Council for the Advancement of Standards in Higher Education

www.cas.edu

We are pleased you are interested in the Standards and Guidelines developed by the Council for the Advancement of Standards in Higher Education (CAS). This CAS member association has permission to post a link to this standard on their website. Standards are developed through a consensus model of member associations and other experts, including the association on whose page this link is found. You are invited to use the attached CAS statement in the design and assessment of your programs and for your staff training and development. *This statement may not be duplicated for other purposes without permission from CAS.*

This standard and all other standards are available along with information on self-assessment procedures in the most recent edition of the ***CAS Professional Standards for Higher Education*** book. You are particularly encouraged to examine the learning and developmental outcomes (see www.cas.edu and in the standards book) in the design and assessment of your programs.

This standard has a Self Assessment Guide (SAG) available for purchase from www.cas.edu for use in program evaluation.

CAS MISSION STATEMENT

The mission of the Council for the Advancement of Standards in Higher Education (CAS) is to promote the improvement of programs and services to enhance the quality of student learning and development. CAS is a consortium of professional associations who work collaboratively to develop and promulgate standards and guidelines and to encourage self-assessment.

CAS STANDARDS AND GUIDELINES

Each CAS standard contains 12 common criteria categories (referred to as "general standards") that have relevance for each and every functional area, no matter what its primary focus. In addition to the general standards, all functional area standards are comprised of both specialty standards and guidelines. All standards use the auxiliary verbs "**must**" and "**shall**" and appear in **bold print** so that users can quickly identify them. Guidelines are designed to provide suggestions and illustrations that can assist in establishing programs and services that more fully address the needs of students than those mandated by a standard. CAS guidelines appear in regular font and use the auxiliary verbs "should" and "may."

OVER THIRTY YEARS OF PROFESSIONAL SERVICES

The Council for the Advancement of Standards in Higher Education (CAS) has been the pre-eminent force for promoting standards in student affairs, student services, and student development programs since its inception in 1979. For the ultimate purpose of fostering and enhancing student learning, development, and achievement and in general to promote good citizenship, CAS continues to create and deliver a dynamic and credible Book of Professional Standards and Guidelines and Self-Assessment Guides that are designed to lead to a host of quality-controlled programs and services. These standards respond to real-time student needs, the requirements of sound pedagogy, and the effective management of 43 functional areas, consistent with institutional missions. Individuals and institutions from nearly 40 CAS member organizations comprise a professional constituency of over 100,000 professionals.

DISCLAIMER

The standards and guidelines published in "The Book of Professional Standards for Higher Education" by the Council for the Advancement of Standards in Higher Education (CAS) and referred to in each of the "CAS Self-Assessment Guides" (SAGs) are developed through the voluntary efforts of leaders of professional associations in higher education. The purpose of the standards and guidelines is to identify criteria and principles by which institutions may choose to assess and enhance various areas of their academic, administrative, or student affairs programs and services. CAS specifically disclaims any liability or responsibility for any perceived or actual shortcomings inherent in the text or application of the standards. Further, CAS does not certify individuals nor accredit programs. No institution, whether it has met some or all of the CAS standards, is authorized to indicate that it is "approved, endorsed, certified, or otherwise sanctioned by CAS." Institutions that have conducted a self-assessment of one or more functional areas addressed by CAS Standards and Guidelines using the appropriate CAS Self-Assessment Guide (SAG) may, where that self-assessment provides evidence that an institution meets these standards, are free to make accurate representations to the effect that the designated program or service meets the CAS Standards.

Direct your questions to the CAS Executive Office, One Dupont Circle NW Suite 300 Washington, DC 20036-1188, 202-862-1400, (email contact: Marybeth Drechsler Sharp, Interim Executive Director, www.cas.edu)

The Role of Sexual Assault and Relationship Violence Prevention Programs

CAS Standard Contextual Statement

Introduction

Sexual Assault and Relationship Violence Prevention Programs (SARVPP) operate under the assumption that (a) all students deserve to learn in an environment free from violence and (b) students cannot learn if they do not feel safe. Unfortunately, college campuses often have violence, particularly sexual and relationship violence. Research shows that more than 1 in 3 women (35.6%) and more than 1 in 4 men (28.5%) in the United States have experienced rape, physical violence, and/or stalking by a relationship in their lifetimes (Black, Basile, Breiding, Smith, Walters, Merrick, Chen, & Stevens, 2011), and 28 percent of high school and college students experience dating violence at some point (Brustin, 1995). Clearly there is a need for SARVPP to develop policies and protocols in order to respond to incidents of sexual assault, relationship violence, and stalking but also to educate students and raise awareness in order to prevent and reduce the risk of this type of violence.

History

The movement to address sexual and relationship violence on college campuses came out of the larger anti-rape movement in the United States when college students and staff began to notice an increase in the number of survivors willing to report incidents on campus, not necessarily to police or officials, but to offices such as Residence Life, Health Center, Women's Center, or Counseling Center.

Sexual violence prevention programs, begun on some college campuses in the early 1970s, were frequently located in a health center or women's center. Mostly run by student volunteers, these programs developed their early expertise from students' own experiences and the experiences of their friends. In those early days, research literature to guide sexual violence response practices was scarce; it was not until Burgess and Holmstrom (1974) coined the term Rape Trauma Syndrome that advocates and counselors had a meaningful theoretical framework to understand the experiences of sexual violence victims.

After a number of high-profile cases, many individual institutions began to form their own SARVPP, and legislators became aware of the prevalence of sexual and relationship violence on college campuses. Although many institutions began sexual violence programs in the 1980s, it was not until the mid-1990s that many campuses began to address relationship violence. Some colleges and universities did not provide assistance or programs on domestic violence because of the common misperception that this type of violence only happened in heterosexual marital relationships and not in a dating or casual sex context that better characterized the experiences of the general undergraduate population (Bogal-Allbritten & Allbritten, 1991). Federal legislation, in particular the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (also known as the Campus Security Act), was signed into law in 1990. It required institutions of higher education to annually report incidents of violent crime to the Department of Education. This act was amended in 1992 to include the Campus Sexual Assault Victim's Bill of Rights that requires all colleges and universities that receive federal funding to provide victims with a set of basic rights, such as access to counseling and other services. In 1994, Congress passed the Violence Against Women Act (VAWA), and federal funds were made available five years later through grants to campuses to prevent violence against

women. As a result of the increased attention to these crimes on college campuses as well as federal support for programming, more institutions began to respond to incidents of sexual assault, relationship violence, and stalking through the development of offices or programs dedicated to this issue. Recently, the focus of SARVPP has widened to include educational programming and other efforts to prevent the initial occurrence of violence.

Definitions

The following definitions of terms are commonly used to understand and report sexual violence.

Effective Consent. Clear, verbal, sober, affirmative consent must be obtained for each and every sexual activity to constitute effective consent. Consensual sexual conduct is a mutual decision reached by both parties without any hint of force, threat, coercion, pressure, fraud, manipulation, intimidation, or fear of injury. Consent cannot be given if the victim is mentally or physically incapacitated, due to use of alcohol and/or other drugs or due to a temporary or permanent mental or physical condition. Silence, passivity, or lack of active resistance does not imply consent. In addition, previous participation in sexual activity does not indicate current consent to participate. Consent to one form of sexual activity does not imply consent to other forms of sexual activity. Consent can be withdrawn at any point during sexual activity.

Sexual Assault. As defined by the National Center for Victims of Crime, sexual assault includes attacks such as rape or attempted rape, as well as any unwanted sexual act or contact or threats. Types of sexual acts that are considered sexual assault include: forced sexual intercourse (rape), forced oral or anal sex, child molestation, incest, fondling, and attempted rape. Perpetrators use many forms of violence to execute the attack including physical violence, threats, coercion, manipulation, pressure, or tricks.

Relationship Violence. Any acts of physical, psychological, emotional or economic harm, or threats of harm against a current or former relationship are considered relationship violence. This definition includes harm against individuals in same-sex relationships and does not require sexual intimacy between those involved.

- Physical Harm is defined as any act that uses physical force or weapons against another person (can also be other family members including pets) with the potential for causing death, disability, injury, or harm. Physical violence includes, but is not limited to, scratching, pushing, shoving, throwing, grabbing, biting, choking, shaking, slapping, punching, burning, use of a weapon and/or use of restraints, or one's body size or strength.
- Threat of Physical Harm is defined as the act of bullying, threatening, or using words, gestures, or weapons to communicate an intent or desire to cause death, disability, injury, or physical harm upon a current or former relationship.
- Psychological/Emotional Harm is defined as any act, threat, or coercive tactic used to degrade or control a relationship. This can include, but is not limited to, humiliation, controlling what another can and cannot do, withholding information, deliberately doing something to make an individual feel diminished or embarrassed, and isolating someone from friends and family.
- Economic Harm is defined as any acts, threats of acts, or coercive tactics used to degrade or control a relationship by limiting or denying access to money or other basic resources.

Stalking. Any course of harassing, threatening, or intimidating conduct that an individual has willfully and repeatedly (more than once) engaged in that reasonably and seriously alarms, torments, or terrorizes another individual or group of individuals can be defined as stalking. Stalking behaviors may include, but are not limited to, repeated abusive and excessive contact and/or monitoring using telephone calls, voice-mails, emails, instant messaging, text messages, and/or social media to one's home or work; installing spyware on a person's computer or phone without consent; trespassing; following and/or threatening an individual or a person's friends and relatives; driving/walking by a person's home, school, and/or work; or vandalizing property.

Sexual Harassment[1,2]. Unwelcome sexual advances, unwelcome requests for sexual favors, and other verbal or physical behavior of a sexual nature can be defined as sexual harassment when

- submission to or rejection of such conduct or communication is a term or condition of education benefits, academic evaluations, or opportunities;
- submission to or rejection of such conduct or communication has the effect of substantially interfering with a student's education; and
- such conduct is sufficiently severe, pervasive, and objectively offensive as to have the effect of creating an intimidating, hostile, or offensive environment sufficient to deny an individual education benefit of participation in activities.

Primary Prevention. A programmatic approach to preventing sexual violence on campus that includes an understanding of the developmental and social stages of students that allow for shaping future behaviors can be defined as primary prevention. Well-timed prevention efforts can reduce the occurrence of future sexual violence. A comprehensive prevention initiative includes sociopolitical analysis of the anti-rape movement and a multidimensional systematic approach to increasing awareness and promoting healthy behaviors central to public health and safety. The goal of primary prevention is to change the social climate so that sexual violence becomes taboo. These programs include raising awareness of current research on how sexual violence is perpetrated (often by perpetrators who are repeatedly targeting others); training staff and faculty to intervene when they hear rape supportive comments, jokes, or victim blaming; community organizing around gender equality issues; policy creation and revision to reflect gender equity; education on several levels based on healthy relationships; and awareness activities that support healthy relationships and respect.

Risk Reduction. Risk-reduction programs, the most common form of sexual assault education on campuses (O'Donohue, Yeater, & Fanetti, 2003), have a philosophic and programmatic focus on decreasing incidents of sexual violence through activities that focus on steps a person can take to protect themselves, what friends can do to help reduce the risk of sexual violence among their peers, and bystander intervention strategies which try to change attitudes and beliefs about sexual violence. Risk reduction is survivor focused and does not apply to perpetrators.

Summary

Although SARVPP provides expertise on campus sexual assault and relationship violence, this work cannot be successfully undertaken without the active support and participation of a variety of departments across the institution; the Office on Violence Against Women has identified this best practice as a "coordinated campus response team" (CCRT). CCRT should include health and mental health services, women's centers, residence life and housing services, fraternity and

sorority life and other student organizations, international programs, athletics, campus police and local law enforcement, judicial affairs, local shelters and community service providers, local Sexual Assault Nurse Examiners (SANE), and Sexual Assault Response Teams (SART). Importantly, CCRT must be visibly supported by senior administrators. Other useful CCRT partners may include academic disciplines that are also concerned with this effort, including the following: gender and women's studies; sociology and anthropology; African American and critical race studies; cultural and ethnic studies; student affairs and higher education administration; student and public health; social work; continuing and adult education; first year experience programs; and professional schools, nursing programs, and counseling programs.

Notes

[1] For the purpose of this standard, CAS adapts the sexual harassment definition promulgated by the Equal Employment Opportunity Commission (EEOC) to the academic setting. Retrieved from http://www.eeoc.gov/laws/types/sexual_harassment.cfm

[2] The CAS standards should use the definitions provided by the Department of Education Office of Civil Rights under Title IX of the Education Amendments of 1972. Retrieved from http://www.dol.gov/oasam/regs/statutes/titleix.htm

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SEXUAL ASSAULT AND RELATIONSHIP VIOLENCE PREVENTION PROGRAMS

CAS Standards and Guidelines

Part 1. MISSION

The mission of the Sexual Assault and Relationship Violence Prevention Programs (SARVPP) is to support and advocate for survivors of sexual assault and relationship violence and to educate the community in an effort to create an institution free from such violence.

SARVPP must provide, directly or through collaboration, a range of crisis intervention, advocacy, education, training, and prevention programs and services that meet the needs of the students they serve.

Sexual Assault and Relationship Violence Prevention Programs (SARVPP) must develop, disseminate, implement, and regularly review their missions. The mission must be consistent with the mission of the institution and with professional standards. The mission must be appropriate for the institution's student populations and community settings. Mission statements must reference student learning and development.

SARVPP may operate differently at various institutions. Institutions should examine the primary purpose of SARVPP programs and develop the appropriate approach that reflects their institutional needs. SARVPP may offer ongoing direct counseling, crisis intervention and advocacy, and intervention/prevention/response to victims, perpetrators, and the community.

To accomplish this mission SARVPP must

- **employ supportive and survivor-centered care that avoids victim-blaming attitudes, practices, and beliefs**
- **provide information and resources to survivors about the broad range of options available to them, including but not limited to pursuing action in the criminal justice system; pursuing action through the code of conduct; obtaining emergency and follow-up health care; counseling services; and advocacy assistance with living, work, and academic concerns**
- **provide and/or facilitate access to the range of available services as a way of supporting the choices made by the survivor**
- **educate the institutional community on issues of violence**

Part 2. PROGRAM

The formal education of students, consisting of the curriculum and the co-curriculum, must promote student learning and development outcomes that are purposeful, contribute to students' realization of their potential, and prepare students for satisfying and productive lives.

Sexual Assault and Relationship Violence Prevention Programs (SARVPP) must collaborate with colleagues and departments across the institution to promote student learning and development, persistence, and success.

Consistent with the institutional mission, SARVPP must identify relevant and desirable student learning and development outcomes from among the six domains and related dimensions:

Domain: knowledge acquisition, integration, construction, and application

- **Dimensions: understanding knowledge from a range of disciplines; connecting knowledge to other knowledge, ideas, and experiences; constructing knowledge; and relating knowledge to daily life**

Domain: cognitive complexity

- **Dimensions: critical thinking, reflective thinking, effective reasoning, and creativity**

Domain: intrapersonal development

- **Dimensions: realistic self-appraisal, self-understanding, and self-respect; identity development; commitment to ethics and integrity; and spiritual awareness**

Domain: interpersonal competence

- **Dimensions: meaningful relationships, interdependence, collaboration, and effective leadership.**

Domain: humanitarianism and civic engagement

- **Dimensions: understanding and appreciation of cultural and human differences, social responsibility, global perspective, and sense of civic responsibility**

Domain: practical competence

- **Dimensions: pursuing goals, communicating effectively, technical competence, managing personal affairs, managing career development, demonstrating professionalism, maintaining health and wellness, and living a purposeful and satisfying life**

[LD Outcomes: See *The Council for the Advancement of Standards Learning and Developmental Outcomes* statement for examples of outcomes related to these domains and dimensions.]

SARVPP must

- **assess relevant and desirable student learning and development**
- **provide evidence of impact on outcomes**

- **articulate contributions to or support of student learning and development in the domains not specifically assessed**
- **articulate contributions to or support of student persistence and success**
- **use evidence gathered through this process to create strategies for improvement of programs and services**

SARVPP must be

- **intentionally designed**
- **guided by theories and knowledge of learning and development**
- **integrated into the life of the institution**
- **reflective of developmental and demographic profiles of the student population**
- **responsive to needs of individuals, populations with distinct needs, and relevant constituencies**
- **delivered using multiple formats, strategies, and contexts**

Where institutions provide distance education, SARVPP must assist distance learners to achieve their educational goals by providing access to information about programs and services, to staff members who can address questions and concerns, and to counseling, advising, or other forms of assistance.

In collaboration with staff members, faculty and students at the institution, SARVPP must

- **implement policies regarding sexual and relationship violence**
- **monitor the use and enforcement of these policies**
- **obtain institutional support for SARVPP during the creation and enforcement of these policies in all departments and offices**

Policies should include but are not limited to sexual assault, relationship violence, sexual harassment and stalking, and rules and regulations for student and faculty and staff members conduct as well as potential sanctions for unacceptable behavior, a victim's bill of rights, and procedures for responding to incidents.

Policies should serve as a statement of the institution's commitment to preventing and responding to acts of violence. Policies should be widely communicated in a variety of methods to staff members, faculty members, and students. Direct training, in-service programs, and updates should be provided on a regular basis.

SARVPP must create and carry out protocols to respond to incidents of sexual assault, relationship violence, stalking, or a related crime.

Protocols should be created so that response to a report is organized, seamless, and survivor-centered in order to ensure that survivors get timely, respectful treatment in a supportive manner.

SARVPP must determine protocols for response and support.

These protocols may also be included in the aforementioned policies and should be distributed to all involved in responding to reports of sexual or relationship violence. Protocols should comply with all laws and regulations. Protocols, like policies, should be widely publicized to all students, faculty members, and staff members at the institution. These protocols should address

- who should be notified and how they should be notified of a report of sexual or relationship violence
- procedures for reporting based on legal requirements, which includes avenues for confidential as well as anonymous reporting
- who is the mandated reporter for purposes of the Campus Security Act compliance, Title IX compliance, or other governmental mandates and what that means
- who keeps records and what should those records include
- who has access to those records
- procedures for special populations such as students who are minors and international students
- disciplinary procedures for those charged with acts of violence, including how the violence will be investigated
- housing policies for on-campus students who need to be relocated
- training requirements for faculty and staff members, especially those in key student contact areas
- campus police involvement and training
- development of a communication plan
- information sharing with outside entities (e.g., media, parents and relatives, campus community)
- the role of external organizations such as local shelters or services, if any
- how to provide services to students who do not wish to report the crime to the police or campus authorities
- collection of forensic and medical evidence and legal support
- availability of mental health services
- use of advocates—how, when, and who must notify advocates
- exceptions to the institutional withdrawal policies to allow flexibility for the victim/survivor

Appropriate institutional authorities should be involved in the enforcement of such policies in an effort to ensure that all departments involved in response are aware of their role and follow the protocols to the best of their ability.

Survivor services must be provided without concern for whether the survivor seeks legal or judicial intervention.

Survivors of sexual and relationship violence experience a broad range of responses that are often dependent on the response they receive from others and the belief system they have about these issues. People respond to trauma differently, and it is imperative that SARVPP provide services that address the diverse responses that survivors experience. Although there are some commonalities among survivors, there are also pronounced differences.

SARVPP must

- **promise confidentiality only if it can be guaranteed**

- **inform individuals of their rights and ensure that they have all the information needed to make an informed decision about what is right for them**
- **provide access to emergency support at all times, even during non-business hours**
- **provide referrals if the individual SARVPP does not provide counseling or other key services for survivors**
- **offer services to all students regardless of sex or gender**

Prevention efforts should be multifaceted and include diverse approaches to issues and learning styles. Although many programs traditionally focused on reduction of risk and raising awareness, recent research suggested that primary prevention is the most effective approach for institutions.

The goal of primary prevention education is to prevent first-time perpetration or victimization by improving knowledge and attitudes that correspond to the origins of sexual violence (such as adherence to societal norms supportive of sexual violence, male superiority, and male sexual entitlement), build skills for respectful interactions, and empower participants to become agents of change. Primary sexual violence prevention education commonly addresses attitudes about sexual assault, the impact of gender roles, healthy relationships, consent, conflict resolution, respect for personal boundaries, and skill building for these topics.

These programs should address (a) the issue of violence against the individual, the relationship, the community, and societal values and (b) the root cause of this violence by challenging attitudes and behaviors that support a culture of violence. This aspect of SARVPP is devoted to proactively stopping violence before it occurs. One common aspect of prevention programs is an effort to engage men on campus to promote a healthy concept of masculinity as well as to develop allies that stand up against sexual and relationship violence.

SARVPP should provide comprehensive training on all issues related to sexual and relationship violence, including but not limited to sexual assault, domestic violence, stalking, and sexual harassment. Training should cover not only policies and protocols but also information about the nature of these crimes, legal responsibilities, and other important elements of prevention. Training should be available to campus law enforcement, administrators, residence life/housing staff (including undergraduate resident assistants), counseling staff, health services staff, women's center staff, conduct staff, student affairs staff, and faculty members.

Part 3. ORGANIZATION AND LEADERSHIP

To achieve student and program outcomes, Sexual Assault and Relationship Violence Prevention Programs (SARVPP) must be structured purposefully and organized effectively. SARVPP must have

- **clearly stated goals**
- **current and accessible policies and procedures**
- **written performance expectations for employees**
- **functional work flow graphics or organizational charts demonstrating clear channels of authority**

SARVPP is generally housed in some part of student affairs although on occasion, particularly in smaller campuses, it may be part of an academic unit.

Leaders with organizational authority for the programs and services must provide strategic planning, supervision, and management; advance the organization; and maintain integrity through the following functions:

Strategic Planning

- **articulate a vision and mission that drive short- and long-term planning**
- **set goals and objectives based on the needs of the population served and desired student learning or development and program outcomes**
- **facilitate continuous development, implementation, and assessment of goal attainment congruent with institutional mission and strategic plans**
- **promote environments that provide meaningful opportunities for student learning, development, and engagement**
- **develop and continuously improve programs and services in response to the changing needs of students served and evolving institutional priorities**
- **intentionally include diverse perspectives to inform decision making**

Supervising

- **manage human resource processes including recruitment, selection, development, supervision, performance planning, evaluation, recognition, and reward**
- **influence others to contribute to the effectiveness and success of the unit**
- **empower professional, support, and student staff to accept leadership opportunities**
- **offer appropriate feedback to colleagues and students on skills needed to become more effective leaders**
- **encourage and support professional development, collaboration with colleagues and departments across the institution, and scholarly contribution to the profession**

Managing

- **identify and address individual, organizational, and environmental conditions that foster or inhibit mission achievement**
- **plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources**
- **use current and valid evidence to inform decisions**
- **incorporate sustainability practices in the management and design of programs, services, and facilities**
- **understand appropriate technologies and integrate them into programs and services**
- **be knowledgeable about codes and laws relevant to programs and services and ensure that staff members understand their responsibilities through appropriate training**
- **assess potential risks and take action to mitigate them**

Advancing the Organization

- **communicate effectively in writing, speaking, and electronic venues**
- **advocate for programs and services**
- **advocate for representation in strategic planning initiatives at appropriate divisional and institutional levels**
- **initiate collaborative interactions with internal and external stakeholders who have legitimate concerns about and interests in the functional area**
- **facilitate processes to reach consensus where wide support is needed**
- **inform other areas within the institution about issues affecting practice**

Maintaining Integrity

- **model ethical behavior and institutional citizenship**
- **share data used to inform key decisions in transparent and accessible ways**
- **monitor media used for distributing information about programs and services to ensure the content is current, accurate, appropriately referenced, and accessible**

SARVPP leaders must

- **promote cooperation from other units in providing services for survivors (e.g., law enforcement and counseling services)**
- **work with other departments to send a message that violence of any kind is not acceptable, nor are attitudes that contribute to a culture that supports violence (e.g., sexist attitudes)**
- **model a survivor-centered attitude when responding to incidents of sexual or relationship violence**
- **encourage the campus administration to be a critical voice in regional issues concerning sexual assault and relationship violence and advocating for survivors**

Part 4. HUMAN RESOURCES

Sexual Assault and Relationship Violence Prevention Programs (SARVPP) must be staffed adequately by individuals qualified to accomplish mission and goals.

Within institutional guidelines, SARVPP must

- **establish procedures for staff recruitment and selection, training, performance planning, and evaluation**
- **set expectations for supervision and performance**
- **assess the performance of employees individually and as a team**
- **provide access to continuing and advanced education and appropriate professional development opportunities to improve the leadership ability, competence, and skills of all employees.**

SARVPP must maintain position descriptions for all staff members.

To create a diverse staff, SARVPP must institute recruitment and hiring strategies that encourage individuals from under-represented populations to apply for positions.

SARVPP must develop promotion practices that are fair, inclusive, proactive, and non-discriminatory.

To further the recruitment and retention of staff, SARVPP must consider work life initiatives, such as compressed work schedules, flextime, job sharing, remote work, or telework.

SARVPP professional staff members must hold an earned graduate or professional degree in a field relevant to the position they hold or must possess an appropriate combination of educational credentials and related work experience.

SARVPP professional staff members must engage in continuing professional development activities to keep abreast of the research, theories, legislation, policies, and developments that affect their programs and services.

SARVPP must have technical and support staff members adequate to accomplish their mission. All members of the staff must be technologically proficient and qualified to perform their job functions, be knowledgeable about ethical and legal uses of technology, and have access to training and resources to support the performance of their assigned responsibilities.

Degree- or credential-seeking interns or graduate assistants must be qualified by enrollment in an appropriate field of study and by relevant experience. These individuals must be trained and supervised adequately by professional staff members holding educational credentials and related work experience appropriate for supervision. Supervisors must be cognizant of the roles of interns and graduate assistants as both student and employee and closely adhere to all parameters of their job descriptions, work hours, and schedules. Supervisors and the interns or graduate assistants must agree to compensatory time or other appropriate compensation if circumstances necessitate additional hours

Student employees and volunteers must be carefully selected, trained, supervised, and evaluated. They must be educated on how and when to refer those in need of additional assistance to qualified staff members and must have access to a supervisor for assistance in making these judgments. Student employees and volunteers must be provided clear job descriptions, pre-service training based on assessed needs, and continuing development.

All SARVPP staff members, including student employees and volunteers, must receive specific training on institutional policies pertaining to functions or activities they support and to privacy and confidentiality policies and laws regarding access to student records and other sensitive institutional information.

All SARVPP staff members must receive training on policies and procedures related to the use of technology to store or access student records and institutional data.

SARVPP must ensure that staff members are knowledgeable about and trained in emergency procedures, crisis response, and prevention efforts. Prevention efforts must address identification of threatening conduct or behavior of students, faculty and staff members, and others and must incorporate a system for responding and reporting.

SARVPP must ensure that staff members are knowledgeable of and trained in safety and emergency procedures for securing and vacating facilities.

All employees and volunteers should have sensitivity for all survivors, regardless of their identities, and for their privacy; inform survivors of the limits to their confidentiality; and provide them with information regarding confidential locations on campus.

Some governmental entities also have laws that protect the confidentiality privileges of SARVPP practitioners and may offer a level of required training so that advocates, even those without advanced degrees, are granted that right.

Part 5. ETHICS

Sexual Assault and Relationship Violence Prevention Programs (SARVPP) must review relevant professional ethical standards and must adopt or develop and implement appropriate statements of ethical practice.

SARVPP must publish and adhere to statements of ethical practice and ensure their periodic review by relevant constituencies.

SARVPP must orient new staff members to relevant ethical standards and statements of ethical practice and related institutional policies.

Statements of ethical standards must specify that staff members respect privacy and maintain confidentiality in all communications and records to the extent that such communications and records are protected under relevant privacy laws.

Statements of ethical standards must specify limits on disclosure of information contained in students' educational records as well as requirements to disclose to appropriate authorities.

Statements of ethical standards must address personal and economic conflicts of interest, or appearance thereof, by staff members in the performance of their work.

Statements of ethical standards must reflect the responsibility of staff members to be fair, objective, and impartial in their interactions with others.

Statements of ethical standards must reference management of institutional funds.

Statements of ethical standards must reference appropriate behavior regarding research and assessment with human participants, confidentiality of research and assessment data, and students' rights and responsibilities.

Statements of ethical standards must include the expectation that SARVPP staff members confront and hold accountable other staff members who exhibit unethical behavior.

Statements of ethical standards must address issues surrounding scholarly integrity.

As appropriate, SARVPP staff members must inform users of programs and services of ethical obligations and limitations emanating from codes and laws or from licensure requirements.

SARVPP staff members must recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation.

SARVPP staff members must perform their duties within the limits of their position, training, expertise, and competence.

When these limits are exceeded, individuals in need of further assistance must be referred to persons possessing appropriate qualifications.

Promotional and descriptive information must be accurate and free of deception.

SARVPP must adhere to institutional policies regarding ethical and legal use of software and technology.

Part 6. LAW, POLICY, AND GOVERNANCE

Sexual Assault and Relationship Violence Prevention Programs (SARVPP) must be in compliance with laws, regulations, and policies that relate to their respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole. Examples include constitutional, statutory, regulatory, and case law; relevant law and orders emanating from codes and laws; and the institution's policies.

SARVPP must inform staff members, appropriate officials, and users of programs and services about existing and changing legal obligations, risks and liabilities, and limitations.

SARVPP must have written policies on all relevant operations, transactions, or tasks that have legal implications.

SARVPP must regularly review policies. The revision and creation of policies must be informed by best practices, available evidence, and policy issues in higher education.

SARVPP must determine policies for disclosure of incidents to family members in accordance with relevant laws and practices.

SARVPP staff members must use reasonable and informed practices to limit the liability exposure of the institution and its officers, employees, and agents. Staff members must be informed about institutional policies regarding risk management, personal liability, and related insurance coverage options and must be referred to external sources if the institution does not provide coverage.

The institution must provide access to legal advice for staff members as needed to carry out assigned responsibilities.

SARVPP must have procedures and guidelines consistent with institutional policy for responding to threats, emergencies, and crisis situations. Systems and procedures must be in place to disseminate timely and accurate information to students, other members of the institutional community, and appropriate external organizations during emergency situations.

SARVPP staff members must neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive environment.

SARVPP must obtain permission to use copyrighted materials and instruments. SARVPP must purchase the materials and instruments from legally compliant sources or seek alternative permission from the publisher or owner. References to copyrighted materials and instruments must include appropriate citations.

SARVPP staff members must be knowledgeable about internal and external governance systems that affect programs and services.

SARVPP staff must be knowledgeable about changes in relevant laws and practices.

These laws and offices include, but are not limited to, Family Educational Rights and Privacy Act (FERPA), the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (the Campus Security Act), Title IX of the Education Amendments of 1972, Violence Against Women Act (VAWA) Forensic Compliance 2005 Reauthorization (42 USCA S. 3796gg-4.b.3.D.d.1) and US Department of Education Office for Civil Rights.

Part 7. DIVERSITY, EQUITY, AND ACCESS

Within the context of each institution's unique mission and in accordance with institutional polices and all applicable codes and laws, Sexual Assault and Relationship Violence Prevention Programs (SARVPP) must create and maintain educational and work environments that are

- **welcoming, accessible, and inclusive to persons of diverse backgrounds**
- **equitable and non-discriminatory**
- **free from harassment**

SARVPP must not discriminate on the basis of ability; age; cultural identity; ethnicity; family educational history (e.g., first generation to attend college); gender identity and expression; nationality; political affiliation; race; religious affiliation; sex; sexual orientation; economic, marital, social, or veteran status; or any other basis included in institutional policies and codes and laws.

SARVPP must

- **advocate for greater sensitivity to multicultural and social justice concerns by the institution and its personnel**
- **modify or remove policies, practices, facilities, structures, systems, and technologies that limit access, discriminate, or produce inequities**
- **include diversity, equity, and access initiatives within their strategic plans**
- **foster communication that deepens understanding of identity, culture, self-expression, and heritage**
- **promote respect about commonalities and differences among people within their historical and cultural contexts**
- **address the characteristics and needs of a diverse population when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices**
- **provide staff members with access to multicultural training and hold staff members accountable for integrating the training into their work**
- **respond to the needs of all students and other populations served when establishing hours of operation and developing methods of delivering programs, services, and resources**
- **ensure physical, program, and resource access for persons with disabilities**
- **recognize the needs of distance learning students by providing appropriate and accessible services and resources or by assisting them in gaining access to other appropriate services and resources in their geographic region**

Part 8. INSTITUTIONAL AND EXTERNAL RELATIONS

Sexual Assault and Relationship Violence Prevention Programs (SARVPP) must reach out to relevant individuals, groups, communities, and organizations internal and external to the institution to

- **establish, maintain, and promote understanding and effective relations with those that have a significant interest in or potential effect on the students or other constituents served by the programs and services**
- **garner support and resources for programs and services as defined by the mission statement**
- **disseminate information about the programs and services**
- **collaborate, where appropriate, to assist in offering or improving programs and services to meet the needs of students and other constituents and to achieve program and student outcomes**
- **engage diverse individuals, groups, communities, and organizations to enrich the educational environment and experiences of students and other constituents**

SARVPP must have procedures and guidelines consistent with institutional policy for

- **communicating with the media**
- **contracting with external organizations for delivery of programs and services**
- **cultivating, soliciting, and managing gifts**
- **applying to and managing funds from grants**

SARVPP should recognize that to prevent violence on a college campus, it must be a community-wide effort. Resources and effort should be invested in relationship-building with outside offices and departments in order to strengthen the community's comprehensive response to sexual and relationship violence.

It often takes a number of different departments working in collaboration with one another to provide quality care for survivors. It should be the responsibility of the entire campus community to create an environment intolerant of violence, especially against marginalized groups. No one group, alone, can eradicate sexual assault, domestic violence, or stalking.

Most often, sexual and relationship violence programs work in collaboration with the counseling services department, women's centers and other gender-related departments, health services, student affairs, student conduct, local hospital, response teams (Sexual Assault Response Team-SART, Domestic Violence Response Team-DVRTO), campus policy or security department, local police, residence life, legal counsel's office, faculty, and other outside entities such as a local sexual assault or domestic violence shelters or broader coalitions.

Part 9. FINANCIAL RESOURCES

Sexual Assault and Relationship Violence Prevention Programs (SARVPP) must have funding to accomplish the mission and goals. In establishing funding priorities and making significant changes, a comprehensive analysis must be conducted to determine the following elements: unmet needs of the unit, relevant expenditures, external and internal resources, and impact on students and the institution.

SARVPP must demonstrate efficient and effective use and responsible stewardship of fiscal resources consistent with institutional protocols.

Although some grant funding may be available from federal and state programs and foundations, this funding is short-term and should not be the primary funding for any program. Using grant funding may be beneficial as it can supplement the institutional funds and allow the program to develop in areas that might not be included in traditional funding.

Part 10. TECHNOLOGY

Sexual Assault and Relationship Violence Prevention Programs (SARVPP) must have adequate technology to support the achievement of their mission and goals. The technology and its use must comply with institutional policies and procedures and be evaluated for compliance with relevant codes and laws.

SARVPP must use current technology to provide updated information regarding mission, location, staffing, programs, services, and official contacts to students and designated clients.

SARVPP must explore the use of technology to enhance delivery of programs and services, especially for students at a distance or external constituencies.

When technology is used to facilitate student learning and development, SARVPP must select technology that reflects intended outcomes.

SARVPP must

- **maintain policies and procedures that address the security, confidentiality, and backup of data, as well as compliance with privacy laws**
- **have clearly articulated plans in place for protecting confidentiality and security of information when using Internet-based technologies**
- **develop plans for replacing and updating existing hardware and software as well as plans for integrating new technically-based or supported programs, including systems developed internally by the institution, systems available through professional associations, or private vendor-based systems**

Technology, as well as workstations or computer labs maintained by programs and services for student use, must be accessible to all designated clients and must meet established technology standards for delivery to persons with disabilities.

When providing student access to technology, SARVPP must

- **have policies on the use of technology that are clear, easy to understand, and available to all students**
- **provide assistance, information, or referral to appropriate support services to those needing help accessing or using technology**
- **provide instruction or training on how to use the technology**
- **inform students on the legal and ethical implications of misuse as it pertains to intellectual property, harassment, privacy, and social networks**

Student violations of technology policies must follow established institutional student disciplinary procedures.

Students who experience negative emotional or psychological consequences from the use of technology must be referred to support services provided by the institution.

SARVPP should be aware of methods in which technology can be used by perpetrators to gain control over victims. Examples include unwanted communication via e-mails, text messages, and chat requests; tracking victims via Global Positioning Systems (GPS); installation of spyware on the victim's computer; unauthorized posting of pictures; and information or messages in Internet chat rooms or on websites, including social networking sites.

Because issues of power and control are inherent in relationship violence, perpetrators often keep close watch on the actions and movements of their victims and may do so through such means as monitoring of the victim's email accounts and their online use, including tracking the history of websites that the victim has visited. SARVPP should undertake efforts to maintain the privacy of those who access the program's website. Instructions on how to erase one's Internet

history and cookies should be provided to all who visit the SARVPP website, making less likely the perpetrator's ability to discern the sites the victim has visited. If possible, the website should include a quick escape button in the event that the perpetrator should walk in on the victim while accessing the SARVPP Website. Websites should state the limits of confidentiality.

SARVPP staff members should take into account the ability to maintain confidentiality and safety when using technology. Additionally, the use of social networks such as Facebook and other communication methods such as text messaging, Twitter, and blogging should be conducted with privacy in mind. It is recommended that confidential material not be communicated through these social media.

SARVPP should pursue technology applications that increase its ability to provide services to survivors.

Part 11. FACILITIES AND EQUIPMENT

Sexual Assault and Relationship Violence Prevention Programs (SARVPP) must have adequate, accessible, and suitably located facilities and equipment to support the mission and goals. If acquiring capital equipment as defined by the institution, SARVPP must take into account expenses related to regular maintenance and life cycle costs. Facilities and equipment must be evaluated on an established cycle, including consideration of sustainability, and be in compliance with codes and laws to provide for access, health, safety, and security.

SARVPP staff members must have workspace that is well equipped, adequate in size, and designed to support their work and responsibilities. For conversations requiring privacy, staff members must have access to a private space.

SARVPP staff members who share workspace must be able to secure their own work.

The design of the facilities must guarantee the security and privacy of records and ensure the confidentiality of sensitive information.

The location and layout of the facilities must be sensitive to the needs of persons with disabilities as well as the needs of other constituencies.

SARVPP should consider a location and layout that supports multiple purposes, such as support services and educational programming, to protect a survivor's and perpetrator's identity.

SARVPP should be centrally located and visible to increase institutional awareness of the issue of sexual assault and relationship violence.

SARVPP must create and maintain an environment that assures confidentiality, privacy, and trust.

Facilities should be equipped to provide spaces for counseling and other confidential conversations, which might include soundproofing or other efforts to protect confidentiality. A

reception area with a private waiting room should also be available if counseling or other private meetings are held regularly.

Ideally SARVPP should also have space for student groups such as peer educators to meet and conduct business. Training facilities, with proper technology, should also be available.

Part 12. ASSESSMENT AND EVALUATION

Sexual Assault and Relationship Violence Prevention Programs (SARVPP) must have a clearly articulated assessment plan to document achievement of stated goals and learning outcomes, demonstrate accountability, provide evidence of improvement, and describe resulting changes in programs and services.

SARVPP must have adequate fiscal, human, professional development, and technological resources to develop and implement assessment plans.

Assessments must include direct and indirect evaluation and use qualitative and quantitative methodologies and existing evidence, as appropriate, to determine whether and to what degree the stated mission, goals, and intended outcomes are being met as effectively and efficiently as possible. The process must employ sufficient and sound measures to ensure comprehensiveness. Data collected must include responses from students and other constituencies, and aggregated results must be shared with those groups. Results of assessments must be shared appropriately with multiple constituents.

Results of assessments and evaluations must be used to identify needs and interests in revising and improving programs and services, recognizing staff performance, maximizing resource efficiency and effectiveness, improving student achievement of learning and development outcomes, and improving student persistence and success. Changes resulting from the use of assessments and evaluation must be shared with stakeholders.

General Standards revised in 2011;
SARVPP content developed in 2012