At minimum, each campus should use a universal set of educational materials for all students and for all employees (these two may be different) as part of annual policy implementation training. Note that while these training materials might suffice as “compliance training,” prevention education and additional strategies are recommended as a part of a [layered approach to empowering campus communities](#).
- **Dedicated webpage:** Connects response and prevention efforts, possibly linking sexual misconduct to mental health and wellbeing issues. [See this resource for a checklist that can improve the extent to which prevention and response efforts are reflected on a campus website](#).
 - » *Example:* A webpage that provides information on how to report incidents, access support services, and understand the school’s policies and confidential and non-confidential spaces.
- **Annual calendar:** Activities related to compliance training, outreach, and community empowerment. The Prevention Outreach Audit Tool on the [Prevention drop-down menu on the Changing Campus Culture resource page](#) is a spreadsheet designed to track training activities throughout the calendar year and contains a tab listing national awareness initiatives by month.
 - » *Example:* A calendar listing dates for training sessions, awareness events, and timelines for policy reviews.
- **Reporting protocols & procedural documents:** Written at an eighth-grade reading level for easy understanding and for easy use as training tools.
 - » *Example:* A document outlining how to report sexual misconduct, broken down into simple steps with clear language and visual aids.

- **Visual aids:** Flow charts, organizational charts to summarize procedural information.
 - » *Example:* A flow chart showing the steps involved in reporting an incident and the subsequent investigation process.
- **Request forms:** For “on demand” educational workshops.
 - » *Example:* A form that faculty or student groups can fill out to request a workshop on sexual misconduct prevention.
- **Slide decks:** For “on demand” education.
 - » *Example:* A general presentation that can be used during training sessions to educate staff and students about sexual misconduct policies.
- **Branded swag:** For tabling and events.
 - » *Example:* Pens, notebooks, and tote bags with the school’s logo and information about sexual misconduct resources.
- **Print posters and flyers**
 - » *Example:* Posters placed around campus with information on how to report sexual misconduct and access support services.
- **Social media posts**
 - » *Example:* Regular posts on the school’s social media channels promoting awareness of sexual misconduct policies and resources.
- **Sample instructor syllabi statements:** With QR codes
 - » *Example:* A statement in course syllabi that includes a QR code linking to the school’s sexual misconduct policy webpage.
- **Anonymous campus climate/culture/safety surveys:** Completed annually
 - » *Example:* An online survey sent to students and staff to gather feedback on the campus climate regarding sexual misconduct.

After reviewing checklists 4.1.1 and 4.1.2, campuses can start to see where there may be gaps in partners, policies, and related products. Inputs that are unavailable, or insufficient, should be created or obtained – an activity called **resource development**.

The [Turning Upstream Self-Assessment](#) is designed for campuses to start by evaluating current resource availability and determine where resource development is most needed. Table 1.4.2.1 in the [Possible Next Steps User Guide](#) provides a list of activities to further develop resources needed for comprehensive policy implementation.

Checklist 4.1.3. Policy Outreach Plan Checklist

The third checklist overviews high-level steps for planning outreach strategies to support policy implementation. Additional information is presented in [Section 4.3. Policy Implementation Outreach Strategies](#), with many similarities to guidance offered in previous sections of the Toolkit. In many ways, policy implementation outreach can be seen as a targeted application of empowering campus communities (Section 2) and communicating a culture of respect and mutual responsibility (Section 3).

- **Identify partners** Multiple units/departments to assist with resource development, compliance training, and outreach activities.
 - » *Example:* Collaborating with the Counseling Center, Student Affairs, and the Athletics Department to develop training materials and outreach strategies.
- **Create a unified plan** Include specific dates aligned with the academic year, responsible parties, goals (e.g., number of contacts, resources handed out, survey response rates), and desired outcomes (e.g., raise awareness, increase reporting rates, increase training requests). The Prevention Outreach Audit Tool on the [Prevention drop-down menu on the Changing Campus Culture resource page](#) is a spreadsheet designed to track training activities throughout the calendar year and contains a tab listing national awareness initiatives by month.
 - » *Example:* A plan that schedules training sessions at the beginning of each semester and sets goals for the number of students trained.
- **Communicate shared purpose** Ensure every campus community member understands the importance of policy implementation, including compliance training and reporting. Examples of shared purposes include, “We care about the safety of all our students and campus community,” or “To ensure every student and employee is free to learn and succeed.”
 - » *Example:* Messaging that emphasizes the school’s commitment to creating a safe and supportive environment for all.
- **Connect training to shared purpose** Communicate that training sessions help employees, staff, faculty, and students understand their roles, for example, as mandatory reporters or concerned friends; and provide skills to carry out responsibilities associated with being a good community member, such as “How to Make a Report” or “How to Support Students, Colleagues, Co-Workers, and Friends.”
 - » *Example:* Training sessions that explain the responsibilities of mandatory reporters and how to support someone who has experienced sexual misconduct.
- **Launch and completion timelines** Set an annual schedule that ensures compliance to federal, state, and institutional policies. Consider new employee orientation, incoming students (including graduate, online, transfer), and annual/regular training for employees and students.
 - » *Example:* Setting deadlines for new employees to complete training within their first month and for students to complete training at the start of each academic year.
- **Collaborate with communications/marketing teams** Craft print materials and social media messages emphasizing campus commitment to safety and well-being, including relevant policy information (e.g., contact information, how to make a report).
 - » *Example:* Creating posters and social media posts that highlight the school’s commitment to safety and where to find sexual misconduct policies and resources.

- **Consistent outreach message** Maintain a consistent message across all communication channels.
 - » *Example:* Ensuring that all communications, from emails to social media posts, align with prevention efforts and reinforce the school’s commitment to preventing sexual misconduct.
- **Plan outreach activities** Come up with plans that disseminate information...
 - ...across salient times of the calendar year -- during Orientation, the Red Zone period, exam periods, awareness months (e.g., sexual assault in April, stalking in January)
 - ...throughout a student’s time at the institution, i.e. not just during first year
 - ...across various settings – such as in residential buildings and student groups
 - ...using multiple formats such as social media, digital displays, and multiple web pages
 - » *Example:* Hosting information sessions during orientation, placing posters in residence halls, and sharing resources on social media during the Red Zone period.

4.2. Policy Implementation Training

This section offers guidance for campuses on how to educate students and employees about their institution’s commitment to creating a campus free from sexual misconduct. The commitment to addressing sexual misconduct should be articulated explicitly in the actual policy documents, which are unique to every campus setting. However, even the most clearly written policy will not be effective in addressing sexual misconduct if nobody is aware that the policy exists, why it exists, or how it can be used to uphold safety on campus. For that reason, universal training is needed as part of policy implementation. Policy implementation training should increase working knowledge about what specific behaviors are prohibited, who on campus can provide help, how to make a report, and what will happen after a report.

This section introduces two common training formats and outlines key challenges associated with each. Then, ideas on how to deepen the value of training and moving efforts “beyond compliance” are presented.

Understanding Compliance Training Practices

What is compliance training? The term compliance training is used to indicate external requirements placed upon colleges and universities to provide community education about sexual misconduct and related issues. Two specific pieces of federal legislation mandate that college and universities address sex discrimination, harassment, and violence prevention at the institutional level – including by developing policies and providing education about those policies. These are the 2020 Title IX Regulations and the Violence Against Women Act Reauthorization Act of 2013 (VAWA). Historically, Title IX has focused more on responding to complaints of sex discrimination, while VAWA expanded the scope of the requirements to include both response and prevention training.

Some campuses have additional requirements under state law, NCAA/NAIA policy, accreditation rules, and some third-party contracts and grants. As campuses across the nation have worked to fulfill these mandates, many universal education programs have emerged that integrate elements of response and prevention with college and university communities in mind. Because compliance training has turned into a business, with vendors offering educational services to meet these various external requirements, it is advisable to consult with the compliance staff member on campus.

At the same time, campuses in Ohio and elsewhere have used their own expertise and resources to develop a wide variety of methods to offer training sessions, such as in-house pre-recorded videos, online modules, or in-person sessions by Title IX coordinators, human resources, student affairs, counseling, and/or wellness staff. To understand the landscape of policy compliance practices, Table 4.2.1 compares two training formats commonly used by Ohio campuses: outside vendors and “homegrown” campus training. Reviewing the basics of compliance training can help campuses recognize the obstacles and opportunities they might face and how they can move to the next level.

Table 4.2.1: Compliance Trainings At-A-Glance

Training Format	Outside Vendor Training	Homegrown Campus Training
Quick Description	Purchase a license/service from a company such as Vector Solutions, Catharsis Productions, etc. for online training.	Use of Articulate, Teams, Canvas, Blackboard technology to deliver learning modules or pre-recorded training.
Benefits	• Multiple administrators with various levels of access to ensure unit/department completion • Auto reminder emails sent to employees to complete modules • Downloadable completion reports for audits • Auto-generated completion certifications • Flexible timing, can be done whenever the viewer selects to do so	• Customizable with full control of content • Inexpensive • Easy to deliver, complete, and revise • Content will need to be developed/or reviewed with the expertise of Title IX Coordinators - could cause capacity issues • Often includes peer-to-peer discussion to further individual learning
Challenges	• Costly, may not be feasible for smaller campuses • Requires prioritization and integration by campus IT and responsible units. • Needs dedicated tech assistance for module issues • Module content cannot be changed	• Participants may not engage with the video content • Material can be robotic and unengaging • Tracking completion may be difficult with pre-recorded videos

Addressing Challenges in Compliance Training

Policy compliance training practices face various challenges related to format, timing, and their transactional nature. Common formats include online training modules and short in-person presentations during new student or employee orientations. While these formats have been effective in ensuring compliance and raising awareness of support resources, such as the Title IX Office, they often fall short in creating a comprehensive understanding of sexual misconduct prevention. Below are some themes that can be addressed to navigate the challenges.

Timing and Information Overload

Providing compliance training information before The Red Zone – the nine-week period during the fall semester when incidents of sexual misconduct are likely to occur at four-year residential universities — is smart. However, at both four-year and two-year institutions, students and parents and family can experience orientation to campus as a time of overwhelming amounts of information. One approach to deepening training practices is to treat compliance training as the beginning of a conversation and as a foot in the door to build a more personal connection to the values behind the policy. Adding other touchpoints, particularly in-person sessions, to complement compliance training can begin to take campus efforts to prevent and respond to sexual misconduct “beyond compliance.”

Beyond Compliance

Moving beyond compliance involves motivating students and employees across all settings on the campus to take personal responsibility for campus safety, which is referred to throughout the Toolkit as “next-level” work. Next-level work includes integrating compliance training within a comprehensive plan that includes a layered approach of primary, secondary, and tertiary prevention strategies.

The 2013 VAWA Reauthorization Act introduced language that signals the need for a shift to a broader array of activities beyond “sit-and-get” educational sessions. Instead of “training,” 34 C.F.R. § 668.46(j)(1) uses the words “primary prevention and awareness programs.”

Campuses should supplement top-down compliance practices with strategic activities that promote bottom-up cultural changes. Table 4.2.2 describes how campuses can situate compliance training within the context of “next-level” components of a comprehensive campus response.

Table 4.2.2: Next Level elements that can be added to compliance training include trauma-informed campuswide communication, institutional courage, and coordination.

Next Level	Description
Trauma-Informed Campuswide Communication	• Create a unified prevention message unique to your institution • Use custom emails to notify participants about compliance modules • Add messaging that expresses values and why the campus cares about the issue • Share that the modules contain sensitive content related to sexual harm (content warning) • Include resources and hotlines in the message
Campus Commitment and Institutional Courage	• Reflect institutional courage and reference the institution's mission and values • Emphasize the safety and well-being of all students and the campus community • Ensure training courses help employees/staff/faculty and students understand their roles related to reporting duties under Title IX • Provide information on how to make a report and support impacted individuals
Coordination	1. Create a unified plan with multiple partners/units/departments 2. Communicate the launch and completion deadlines of compliance training 3. Maintain a consistent prevention message across all communication channels 4. Disseminate information broadly during orientation, the Red Zone period, in residence halls, to student groups, on social media, in digital displays, and on multiple web pages. 5. Ensure training is present and tailored throughout a student's time on campus 6. Collaborate with communications or marketing teams to craft messages emphasizing commitment to student safety and well-being.

Multi-Layered Messaging

While initial training on where to go if experiencing sexual misconduct is crucial, reducing harm on campuses requires multiple layers of messaging over time. Online courses and brief in-person sessions often raise more questions than they answer. It is essential for the Title IX coordinator to partner annually with various campus entities (e.g., departments, student organizations, study abroad programs) to engage directly with the campus community, review key information, and address questions and concerns.

Overcoming Limitations

Title IX coordinators often face limitations in terms of budget and influence on students. Many Title IX coordinators may be a “team of one” and have less contact with students compared to faculty members. This is one area where essential partnerships can help to achieve a multi-layered approach.

Building Trust and Rapport

Regular, dedicated time with the campus community helps build trust and rapport, demonstrates the institution’s commitment to addressing sexual misconduct, reduces anxiety about responding to these issues, and communicates the critical role of each campus community member. This coordinated, long-term approach allows for consistent, best practice messaging and empowers current students and employees to support and educate newcomers about the school’s policies.

4.3. Policy Implementation Outreach Strategies

This section will introduce the strategy of **cross-cutting outreach** as another layer in policy implementation. This Toolkit encourages thinking creatively about connections. While easy links can be made between response and prevention or between sexual misconduct and relationship violence, at most campuses there are unique opportunities to connect sexual misconduct response and prevention activities to other issues, such as hazing or suicide prevention.

Concept of Cross-Cutting Outreach

The [Community Tool Box](#) describes outreach as making connections with the “yet-to-be-reached” community members who are eligible for services or programs but do not use them. Outreach activities are usually characterized by going out into community spaces to meet people where they are, usually offering some type of promotional item (e.g., a ribbon, a coupon, a flyer, a free snack) to capture attention and/or start a conversation.

Outreach Activities

The most classic example of outreach on campuses is “**tabling**,” where program staff, ambassadors, students, or volunteers set up tables in commonly used areas and directly deliver information related to policy implementation such as a list of support resources. For example, the team at Mount St. Joseph University passed out drink covers, and at Wright State University, webcam covers were a popular giveaway at a tabling event.

Carefully selected items can provide a window to open relevant conversations about boundaries, privacy, consent, risky environments and behaviors, as well as safeguards. Even more generic items such as highlighters, lanyards, or bracelets – printed with an important phone number, logo, tagline, or QRC – can dissolve stigma and change the way information is cycled through a community.

- **Owens Community College:** A program administrator wheels a coffee cart from room to room during Domestic Violence Awareness Month, offering coffee and starting conversations.
- **Central State University:** The Title IX coordinator drives a golf cart through busy outdoor spaces, stopping to connect with students and have conversations.
- **Ohio University:** Health promotion staff or peer educators wear a Dottie the Dinosaur costume (to promote Green Dot) and hand out \$5.00 coffee cards. Conversations center around bystander intervention, but resource cards are provided with campus Title IX and other support services.

These outreach interactions use [grassroots communication](#) to reinforce the key messages that are stated in campus’ official policies and explicated in universal training sessions. When done successfully, they might activate an “ah-ha” moment for some of the “yet-to-be-reached” community members that opted not to participate at all in a compliance training, or clicked through an online module thinking, “this does not apply to me.”

Cross-Cutting Approach

As described in the [Upstream Solutions section](#), a **cross-cutting approach to prevention** allows community change activities to address one or more issues with **shared (risk or protective) factors** simultaneously. Similarly, a cross-cutting approach to policy implementation can use [essential partnerships](#) to coordinate outreach activities. Readers can use a cross-cutting outreach to connect affirmative consent as a protective factor in preventing both sexual misconduct and hazing within student organizations at high risk for both problems. A cross-cutting approach can coordinate outreach activities with campus ministry and spiritual life to promote the protective factor of healthy relationships to campus ministry and spiritual life. Similarly, cross-cutting outreach activities might emphasize bodily autonomy to raise awareness of both sexual misconduct prevention and sports and recreation promotion. Partnership is reciprocal, so next-level work in sexual and relationship violence response and prevention includes showing up at campus and community partners' outreach activities, too.

Desired Outcomes of Cross-Cutting Outreach

A hoped-for result of cross-cutting outreach activities would be increased community awareness about shared protective factors (e.g. connectedness and sense of belonging, boundaries and bodily autonomy, healthy relationships). As described earlier, there is a continuum of community awareness in which the expected level of awareness should deepen over time. Initial outreach goals may be raising awareness of how to find policies and procedures on campus or that multiple ways to report exist. As campuses **move beyond compliance**, outreach goals might include participation in community change strategies.

The awareness-raising goals can be applied to cross-cutting outreach activities.

- The most basic type of awareness is increased information on the connected problems themselves (e.g. definitions of hazing, stalking, sexual harassment, and the relevant policies that exist prohibiting related behaviors).
- The next level is raising awareness that the connected problems exist on a particular campus (e.g. distribute results of recent climate surveys or statistics from counseling offices, as well as lists of campus contacts that can serve as support resources).
- Next, cross-cutting outreach activities related to policy implementation can raise awareness that something specific can be done to prevent sexual misconduct, substance abuse, and hazing (or whatever cross-cutting issues are connected) on a particular campus (e.g. prevention is possible, everyone can play a role).
- Finally, policy implementation outreach can raise awareness with concrete ideas to combat cross-cutting issues on campus (e.g. 5Ds of bystander intervention, reporting various types of problems to appropriate campus officials, whether they be campus safety, Title IX, Residential Life, etc.)

Success should be measured at the community level. Instead of focusing on changing an individual's awareness from time one to time two, the goal is to increase the percentage of the target population who are at a particular level of awareness over time. For example, increasing awareness from 20% of all students aware of available assistance in areas such as academics, housing, employment, and safety under the institution's policies on sexual misconduct-related issues in one year to 50% of all students aware the next year.

In addition to increasing community awareness, other indications of the success of cross-cutting outreach activities may include increases in:

- partnership functioning, collaboration, and synergy
- community connectedness,
- coordination of services,
- trust and possibly reporting and support-seeking behaviors.

A cross-cutting outreach approach to policy implementation, as with other collaborative endeavors, will likely require some compromise. As leaders from different groups on campus come together to plan activities, or as different topics are folded into sexual violence policy implementation talking points, some specificity might be lost. But cross-cutting outreach does create possibilities for connecting to those yet-to-be-reached individuals. Drawing in nontraditional partners may help a campus team gain access to new audiences and expand its spheres of influence.

Another way cross-cutting outreach can help campuses **move beyond compliance** is when coordinated activities alter the built environment. Consider how outreach activities can create protective spaces or become alternative settings to meet unmet needs. People may appreciate the chance to see sexual violence, healthy relationships, or related issues openly addressed in a public campus setting. Cross-cutting outreach activities can normalize that a campus cares about community well-being and that different campus staff work together to support programs and services. An approachable team of people in a highly trafficked area signals that sexual misconduct and related issues are a community concern, not just a personal issue.

Scaffolding Cross-Cutting Outreach

Scaffolding is a technique that can be used to connect policy outreach activities to community change strategies included in other sections of this Toolkit. Scaffolding provides an initial framework that can be built upon with subsequent touchpoints. Originating from the field of education, scaffolding involves presenting ideas in distinct segments to help learners acquire new skills, gradually reducing support as learners grasp content and master new skills. This approach can be summarized as:

- **Demonstration** (I do) Where the outreach activities assist with naming issues and providing language, understanding new concepts, and achieving deeper levels of understanding.
- **Practice** (we do) Enabling learners to understand how to perform a skill independently.
- **Performance** (you do) Being future-oriented, with the vision of learners applying these skills across multiple settings. (Gibbons, 2009)

The initial scaffold should clearly establish that policies, personnel, and offices are in place to foster a positive campus culture. These foundational tools — such as contact information, resource lists, and procedural documents — are supplemented with compliance training sessions aimed at increasing knowledge about the policies. Following this, outreach activities are conducted to reinforce key training messages, enhance the visibility of the policies, and highlight the relevance of associated educational and support services to the broader campus community. Content and skills can also move from basic (e.g. definitions of consent, recognizing high-risk behaviors like binge drinking) to being followed by more complex content and skills (e.g. setting personal boundaries, responding proactively to social media doxxing).

To illustrate a range of different scaffolds to possibly tie together sexual misconduct and other campus issues, table 4.3.1 provides a series of examples.

Table 4.3.1. Scaffolds for Cross-Cutting Outreach in Policy Implementation

Cross-Cutting Outreach Scaffold	Description of Policies, Connected Issues, and Outreach Activities
Trauma-Informed Practices	A two-year public college organizes campus outreach and awareness –raising from a “trauma informed practices” frame and including changes to the built environment as one way to create a culture of safety and empowerment. For example, they have installed Opioid Rescue Kits next to their Automated External Defibrillators (AEDs) on campus, encouraging others to recognize their ability to save a life and teaching skills to use these devices as needed.
Prevention	The Title IX coordinator is employed within Student Affairs and serves alongside three deputy coordinators to handle response and compliance. That same TIX coordinator serves with three different faculty and support staff (e.g., counseling and TRIO) on a cross-functional prevention team. The TIX coordinator is the boundary-spanner between the response/compliance and prevention/change groups.
Recovery	Essential partnerships are formed between Title IX coordinator(s) and a liaison to the Counseling Center to ensure impacted individuals receive support for substance use or mental health challenges. An annual campus climate survey reinforces key definitions and gathers input on campus conditions.
Resilience and Empowerment	This campus policy is entitled “Sex Discrimination” and framed as a commitment to providing a healthy learning, working, and living environment. Policy implementation activities are designed to meet this philosophy: “Creating a power dynamic that fosters partnership between the service provider and service recipient, maximizing a person’s choices and control over a situation, basing interactions in relational collaboration and emphasizing strengths, adaptations and resilience over symptoms.”
Campus and Community Safety	At a two-year public institution, every student is emailed a copy of the policy with a link to the campus website with confidential resources and tips for recognizing harm, interrupting problematic behaviors, and reporting incidents to promote community safety. This provides the initial scaffold, or framework, for campus community members. An optional online module is offered annually to students and is required of all paid employees. This relatively short video is another layer communicating the campus’ commitment to a campus free of sexual violence, providing key terms with examples, and gives a rationale for caring about this issue.
Health and Wellness	At four-year public institutions, incoming students receive information on Sexual Misconduct through Health and Wellness Orientation, focusing on healthy relationships and consensual sex. Peer educators provide workshops and co-lead yoga classes to create healing spaces. Peer educators also collaborate with admissions for Instagram takeovers and with food services for coffee shop takeovers, promoting consent and providing information through QR codes.

Sense of Belonging and Unity	At four-year private residential colleges, incoming students complete mandatory training connecting bystander intervention with being a good ally. Messaging is emphasized during high-risk events such as fraternity and sorority recruitment. Prevention efforts include Title IX/Sexual Misconduct information, ensuring relevance to multiple student groups, and providing confidential and non-confidential resources.
Safe Behavior/ Risk Reduction	Consistent messaging during Red Zone months and other high-risk events ensures all prevention efforts include Title IX/Sexual Misconduct information alongside information related to substance use.

The next section offers guidance for campus officials after becoming aware of reported behavior prohibited by campus policies. To revisit the [River Story metaphor](#), these are downstream solutions, also known as tertiary prevention, enacted after discovering someone struggling in the river’s current. Once an incident of alleged sexual misconduct has occurred, campuses must act promptly and consistently to minimize experiences of harm and promote a culture of accountability.

4.4. Responding to Sexual Misconduct in the Campus Community

This section provides best practices for responding to incidents of sexual misconduct, including behaviors prohibited by Title IX and other school response policies. While sections 4.1-4.3 cover policy implementation at the institutional level, section 4.4 considers how to best apply policy when addressing individual cases of sexual misconduct.

Campuses should use this information as a supplement to, not as a replacement for, the [Transforming Ohio Campuses Toolkit for Implementing the Changing Campus Culture Initiative](#), which was developed for Ohio campuses in 2016. This section includes updates that are consistent with the 2020 Title IX Rule, but the original toolkit contains in-depth materials that are relevant to topics covered here. For example, readers who are relatively new to implementing official campus procedures may find it helpful to review this [two-page resource that compares the campus disciplinary process to criminal justice proceedings](#).

Terminology

For simplicity, the term Title IX coordinator will refer to the key staff member responsible for handling all types of sexual misconduct. Some campuses may have separate Title IX coordinators for employees and students, and/or staff members filling additional roles such as deputy coordinators, investigators, decision makers, advisors, etc.

Institutional leadership includes those supervising the Title IX coordinator and leading the institution (e.g., president, executive cabinet, board of trustees).

Sexual Misconduct includes any form of harm prohibited by the 2020 Title IX Rule and additional school policies, such as sexual assault, harassment, stalking, or relationship violence. This section is inclusive of forms of harm addressed by Title IX as well as those covered by broader school policies. For example, some schools have policies that prohibit other forms of sex discrimination or misconduct occurring off-campus unrelated to school activities.

Reporting party will be used to describe the person who has allegedly experienced harm. This individual may report the incident(s) directly or a formal complaint may be filed on their behalf by a Title IX coordinator. Sometimes referred to as complainant, victim, or survivor.

Responding party will be used to describe the individual who is alleged to have committed the harmful behavior and/or violated policy. Sometimes referred to as respondent or perpetrator.

This section assumes campuses have already developed campus-level policies that are compliant with current federal and state regulations. It provides recommendations to help campuses build and strengthen institutional protocols.

Three Foundational Components for Fair Response to Sexual Misconduct

To promote compliance with Title IX and other school policies addressing sexual misconduct, and to implement related policies at a best practice level, the following foundational components should be in place: 1) a shared approach, 2) expert Title IX leadership, and 3) clear and comprehensive sexual misconduct policies.

Shared Approach

Institutional leadership and the Title IX coordinator should work together to develop common understandings and present a unified front that:

- Implements a best practice sexual misconduct system, which requires expertise, collaboration, and care.
- Addresses scrutiny of how they address these issues and confidently articulate their policies and processes.
- Balances safety and fairness, making nuanced decisions with significant long-term impacts on students and employees.
- Effectively collaborates with individuals who may have competing perspectives and responsibilities regarding these complex issues.
- Recognizes that a best-practice response to sexual misconduct is complex and effortful.
- Works in partnership with campus and external communities to secure appropriate resources and expertise needed to successfully manage a best-practice response to sexual misconduct.

Expert Title IX Leadership

Institutional leadership can contribute to effective implementation of response policies by prioritizing the following supports for the Title IX coordinator.

- **Dedicated Position** Campuses should, whenever possible, have a full-time Title IX coordinator leading a well-resourced team to handle sexual misconduct cases involving students, employees, and visitors.
- **Avoiding Conflicts** If sexual misconduct response duties must be combined with other roles (e.g., residence life staff, athletics staff), schools should carefully consider potential conflicts and barriers to reporting. For example, an athletics staff member investigating a case involving a student athlete might be perceived as biased. Schools should address these concerns in their policies and communications.
- **Proper Positioning** The Title IX coordinator should have campus-wide authority and be positioned to avoid conflicts of interest. This role should not be combined with duties that could raise questions about authority, effectiveness, or impartiality, such as those of a board member, general counsel, athletics director, or dean of students.
- **Collaborative Approach** Smaller institutions can assign Title IX responsibilities to multiple positions to share the workload, enhance collaboration, and increase visibility.
- **Professional Expertise** Title IX leadership should have strong expertise in sexual misconduct response, be highly accessible, and capable of establishing trust quickly. They should understand both the nature and impact of sexual misconduct and best practices for balancing the rights of all parties.
- **Mastery of Regulations** The Title IX coordinator should be well-versed in the current Title IX Rule and relevant federal, state, and local laws.
- **Centralized Resource** The Title IX coordinator should provide accurate information on rights, options, and resources to both reporting and responding parties and serve as a central resource for the campus community.
- **Respecting Confidentiality** Except in rare cases where action is necessary, the Title IX coordinator

should honor the confidentiality requests of reporting parties, which can reduce barriers to reporting and increase service access.

- **Strong Collaboration** The Title IX coordinator should collaborate with key campus partners, including legal counsel, human resources, student affairs, campus security, and residence life.
- **Access to Legal Counsel** The Title IX coordinator should have access to expert legal counsel for creating, reviewing, and applying comprehensive policies and procedures.

Clear and Comprehensive Sexual Misconduct Policies

Every campus should have clear, comprehensive written policies that outline the rights, options, and resources available to individuals who have experienced sexual misconduct (students, employees, visitors) as well as those accused of violating the institution's policies. To ensure compliance, the development and revision of these policies should be led by the Title IX coordinator, with input and review from campus stakeholders, including students, faculty, and other relevant campus areas.

Scope and Application

If a campus has policies addressing forms of sexual misconduct that do not fall within the scope of Title IX, it should be clearly communicated that both Title IX and the additional policies address sexual misconduct. The policies should describe when each respective set of policies will be applied, what differs in terms of policy and process under each, and the role of sexual misconduct leadership in determining which policies are applicable. Provide examples of situations that may be addressed by each set of policies to clarify the scope and application of each policy.

Definitions of Key Concepts: Both Title IX and non-Title IX sexual misconduct policies should clearly define key related concepts that the 2020 Title IX Rule has left for campuses to define, such as consent, coercion, and intoxication. It should be made clear how these definitions interact with any additional sexual misconduct policies the campus may have.

Best Practice Applications - General

This section identifies key areas of the 2020 Title IX Rule where best practice approaches can move the campus *beyond compliance* to a mission-centered, institution value-aligned level. Institutions should apply the following considerations for both policy development – the way campus policies are written – and in all the response activities that take during policy implementation; for example, in meetings with parties and post-engagement correspondence summarizing information.

Title IX Coordinator Role: Outline the Title IX coordinator's role in determining whether a matter falls under Title IX. Explain the process for notifying parties of this assessment, informing the reporting party of their right to pursue the complaint under non-Title IX policies if appropriate, and the process for appealing the assessment.

Roles and Responsibilities: Define the roles and responsibilities of the Title IX coordinator, investigators, and decision-makers in formal complaint resolution processes. Regularly emphasize these roles to ensure clarity and accountability.

Consistency in Application: For consistency, consider applying components of Title IX requirements (e.g., specific timing deadlines, notification language, advisor roles) to sexual misconduct cases outside of Title IX. This ensures a uniform approach to handling complaints.

Policy Language Application: Apply the respective Title IX and non-Title IX sexual misconduct policy language to the matter, but use Title IX process requirements for timelines, notice, investigation, and hearings. This ensures a comprehensive and fair resolution process.

Response Options: Provide a clear description of the full range of response options for reporting parties, including informal resolution methods. Ensure the Title IX coordinator has strong relationships with advocacy/support resources and strives to connect parties with these services early in the process. Initial outreach by the Title IX coordinator to an individual potentially impacted by sexual misconduct should cc the campus' confidential advocacy/support resource if one exists.

Complaint Resolution: Describe how complaints involving both Title IX and non-Title IX conduct will be addressed.

Internal vs. Criminal Justice System: Explain how the campus internal response system and the criminal justice system differ, interact, and intersect.

Concurrent Processes: Provide considerations for parties if there is a concurrent internal and campus process proceeding. This helps parties understand the implications and coordination between different systems.

Evidence Standard: The complaint resolution process should determine if there is sufficient evidence to meet the evidentiary standard selected by the campus. Under the 2020 Title IX Rule, a campus can choose either “preponderance of the evidence” or “clear and convincing evidence.” Whichever standard is chosen must be applied to ALL conduct matters (alcohol violations, etc.), not just sex discrimination.

- The more commonly used standard in Title IX proceedings is preponderance of the evidence – this standard is met if decision-makers use the evidence to conclude it is “more likely than not” that the alleged misconduct occurred.
- A less common and stricter standard is clear and convincing evidence – this standard requires evidence that compels decision makers to conclude that it is highly and substantially more likely than not that the responding party violated a campus policy.

Finding of Not Responsible: A finding of not responsible does not equate to a knowingly false complaint. It means there was insufficient evidence to conclude a violation occurred. If evidence suggests a false complaint, the Title IX Coordinator should assess potential conduct action related to that separate policy violation.

Best Practice Advocacy/Support Resources

Following a report of sexual misconduct, both reporting and responding parties are permitted to be accompanied by an “advisor of choice” during meetings related to campus investigations and proceedings. To promote fairness, campuses should develop advocacy/support resources for both reporting and responding parties.

[Recommendations for campuses regarding advisors of choice](#) were compiled by the Ohio Alliance to End Sexual Violence. A recent example of training employees to support students comes from Xavier University, which has various options, including a Questioning Advisor (QA) who provides specific support during the live hearings required by the 2020 Title IX code to responding parties who do not bring their own advisor of choice. [A description of Xavier’s QAs can be seen here.](#)

Training and Responsibilities: Individuals serving as advocacy/support resources should be trained on policies/processes and have clear role expectations. Responsibilities may include accompanying parties in meetings/hearings; helping them understand their rights and options; assisting with preparation; addressing academic, housing, employment, and mental needs; and providing emotional support while navigating concerns throughout the complaint process.

Advisor Role and Confidentiality: Provide clear information on the role and confidentiality of a party’s advisor, and how this differs under Title IX versus other policies. It is important to account for state laws as well as federal laws when determining whether a campus can operate a program for confidential advisors. Some considerations of Ohio law have been outlined for Changing Campus Culture participants in [this resource document on establishing a confidential advisor program](#).

Legal and Advocacy Support: Consider allowing both parties to have a lawyer and an advocate given their unique and critical roles throughout the process.

Fluid Interim and Supportive Measures: Continuously reassess the necessity and appropriateness of interim and supportive measures as the process evolves. This ensures that measures remain relevant and effective.

Faculty and Staff Engagement: Engage faculty and staff proactively to implement supportive and interim measures. For example, avoid assigning parties to pair/group work if a No Contact Notice is issued.

No Contact Notices: Avoid automatic issuance of mutual No Contact Notices, as this can increase lethality for reporting parties, especially in intimate partner violence situations. Assess requests for No Contact Notices carefully and communicate the rationale clearly.

Accessibility: Ensure resources, protocols, and information are accessible to individuals for whom English is not a first language and for those with varying levels of physical and/or cognitive abilities.

Complaint Resolution Processes

The complaint resolution process, sometimes called a grievance process, is initiated when someone brings forward an allegation and files a formal written complaint with the Title IX office. When there are allegations of sexual misconduct, ensuring due process (for public institutions), fairness, and consistent, equitable application of policy is paramount. Best practice recommendations are provided below:

General Guidance

Physical Spaces: Schools should ensure that the physical spaces where sexual misconduct is addressed, investigated, and adjudicated are accessible, neutral, and private. Title IX coordinators should offer remote options for meetings whenever possible, as many individuals impacted by sexual misconduct may feel more comfortable in their own space rather than coming into a physical office, which can carry stigma and concerns. Depending on the context of the meeting, the availability of a support person, advocate, and/or advisor should be communicated to the parties.

Title IX Coordinator Responsibilities: The primary responsibility of the Title IX Coordinator is to provide comprehensive, accurate information on an individual's rights, options, and resources from initial contact through formal resolution of a complaint, if applicable. The Title IX coordinator should refer parties to expert resources if they want to learn more about specific options (e.g. reporting to law enforcement, obtaining a Civil Protective Order).

Notification Best Practices: Notification refers to the act of informing all relevant parties, including the reporting party, the responding party, and potentially others involved in the investigation, about the existence of a formal complaint and the initiation of the complaint resolution process. This notification is written and should detail the nature of the allegations, the parties involved, the investigation process, and relevant contact information.

Written Communication Templates: The Title IX coordinator at Xavier University has developed two templates with boilerplate language that can be adapted to help with communication to reporting and responding parties – remember that simultaneous notifications are required. In each situation, the language will need to be modified to reflect the details of the incident, for example, names and dates, the nature of the potential policy violation/type of harm, and whether the party is a student, employee, or third-party.

Xavier's sample Title IX-related communication templates are linked here:

- [Initial Outreach to Impacted Individual](#)
- [Title IX Office Formal Complaint Confirmation](#)

Common elements in the templates include links to relevant policy language, role of the Title IX Office and personnel, and rights of the recipient of the notification during the process.

Investigations

In a Title IX investigation, campus officials investigate formal complaints of sex discrimination, including sexual harassment and misconduct, to ensure a safe and respectful educational environment. The investigation process involves gathering evidence, interviewing parties involved, and analyzing information to determine if the allegations are substantiated. The goal is to ensure fairness and impartiality, protecting the rights of all parties while fostering a culture of respect.

Training for Investigators: Individuals investigating reports of sexual misconduct should receive the highest-level training from reputable, expert resources. Training should be provided at least annually for newer investigators and as needed for refresher and/or specialized areas for expert investigators.

Role Clarity: In Title IX matters, the Title IX coordinator is not permitted to serve as an investigator or decision-maker. Investigators should clearly communicate their role and the role of decision-makers to all parties involved.

Minimizing Stress: To minimize stress on the parties, investigators should aim to gather sufficient investigatory information before engaging with parties. This should be balanced with providing regular updates on the status of the investigation to keep parties informed.

Hearings

In cases that fall under Title IX policy, campuses must hold a hearing. In a Title IX hearing, the reporting and responding parties are given an opportunity to present their side of the story, with witnesses and evidence, to a decision maker who will then determine if a Title IX violation occurred and what the appropriate resolution should be.

Training for Decision Makers: Decision makers should receive the highest-level training on their roles and responsibilities from reputable experts, who are not decision makers at their campus.

Term Limits and Expertise: At some campuses, decision makers are named as members of an official college or university committee, which typically has a term limit. If a campus has a term limit for decision makers, then it should consider extending these limits for individuals who demonstrate commitment, excellence, and experience in the work, and who would like to continue to serve. This approach allows schools to build decision-making bodies with strong expertise, serving as role models and resources for newer members.

Specific Training for Chairs: In Title IX matters, Chairs of decision-making bodies should receive highest-level training on their enhanced roles and responsibilities from reputable experts.

Adequate Review Time: Decision makers should have sufficient time to review case documentation before hearings. Providing case documents only one hour or even 24 hours before the hearing greatly reduces their ability to review materials and facilitate a best practice hearing process.

Advisor Provision: In Title IX matters, schools must have a system to provide an advisor to ask questions of the other party and witnesses if a party comes to the hearing without an advisor.

Pre-Hearing Meetings: Separate pre-hearing meetings with the non-decision maker, conduct hearing process advisor, and the parties/their advisors to review how the hearing will work and to proactively address any process-related questions can greatly improve the efficiency and smoothness of a hearing.

Training Specific to Complaint Resolution Process

The 2020 Title IX regulations require training for all Title IX personnel, including coordinators, investigators, decision makers, and those facilitating informal resolution processes. This training must cover various topics, including the definition of sexual harassment, the scope of the institution/s education program/activity, the complaint resolution process, as well as how to serve impartially, how to apply the “rape shield” protections, and how to use technology to facilitate live hearings. Training materials must be publicly available on the institution’s website and upon request.

Unified Reporting Policy: To reduce confusion, schools should identify one policy for non-confidential/non-privileged employees to report any knowledge of sexual misconduct to the Title IX coordinator, rather than having separate policies for different types of employees and/or different requirements related to Title IX and non-Title IX sexual misconduct matters. This policy should provide the foundation for the training that is provided to campus community and meet the Title IX requirements for training.

Regular Training: The Title IX coordinator should strive to provide regular training for all potential “entry points” for reporting for students, employees, and visitors. These individuals should be trained to know their role and reporting responsibilities, how to communicate this to individuals engaging with them, and how to properly report/refer individuals to the correct expert resources.

Collaboration in Complaint Resolution Processes

Memorandums of Understanding (MOUs): Schools should develop and maintain MOUs with key external community partners, namely law enforcement and community survivor advocacy organizations. MOUs can formalize relationships between campus and off-campus entities, which are critical to a holistic and comprehensive response. MOUs should outline the roles and responsibilities of partners and acknowledge respective duties in responding to sexual misconduct. [Examples of best practice MOUs can be found here.](#)

Emerging Issues

Some schools may experience an increase in parties with attorney advisors coming to an agreement to resolve complaints outside of the campus process. In such cases, a school should discontinue its response process only upon receiving a written request from the reporting party to withdraw their complaint. Schools should make clear to parties that the school cannot be party to any component of the external agreement and cannot enforce any part of it. For example, if the agreement contains a term that the responding party must not contact the reporting party, the school would not be able to enforce that term should the reporting party report a violation of the agreement to the school.

Additional Resources

We have identified the following resources for model protocols, templates, and supplemental materials, listed in alphabetical order:

- [American Council on Education \(ACE\)](#)
- [Association of Title IX Administrators \(ATIXA\)](#)
- [A Safer Campus: A Guidebook on Prevention and Response to Sexual & Intimate Partner & Stalking for Ohio Campus 2nd Edition](#)
- [Bricker Graydon Title IX Resource Center](#)
- [NASPA Title IX Resources](#) (National Association of Student Personnel Administrators)
- [Transforming Ohio Campuses Toolkit for Implementing the Changing Campus Culture Initiative Section 3: Guide to Campus Protocol Development](#)

5.1. Reasons for a Trauma Informed Approach

Adopting trauma-informed practices is consistent with multiple Changing Campus Culture recommendations. Consistent with **Recommendations 1**, current data on the scope of trauma on college and university campuses indicate the need for a universal approach to healing in community settings. Consistent with **Recommendation 2**, trauma-informed approaches are backed by evidence and serve to empower survivors, as well as others in the campus community, by providing active roles they can take in preventing and responding to sexual misconduct. Finally, a trauma-informed approach to prevention and response meets **Recommendation 5** in being survivor-centered. Trauma-informed care is grounded in an understanding of and responsiveness to the physical, psychological, and emotional impact of traumatic events, which includes sexual violence.

Four reasons why a campus approach to sexual misconduct response and prevention should be trauma informed:

1. **Current levels of harm warrant a trauma-informed approach.** Americans are living through an epidemic of trauma. In 2022, the rates of gun violence (an average of [one death by firearm in USA every 11 minutes](#)), death by drug overdose (an average of [one death by drug overdose in USA every 5 minutes](#)), and suicide in this country (also an average of [one death by suicide in USA every 11 minutes](#)) mean that many students and employees may have lost someone they know to a violent fatality. [Campus counseling centers across the nation are experiencing the press of trauma](#).

According to the Center for Collegiate Mental Health, nearly half of students who use campus counseling services have personally experienced trauma. To offset the harm that most people have experienced, campuses communities increasingly need to incorporate trauma-informed leadership, restorative practices, and healing spaces.

2. **A trauma-informed approach is inherently a survivor-centered approach, but it is more than that.** A trauma-informed approach is a universal way to prevent harm and create care-centered environments. Trauma-informed care is a mental health promotion strategy that extends the evidence-based principles of treatment for survivors of traumatic events and processes to all people across all settings in a community, regardless of whether or not it is known they have experienced trauma.

Like other strategies designed to meet the needs of a community's most vulnerable, a trauma-informed approach addresses specific needs of survivors of campus-based sexual misconduct, while also creating conditions that offer respect to all individuals involved (e.g. responding party, witnesses). In this way, trauma-informed approaches can be inclusive of those who may have caused harm, as well.

3. Investing in a **trauma-informed approach can result in desirable community-level outcomes for campus communities**; for example, strengthening student trust in campus systems and processes (aka institutional trust). Other desirable outcomes that are associated with trauma-informed approaches include perceptions of safety, opportunity for choice, community resilience, and institutional courage that maximizes institutional support practices while minimizing institutional betrayal practices. Evaluation measures of these outcomes can be found here.

4. Finally, trauma impedes learning. Traumatic experiences can shift a person’s brain into **survival mode**, changing the way the brain functions and affecting what individuals need to be effective learners.

A video resource entitled [Understanding Trauma: Learning Brain vs. Student Brain](#) explains why trauma can create additional challenges for institutions that are committed to successful learning outcomes. Table 5.1.1 below summarizes some implications of these challenges for educators and other members of institutions of higher education. Students best learn when they feel safe and are supported by the adults and structures around them. The goal for educators and campus staff and supervisors should be to keep their students and employees operating in the “learning brain” mode as much as possible. One way for campus leaders to do this is to create physical and social environments where community members feel as though campus officials are watching out for them and keeping them protected.

Table 5.1.1. Trauma Sets Up a Conflict Between Learning Brain and Survival Brain.

Learning Brain	Survival Brain
Open to learning	Hyperfocused on threat
Tolerant of ambiguity	Doesn’t like ambiguity
Balcony-level view – can see the big picture	Black-and-white view – wants facts
Experience feeling calm, peaceful, playful, excitement about learning	Experience feeling panicky, obsessive, want to get things over with
Curious, not afraid to make mistakes, confident that they may be able to learn something	Don’t like making mistakes, afraid of looking stupid, filled with doubt about themselves

Reducing the effects of trauma can activate more instances of “learning brain” and facilitate learning outcomes and academic achievement on Ohio’s campuses.

Three ways to increase the number of trauma-informed practices on campus:

- 1. Provide training in trauma-informed approaches to as many people on campus as possible.** With skilled facilitators, training workshops on trauma-informed approaches can create a space that incorporates healing practices such as allowing participants to build trust and share personal experiences. Training interventions bring campus leaders and service providers together, allowing room for connection and growth. Hopefully, and when effective, training also increases individual-level skills and institutional capacity for providing services that are infused with hallmark characteristics of trauma-informed care. The Ohio Department of Higher Education worked with local experts to create a training resource for Ohio

campuses. The original resource can be viewed on [the drop-down menu labeled Trauma-Informed Care on the Changing Campus Culture Resource Portal](#); a summary of key points from this resource can be viewed in this supplemental annex to the Toolkit.

- 2. Invest in mental health services, including evidence-based treatments.** [A recent review of 415 clinical trials](#) found that even one counseling session can lead to positive effects. Because it is common to complete only one session, a trend in counseling is designing single-session interventions (SSIs) to treat patients in just one meeting. Cognitive Processing Therapy (CPT) is an evidence-based therapy for treating trauma-related conditions. CPT typically involves 12 sessions where therapists guide patients in examining their trauma-related thoughts and developing new perspectives. Another evidence-based treatment is Eye Movement Desensitization and Reprocessing (EMDR). Research has found both CPT and EMDR to be effective in addressing clinical symptoms of PTSD. Ensuring access to therapists trained in SSI, CPT, and EMDR by creating protocols and spaces to offer these treatments to students and employees free of charge is a community-level solution. For example, [the Center for Survivors at Michigan State University offers CPT and EMDR to students and faculty free of charge](#).
- 3. Create alternative settings, even temporarily, that create a protective environment for people who have experienced trauma.** Plan and implement these spaces in partnership with survivors. For example, some campuses offer dedicated, private space for students to receive support after disclosing an experience of harm -- such as a calming room near the counseling center or a confidential drop-in space staffed by trained peer advocates. These spaces are designed to reduce re-traumatization by offering a quieter, less clinical setting and by centering on the student's comfort and control.

5.2 The Power of Choice

Creating choice points is central to trauma-informed care. Response and prevention activities that are designed to reinstate agency and control can offset the experience of actual or perceived powerlessness that occurs during a traumatic event such as sexual assault. There are several opportunities for campuses to create options for community members and then provide counsel, information, and support for individuals to choose their path forward.

Table 5.2.1. Examples of Choice Points in Sexual Misconduct Response and Prevention

Choice Point	Some Options
Reporting/disclosing experiences of sexual misconduct that occurred while a student or employee	- Anonymous report to campus officials (e.g. Maxient) - In-person disclosure to campus officials - Written formal complaint - Participation in anonymous climate survey Callisto Vault as an alternative to reporting
Supportive Measures Immediate actions the campus can take to eliminate a hostile environment More about Supportive Measures can be reviewed here.	- Counseling services - Medical services - Short-term emergency housing accommodations or housing changes - Course load reductions, withdrawals, absence notifications, requests for alternative participation - Access to tutoring - Modifications to parking permissions - Altering student employment schedules - No Contact orders - Assistance reporting criminal behavior to the campus and/or local law enforcement agency
Evidence Collection & Medical Care An examination to provide medical treatment and collect evidence, paid for by Ohio's Sexual Assault Forensic Examination (SAFE) Program	- Partnerships with local hospitals for medical forensic exams and treatment of injuries - Access to health care professionals with specialized training in sexual assault (i.e. SANE programs) - Options regarding interview time, location, interviewer - Choice to have an advocate or support person present/accompaniment programs
Complaint Resolution Process Required steps to be taken by the campus in response to a sexual misconduct or discrimination allegation	- Investigation or no investigation - Title IX grievance process with live hearing and cross-examination "Process B", an option with due process protections that is flexible enough to address some sexual misconduct as well as Title VI, Title VII, Title VIII, ADA/504 - Alternative accountability processes - Availability of trained advisors - Option to bring informal support person

Recovery Services A variety of supports to help individuals improve their health and well-being after experiencing a challenging situation, such as sexual misconduct	• Access to on-campus and off-campus confidential resources • Sexual Assault Survivor Advocacy Services – available for responding parties as well as third parties • Counseling & Mental Health Services, including 1:1 counseling and therapy – online and in person • Group therapy and support groups • Paraprofessional, peer support, and/or mutual aid programs • Access to childcare to allow participation in recovery and wellness services
Wellness Activities Practices that promote active pursuit of choices that lead to a state of holistic health and well-being, encompassing physical, emotional, social, and spiritual dimensions	• Spaces for recreation and exercise (e.g. swimming pool, gym, basketball courts, walking paths) • Interfaith, multifaith, prayer, reflection, meditation, and quiet rooms • Availability of a variety of food choices • Group-level health screenings and fitness challenges • Student and employee organizations, interest groups, clubs, and affinity groups • Programs centered on financial wellness and healthy lifestyle choices
Sexual Misconduct Training	• Group, in-person training sessions • Individualized online training options • Policy that allows survivors, those with disabilities, or others to opt out of certain prevention activities

The power of choice can also be integrated into **prevention policies** and educational strategies. For example, when training is required, policies can give employees or students a choice of completing the mandatory training in a group setting or in an individualized way. When teaching skills such as bystander intervention, facilitators should invite not only agency and responsibility to act but also lay out a series of choices about how to act. The 5Ds are a range of different options that balance safety, comfort, skillfulness, and adaptability for group dynamics.

5.3 Community-Centered Response Services

This section will outline four types of campus-based response services that can incorporate a trauma-informed approach after an incident of sexual misconduct. Community-centered response services should draw on best practices from tertiary prevention, where the goal is to reduce harm, to meet the needs of reporting, responding, and third parties – who may be students, employees, or significant others.

Confidential Resources

Confidential resources are designated employees or individuals who are trained to provide information related to sexual misconduct. These designated individuals can provide a safe space on campus for students to discuss potential sexual misconduct without triggering formal reporting obligations. They offer support, guidance, and information on resources, but do not share information with Title IX coordinators or law enforcement without explicit permission, except in cases of an imminent threat to self or others, or when there is a legal obligation to report suspected child abuse.

One best practice to strive to achieve is making confidential resources available to students in three forms: on-campus professional, community-based, and peers. Some examples of confidential resources offered on campuses in Ohio are:

- Counseling and Mental Health Services
- On-Campus Ombuds Offices
- Religious Chaplains or Spiritual Advisors
- Sexual Assault Advocacy Programs
- *Each of the above may be located on campus or off campus in the local community – and staffed by professionals, paraprofessionals, or peers.*

It is important to raise awareness of confidential resources available on campus and/or in the local community because all employees at colleges and universities in Ohio are responsible employees. A **responsible employee** is a campus employee who has a *duty to report* all known details of actual or suspected sexual misconduct, discrimination, discriminatory harassment, or retaliation to the campus-designated Title IX Coordinator. This duty applies to all employees unless specifically exempted in university policy, such as those working under a license-providing privilege.

Given the duty to report, all college and university employees must complete mandatory training on sexual misconduct policies and how to report, and training materials must be posted on the campus website. All people serving as confidential resources should receive specialized training in trauma-informed response and awareness and prevention of sexual misconduct.

Advocacy and Support

Sexual assault advocates are the most specialized form of a confidential resource available to campus community members who have experienced sexual harassment, including sexual assault, dating violence, or stalking. These programs provide support for survivors of sexual misconduct, often coordinating with local rape crisis centers and connecting survivors to such resources as medical exams and legal assistance, all without mandating reporting to the Title IX office.

The **primary purpose of advocacy** is to help survivors navigate systems, access resources, and make informed decisions about their own safety and well-being. Advocacy can include providing confidential resources, assisting with reporting options, offering safety planning, emotional support, and referrals to relevant resources. It may also involve educating the campus community about consent, bystander intervention, and the importance of creating a safe and supportive environment.

The advocate role will be varied on Ohio campuses, as colleges and universities think creatively about how to allocate available resources. Advocates may be in-house employees, sometimes paid for with grant funds, or they might be employees of local organizations with formalized agreements to work with the campus community, and they may include students or employees that have completed relevant training. Hallmarks of best practice advocacy programs include:

- **Confidentiality and Support** Advocates often work on a confidential basis, ensuring survivors feel safe and supported while exploring their options without fear that their information will be released to the alleged perpetrator or the public. Clear guidelines should exist regarding who has access to a survivor's information and under what circumstances.
- **Reporting and Safety Planning** Advocates help survivors understand their rights and options for reporting the assault to campus authorities or law enforcement, and they may also assist with safety planning to ensure their immediate safety.
- **Emotional Support and Psychoeducation** Advocates provide emotional support, counseling, and psychoeducation to help individuals process their experiences and cope with the trauma and aftermath of sexual misconduct.
- **Referrals and Resources** Advocates have a network of resources, including off-campus counseling, legal support, and other services that may be needed by survivors.
- **Prevention and Community Education** Advocacy efforts can extend to preventing sexual assault through education and training programs, including bystander intervention training and discussions about consent.
- **Advocacy for Change** Student advocates may also work to influence campus policies and practices to better protect students and create a more supportive and safe campus environment.

The best practices listed above use the word “survivor” to indicate the recipient of advocacy services. However, advocacy services should ideally be made available to all who have been impacted by sexual misconduct, including those who have been reported as causing harm, witnesses, bystanders, upstanders, and other third parties. Similarly, while often designed as a resource for students, sexual assault advocacy programs serve the entire campus community – and can be a resource to employees who have experienced harm and who feel comfortable using services.

Advisors for Sexual Misconduct Cases

If a written complaint is filed with the Title IX coordinator, an investigation is initiated, and a live hearing is scheduled, it is a best practice for campus officials to provide specially trained support and process advisors for both reporting and responding parties. In this specific case, **an advisor** is a staff person or student trained to provide support to students who are reporting responding parties in cases of sexual misconduct. Every campus community member can benefit from having a supportive person alongside them during sexual misconduct resolution processes; advising parties of such is part of a process rooted in fairness.

When it is not possible for a campus to provide specially trained advisors, it is recommended that campuses provide clear guidance to all parties involved in the hearing regarding what options will be allowed for accompaniment and for posing questions (of witnesses) during the live hearing. Some examples of people who might be present to offer support and/or pose questions are:

- **Attorney** – A licensed professional privately retained and paid to represent the hiring party’s legal interests; communication is privileged and confidential.
- **Questioning Advisor (QA)** – Title IX requires that campuses provide advisors for the limited purpose of asking one party’s questions of the other party and witnesses during live hearings. No specific background or specialized training is required by Title IX and communication is not confidential.
- **Advocates** – A promising practice is to allow any sexual assault advocate designated as a confidential resource (see previous section) to serve as an advisor for reporting parties only, keeping communication confidential, but not having the advocate serve as QA during the process.
- **Enrolled Students** – A promising practice is to allow students to accompany their friends; unless they are a resident assistant or otherwise employed by the campus where the sexual misconduct case is being processed, students providing accompaniment or advising a peer should not be obligated to share information with campus officials.
- **Family Members, Friends, Acquaintances** – Unless they are professionally obligated to share information based on their role as mandatory reporters, these support people would not be obligated to share any information with campus officials.
- **Integritas Advisor (IA)** – The term “integritas advisor” is generically used to describe professionals who provide expert advice and guidance in a specific context. [Xavier University created the role of IA to describe university employees who undergo specific training to take the role of advisor](#) in official sexual misconduct resolution processes.
- **Peer Support Volunteers** – College or university students trained and supervised by a sexual assault advocate. As with campus advocates, a promising practice would be to have peers serve as advisors for reporting parties only, keeping communication confidential, and not having peer support volunteers serve as QA.

Each of the above has different levels of confidentiality that must be considered as it is determined what role they will play in various hearings. This is an emergent area in campus-based sexual misconduct response and prevention work, and campuses should work closely with legal experts at their own institution to fully develop what options they can make available, how ongoing training will be provided, and how they will coordinate contributions to the live hearings and other resolution processes. [An example of written guidance on advisors for sexual misconduct cases from Xavier University can be reviewed here](#). The Ohio Alliance to End Sexual Violence offers technical assistance; with staff attorneys available, OAESV may be a good support resource in developing advisor programs.

Supportive Measures

According to 2020 Title IX Rules, supportive measures must be offered regardless of whether a formal report is put into writing. Supportive measures are immediate actions campus officials can coordinate to eliminate a hostile environment and address effects from incidents of sexual misconduct, discrimination, or harassment prior to the initiation of any investigation and/or formal grievance process. Supportive measures are typically put in place when the initial contact with campus officials is made; they do not imply guilt of responding parties. These measures are available to all parties involved in the report – both reporting and responding parties – and are not considered sanctions in the conduct process.

Support takes many forms and depends on the specific situation. Here are some examples of support that might be provided for either the reporting or responding party:

- Changes in living arrangements
- Preventing a person from being in certain locations
- Excused absences from school or work
- Referral to counseling, Employee Assistance Program, medical, and/or other healthcare services
- Referral to community-based mental health, victim advocacy service providers
- Education to the community or community subgroup(s)
- Altering work arrangements for employees or student-employees, including schedule changes
- Safety planning; for example, providing campus safety escorts
- Transportation and parking accommodations
- Academic support, extensions of deadlines, or other course/program-related adjustments
- Class schedule modifications, withdrawals, or leaves of absence
- Increased security and monitoring of certain areas of the campus

Best practice in supportive measures is that they are non-disciplinary, non-punitive, free-of-charge individualized services designed to enable persons impacted by sexual harassment to continue to do well academically, socially, and professionally.

5.4 Creating Protective Environments

In this section, readers are encouraged to think about the ways that physical environments and social settings can be modified to increase safety at the environmental level. In this section, two ideas are advanced to move campuses forward in designing trauma-informed activities that create spaces on campus where students and employees are free of harm. These ideas are:

- Altering the physical structures and social settings on campus to foster protective environments can prevent sexual misconduct and support survivors and increase feelings of safety on campus.
- In some instances, conceptualizing “tried-and-true” activities as the *creation of alternative settings* can deepen impact from raising awareness and increasing knowledge to enhancing partnership functioning and building community resilience.

Examples are used to describe each of the two themes listed above and a reading list is provided for users to continue exploring environmental approaches and the creation of alternative settings as community change strategies.

Environmental Approaches to Sexual Violence Prevention

The [CDC’s compilation of the best available evidence](#) for sexual violence prevention includes **environmental approaches** to addressing community-level risks. The CDC recommends altering neighborhoods and other community settings in ways that make sexual violence less likely. This can include enacting or enforcing regulations or organizational policies (e.g., alcohol policies) or by changing the physical environment, incentives and consequences for behavior, or the ability of community members to monitor and respond to problem behavior. The potential outcomes of these interventions are reductions in rates of sexual misconduct, increases in community connectedness, and increased feelings of safety on campus.

Understanding Three Dimensions of Safety

Having an increased feeling of safety is important as an antidote to the alarming amount of trauma already experienced by students before they arrive at college and university campuses in Ohio. [Ten-year trend data released in 2023](#) suggest that two in 10 LGBTQ+ high school students and almost two in 10 female high school students experienced sexual violence within the past year, meaning a substantial portion of incoming students will be bringing those experiences into their postsecondary classes.

Creating protective environments in trauma-informed ways requires campus leaders to center *physical*, *emotional*, and *psychological* safety. Brief explanations of these three dimensions of safety are described here:

- **Physical safety** - The absence of harm or injury from physical hazards or practices. The presence of boundaries, or structures designed to keep behavior inside of a certain limit, that give as much freedom as possible to thrive.
- **Emotional safety** - The absence of rejection or criticism. The visceral feeling of being accepted and embraced for who one truly is and what one feels and needs.
- **Psychological safety** - The absence of interpersonal fear. The presence of encouragement to share creative ideas, admit mistakes, to be vulnerable without fear of personal judgment.

Situational Prevention as a Promising Practice in Sexual Violence Prevention

Changing environments can function as tertiary, secondary, and primary prevention of harm. First, environmental changes can reduce the magnitude of harm after an incident on campus (i.e. tertiary prevention of sexual assault). Adaptations to campus spaces may also protect against problems that could develop from unresolved sexual trauma (e.g. secondary prevention of substance abuse, revictimization) that occurred in childhood or adolescence. Finally, research suggests that modifying buildings to increase monitoring based on participatory hotspot mapping is effective in reducing perpetration (e.g. primary prevention of peer sexual violence perpetration and sexual harassment). This promising practice of SM prevention is called [situational prevention](#), and a resource for learning more about this approach can be viewed [here](#).

Situational prevention comes from the field of criminology and focuses on reducing the number of opportunities to perpetrate crime as well as increasing pro-social norms and activities. Situational prevention frameworks engage community members to identify risks in the places and spaces in which they spend their days. The assessment of “place” focuses not only on the locations (e.g. buildings or walkways) themselves, but also the characteristics of those spaces that influence decisions to engage or refrain from criminal activity (e.g. how crowded they are, what signage is present to convey how the space should be used).

Examples of Alterations of Campus Environments

The authors of *Sexual Citizens* note that beds often serve as the sole seating option in dorm rooms. The addition of more communal spaces in dormitory halls could be a preventative measure against sexual misconduct. Extra seating in dorm rooms is another example of a relatively simple modification to physical campus facilities that can enhance safety across all three domains – physical, emotional, and psychological.

The [American College Health Association’s toolkit for addressing sexual violence on campus](#) includes a section on **creating trauma-sensitive physical environments** to prioritize physical comfort and psychological safety in settings dedicated to conversations about sexual and relationship violence. These features, designed to support survivors, may have universal value in spaces where prevention and outreach conversations also take place.

The concept of “soft interviewing rooms” stands as a contrast to the stereotypical interrogation room in a police department or sterile environment of a hospital room – think windowless, small, hard surfaces, bright lighting. Intentional design for these spaces includes:

- Ensuring entrances and exits are not located in high-traffic areas
- Size of room
- Sound barriers
- Ease of access
- Wall color. Cool colors such as blues, greens, and lavenders evoke a sense of calm and a more settled emotional state.
- Lighting: Soft and natural lighting supports self-disclosure, reduces the risk of depression, and is perceived as therapeutic.
- Furnishings and décor: Location and type of seating can increase a person’s sense of comfort, autonomy, and equality (chair options without arms, fidgets).
- Family-friendly restrooms

Design considerations have been developed in the context of interventions such as Sexual Assault Nurse Examiner (SANE) programs, child advocacy centers, and hospice. These examples remind us that it is not just the physical environment, but also the relational interactions that make up the social setting and are also important.

The Creation of Alternative Settings

The field of community psychology has advocated for the creation of alternative settings when community needs go unmet. In community psychology, alternative settings refer to non-traditional environments where psychological interventions and services are provided to individuals and communities. Essentially, these settings bring services out of medical or healthcare settings and into the community, and include such places as:

- **Community Centers:** These are local facilities that offer a range of services, such as counseling, support groups, and educational programs, to address the mental health needs of the community.
- **Campuses:** Practitioners may work within educational settings to provide mental health support, implement prevention programs, and address social and emotional issues affecting students.
- **Faith-based Organizations:** Collaborating with religious institutions to provide mental health services and support to their congregations.
- **Online Platforms:** Utilizing digital platforms to deliver mental health interventions, support groups, and educational resources to a wider audience. Online platforms are particularly important for changing campus culture efforts as higher education today includes completely online campuses.

These are examples of alternative settings that help practitioners reach diverse populations and address needs in a variety of contexts beyond traditional clinical settings. In Ohio, many campuses use technology to engage students and employees in entirely remote learning through online platforms. Adaptations of response and prevention interventions to online learning communities will become increasingly more common.

SANES, SARTS, and CCRTs as Alternative Settings

While settings can be both physical spaces (e.g. a lounge or waiting room) or social arrangements (e.g. a class or working group), a conceptualization from early change strategies was based on relationships. Seymour Sarason (1976) defined a setting as “any instance in which two or more people come together in new relationships over a sustained period of time in order to achieve certain goals,” and understood settings as ranging from a marriage to a revolution.

SARTs, SANEs, and CCRTs are examples of two or more people from different disciplines, (e.g. law enforcement, healthcare providers, victim advocate groups) coming together to achieve goals related to higher-quality evidence, coordination of services, and more effective treatment of injuries. Often, what makes these programs effective is the relative strength of formalized relationships.

An example of the creation of an alternative setting on a university campus is a [sexual assault healthcare program](#) housed at the [Center for Survivors](#), which was created at Michigan State University (MSU) after the Larry Nassar sexual abuse scandal. The process of developing the program has been chronicled [in a symposium issue of Violence Against Women](#), which includes a primary research article by the MSU team that created the alternative setting as well as responses from other experts in the field. These articles help to illustrate the role of climate surveys and the amount of strategic planning it can take to bring people together under the right conditions to establish a new setting dedicated to survivors on campus.

Not all campus communities need that type of setting. There are modest ways that any campus in Ohio can create a setting that can center around the needs of students and employees that may have experienced trauma.

Using Response and Prevention Activities as Opportunities to Create Alternative Settings

The strategy of creating alternative settings relative to trauma is based on the idea that it is not just therapies or treatments that are needed, but also opportunities to experience collective processing of grief and joy. Campuses provide possibilities for students and employees to connect through an array of public interactions, community and cultural events, and out-of-classroom applications of learning. Some of the different activities that could be considered as creation of alternative settings includes:

- [Red Flag campaign](#)
- Tabling
- Clothesline Project
- What Were You Wearing
- Silent Witness

When planned collaboratively with the intention of functioning as alternative settings, even one-day events can achieve outcomes that go beyond increasing visibility of issues on campus or raising community awareness. Partners working together to engage the campus community in temporary alternative settings can increase protective factors such as coordination between community agencies and campus offices and/or counter risk factors for sexual violence such as norms that support aggression.

Table 5.4.1 reframes awareness activities as temporary alternative settings that help campuses meet survivor needs beyond education and visibility. When events such as Take Back the Night are intentionally planned as supportive, grounded spaces, they can foster healing, build community, and shift campus norms.

Table 5.4.1. Reconceptualizing Campus-Based Awareness-Raising Activities as the Strategic Creation of Alternative Settings on Campus to Meet Survivor Needs

Temporary Alternative Settings	Permanent Alternative Settings
• Take Back the Night Event • Silent Witness Exhibits • Send Silence Packing (suicide prevention) • Somatic Yoga at campus recreation centers	• The Sexual and Interpersonal Violence Education and Outreach (SIVEO) Suite at Miami University • Student Organizations • Annual Symposia/Conference • Women’s Centers on campus • SANE programs on campus • Graduate certificate programs in SV

Rather than invent entirely new strategies, campus teams are invited to reframe typical “awareness events” as the temporary creation of alternative settings. Initiatives such as Take Back the Night (TBTN), Silent Witness Exhibits, and the Clothesline Project have for decades brought visibility to issues of sexual and relationship violence and met needs that go unmet by traditional settings. For example, TBTN includes centering around the voices and stories of survivors, being woman-led, being held to reclaim public spaces, and integrating culture (e.g., art, music, spoken word, signs). TBTN events are rooted in bringing the community together to create the envisioned future, even if just for a few hours once a year.

Campus leaders might choose one or two activities that may currently be considered as awareness events and think about ways to have them function as temporary alternative settings for the campus community. During this re-envisioning exercise, campus leaders should specify desired outcomes beyond raising awareness. In developing outcomes for creation of settings, campuses should remember that environmental approaches are not just about physical spaces, buildings, and rooms, but also about restructuring relationships, groups, and organizations.

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APPENDIX

Example of Simple Rules from Changing Campus Culture

In Ohio, campuses participating in the Changing Campus Culture collected data related to simple rules about sexual violence. In 2016, Title IX Coordinators completed a survey that included questions about their perceptions of five simple rules on campus; and two years later, over thirty campuses included the same questions in climate surveys provided to students and employees. The survey questions and data are presented here to illustrate one way to measure shifts in campus culture from a passive stance around sexual violence to more active stance.

Online surveys used a *semantic differential* format to present six sets of opposing simple rules on two poles. A [semantic differential scale](#) is a survey technique that uses bipolar adjectives or phrases to measure people's attitudes towards concepts. It presents respondents with a scale between two opposite adjectives (e.g., good-bad, strong-weak) and asks them to indicate their feelings on a spectrum between the two extremes. This measurement technique was chosen because it was consistent with the notion of paradigm shifts, where two competing narratives might exist simultaneously during a time of systems change.

Each of the six survey items contained a pair of simple rules as shown below, with the passive simple rule on one side and the active simple rule on the other. A couple of key important notes for this table include,

- **Passive simple rules** were measured as belief statements that might exist if behavior patterns were organized to tolerate sexual violence and maintain equilibrium/status quo in the campus community.
- **Active simple rules** were designed as alternative rules that might exist if behavior patterns were organized to share responsibility for preventing sexual violence and driving adaptation/change in the campus community.

Passive and Active Simple Rules for Changing Campus Culture

Passive Simple Rules / Equilibrium	Active Simple Rules / Adaptation
Violence and sexual relationships are personal or private issues.	Violence and sexual relationships are issues for all members of a community.
There is little an individual can do to stop sexual assault.	There are things I can do to prevent sexual violence.
Somebody else will deal with sexual violence.	I am responsible for preventing sexual violence.
I can't talk about sexual assault or I will make people uncomfortable.	I must speak up against sexual violence because people will suffer if I do not.
All that matters is that I am aware and don't do it.	It's important that I encourage others to learn and act.

It's not my place to stand up against sexual violence.

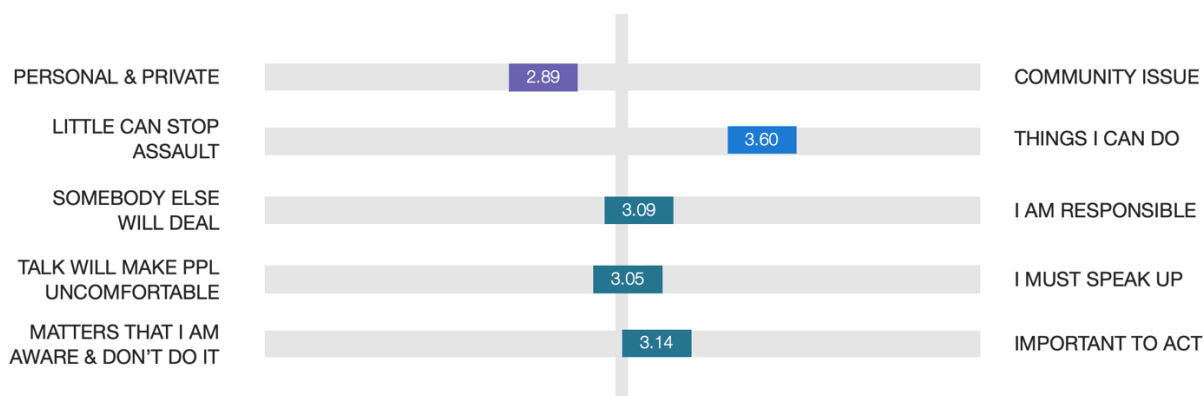
It's on all of us to stand up to prevent sexual violence.

For each pair, respondents rated the extent to which one “rule” seemed to better describe behavior patterns in their campus community. The ratings were collected by placing the five pairs of rules on a semantic differential scale that ranged from 1 (mostly Rule A) to 5 (mostly Rule B), where 3 meant that both rules applied equally. [Click here to see the survey questions as formatted in SurveyMonkey.](#)

In 2016, only the first five items were included in the survey of Title IX Coordinators. Every respondent rated each of the five items; and these five data points were then averaged to calculate an overall *simple rule score* for each campus. In 2016, these overall simple rule scores were normally distributed across campuses with scores ranging from 1.2 to 4.8 and most scores clustering around the mean simple rule score of 3.16 ($SD=0.76$) in the shape of a bell curve.

From a measurement theory perspective, the presence of a normal distribution at baseline suggests that the measures being used are unbiased and sensitive enough to detect underlying variability in the phenomenon of interest — in this case, a culture of mutual responsibility to act against sexual violence. The figure below shows the mean (i.e., average) responses of TIX Coordinators surveyed in 2016.

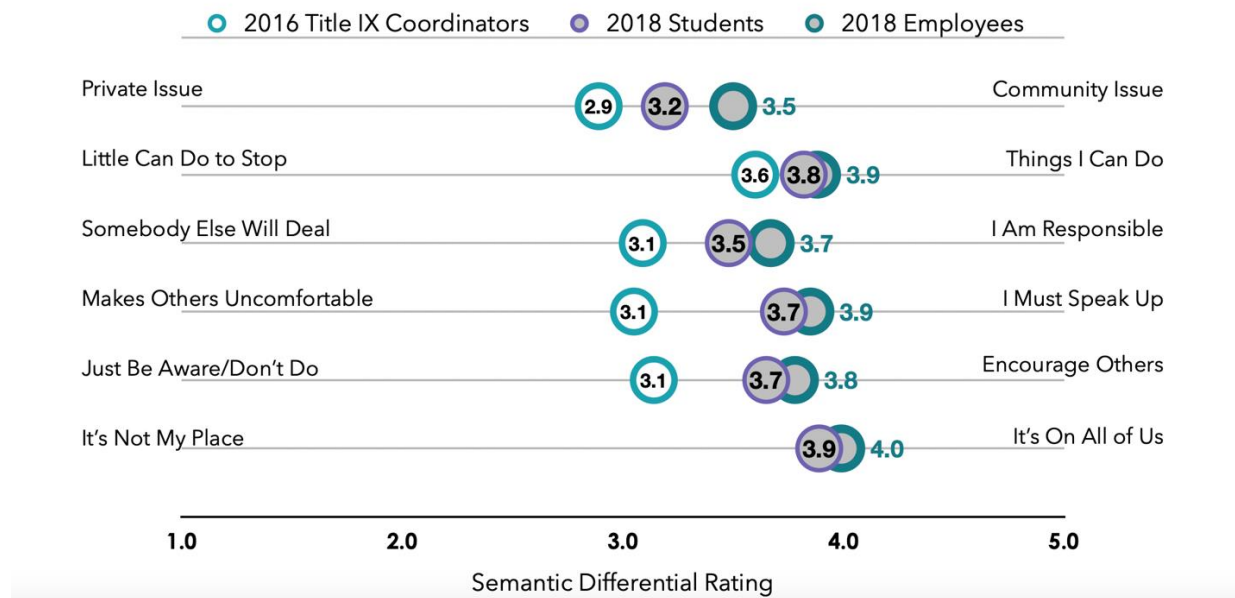
Mean Responses on Simple Rules from Title IX Coordinators (N=61) in 2016



Two years later, the pairs of rules were measured again. Results indicated that simple rules related to sexual misconduct prevention on Ohio’s campuses shifted towards the more active side of the scale over time. According to student and employee reports, patterns of behavior were organized around more active “simple rules” in 2018 compared to 2016.

By 2018, all ratings were, on average, past the midpoint, suggesting that Ohio campus communities were self-organizing behavior patterns to support sexual misconduct prevention. The strongest passive rule was the one that defines sexual health as a personal problem versus a public health or community issue, representing an area where strong prevention messaging is still needed.

Mean Responses on Simple Rules from Employees and Students in 2018



Three comparison groups are shown to help visualize progress over time. The purple/grey dots represent the 2018 sample of students from 50 Ohio campuses, the teal/grey dots represent the 2018 sample of employees from 50 Ohio campuses, and the teal/white dots represent the sample of 61 Title IX Coordinators who participated in a baseline survey conducted as part of a series of Changing Campus Culture regional training sessions.

The most endorsed simple rule in 2018 contained the “IT’S ON US” language, demonstrating by proxy the value of campuswide social marketing campaigns happening on several of the included campuses. A close second was “There are things I can do to prevent sexual violence.” Although these data have limitations, they suggest some campus cultures recognize the possibility for prevention. The presence of simple rules that cue personal action, as opposed to helplessness, in the face of sexual violence is promising evidence of culture change.

Follow-up analyses compared differences between segments of campus populations in 2018.

- There were no significant differences by employee role; faculty and staff had similar ratings of simple rules.
- Similarly, there were no gender differences in employees’ ratings of simple rules.
- However, there were significant differences in employees’ ratings of simple rules based on whether or they had received training.
- There were also significant differences between students who had experienced victimization versus those who had not.

The pairs of simple rules were measured again in 2020-2021, and results are shown below. Significant shifts towards more active rules over time were again observed. Some of the campuses included in 2020-2021 differed slightly from those included in 2018, depending on which campuses opted in to the ODHE’s vendor services for climate survey support.

Significant Changes in Simple Rules from 2018 to 2021

Simple Rules for Mutual Responsibility	Students			Employees		
	2018	2021	Δ	2018	2021	Δ
Rule 6: It's on all of us to stand up to prevent sexual violence.	3.87	3.99	✓	3.98	4.11	✓
Rule 2: There are things I can do to prevent sexual violence.	3.82	3.88	✓	3.88	3.88	○
Rule 4: I must speak up against sexual violence because people will suffer if I do not.	3.71	3.85	✓	3.84	3.93	✓
Rule 5: It's important that I encourage others to learn and act.	3.65	3.78	✓	3.78	3.86	✓
Rule 3: I am responsible for preventing sexual violence.	3.46	3.54	✓	3.66	3.63	○
Rule 1: Violence and sexual relationships are issues for all members of a community.	3.18	3.31	✓	3.49	3.66	✓

Note: Responses ranged from mostly the passive rule (1) to mostly the active rule (5). The green check marks represent a statistically significant improvement; the yellow dot means the difference did not reach statistical significance. Bolded text means the difference between student and employee scores in 2021 was statistically significant.

Between 2018 and 2021, Ohio students' ratings of all simple rules have shifted significantly in the desired direction, that is, towards a culture of active responsibility for sexual misconduct prevention. In 2021, students' ratings (purple column) were, on average, lower than employees' ratings (teal column) — and the observed differences reached statistical significance for all rules except one. The strongest active rule was Rule 6 that used the "It's on all of us" language, which mimics the national initiative that calls everyone into the conversation about sexual assault prevention. The weakest active rule for students was Rule 1, which defines sexual health as a public health or community issue, and Rule 3 for employees, which assigns personal responsibility for preventing sexual violence. These represent areas where strong prevention messaging may still need to be developed.



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