Assessing Campus Readiness for Prevention

Supporting campuses in creating safe and respectful communities

Acknowledgements

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Table of Contents

Campus-Wide Approach To Sexual Violence Prevention

Around 2004, the Pennsylvania Coalition Against Rape (PCAR) developed the original *Reconstructing Norms: Preventing Alcohol Related Sexual Assault on College Campuses* with funding from the Pennsylvania Liquor Control Board as a tool for sexual violence preventionists to use in their work with local colleges and universities. Since that time, immense resources — creative expertise, energetic innovation, professional dedication, and on-the-ground advocacy — have been devoted to changing the rape culture in American society. The most visible of this work has been supported by the *Centers for Disease Control and Prevention, National Center for Injury Prevention and Control, Division of Violence Prevention* (CDC) and emphasizes a primary prevention and health promotion approach to addressing sexual violence. While the CDC has provided leadership for spreading the news about primary prevention of sexual violence in the United States, their efforts build upon decades of work by feminists and incorporate diverse perspectives and community-driven strategies from successful public health campaigns. In 2011, Campus Prevention Resources was revised to reflect some of these advances in the field.

Purpose of Reconstructing Norms

This manual presents a new approach, which incorporates cutting-edge sexual violence advocacy and effective primary prevention models. Consistent with the original curriculum, the new approach helps sexual assault preventionists leverage their expertise to support college communities' sexual violence prevention work. However, the long-term goal of this curriculum has been expanded. The goal of the new approach is to *build readiness and empower college communities to create unique solutions to the problem of sexual violence on campus*, including alcohol-related sexual assault. The manual provides considerations and resources to guide preventionists as they provide training and technical assistance to their partner colleges.

These differences show a shift away from a focus on changing individuals' knowledge, attitudes, and skills toward changes at higher levels including building community capacity and changing environmental/social norms on campus.

The original intent of Reconstructing Norms

The original version of RN was designed as a sexual assault education program. A strength of the RN approach was that it addressed alcohol use and sexual assault together. Another strength was its recognition of the need to educate and include all members of the community in outreach and awareness efforts. The original program included complete sets of training materials for sexual violence education programs geared toward faculty, staff, administrators, healthcare workers, students, and campus police.

Reconstructing Norms Revised

In 2011, PCAR received funding to initiate a project focused on updating and evaluating the Reconstructing Norms (RN) curriculum. The revision of RN will build on its previous strengths while updating the manual to include tools and resources for a comprehensive sexual violence prevention approach. The revision expands the scope of RN from campus training and rape education to advocating for university-wide changes to support the primary prevention of sexual violence on campus. Table 1 illustrates the differences between original and the revised versions. These differences show a shift away from a focus on changing individuals' knowledge, attitudes, and skills toward changes at higher levels including building community capacity and changing environmental/social norms on campus.

Why the revision?

Building upon the previous version of the RN curriculum, this version is meant to help you and your partner campus develop strategies that take place in multiple settings and are designed to complement each other. The revision draws on a wide base of published information about violence prevention efforts. Please see the Resources section for a variety of documents on primary prevention of sexual violence.

A focus of this revision is to use a strengths-based approach. The focus is on supporting resource development, increasing capacity, empowering a community of bystanders who can intervene to stop sexual violence, building organizational leadership, strengthening written policies, promoting communication and collaboration, and engaging campus community members of all ages to create health-promoting environments.

Table 1. Characteristics of the Original and Revised Reconstructing Norms Approaches to Sexual Violence Prevention

Characteristic	Original Reconstructing Norms	Assessing Campus Readiness
Conceptualization	Sexual violence education curriculum	Technical assistance, resource, and training manual
Goal	To provide facilitators with tools to educate the campus community about the problem of sexual assault	To provide sexual violence preventionists with strategies, tactics, and activities for assessing and building sexual violence prevention readiness on campus.
Who Is It For	This curriculum is designed for sexual violence crisis advocates working with colleges and universities to combat sexual assault on campus.	The manual is designed for preventionists working with college/university partners to sustain sexual violence prevention efforts on campus.
Purpose	This manual was developed in response to the growing need for combined alcohol/sexual assault prevention programs. It provides detailed, ready-to-implement workshops for various campus groups. By involving the entire campus community in the movement to end sexual assault and by influencing their ideas and actions, we can affect societal change.	The manual is being updated to remain consistent with principles of effective prevention techniques, as well as remain relevant with the work of advocates and the reality of campus life. The revision will provide resources that can be used by local centers and Pennsylvania colleges and universities to institute sexual violence prevention and norms change programs on their campuses.
Activities	Workshops (including facilitator talking points, discussion guides, activities and handouts) with various campus groups including college men, college women, campus police, campus administrators, campus judicial officers, healthcare staff, faculty and staff.	Recommendations for supporting comprehensive sexual violence prevention activities on campus **to be determined** but likely to include: campus organizing, community/campus readiness assessment, engaging student activists, partnering with campus officials on policy, and evaluating efforts.

Please note that very few sexual violence prevention programs have the resources to sustain primary prevention efforts at all levels of the social ecology, therefore, prioritization will be necessary. For that reason, the readiness approach does not mandate a specific set of tools, activities, or messages; rather, it promotes an approach to thinking about how to help campuses do what will work best for them.

Learning lessons from available research

The purpose of this overview is to summarize evidence published or otherwise made available since 2002, which was the date of the most recent work cited in the original curriculum. Much of this new information has a decidedly applied nature and is aimed explicitly at informing and improving practice in the field. Since 2002, the knowledge base contains definitions, theoretical models, conceptual rubrics, guidelines, and case descriptions or evaluations of innovative programs. Some of the work reviewed, especially documents produced by CDC-funded projects, include resource compendiums, tipsheets, worksheets, discussion guides, and handouts that may serve as models for the current project. A second source of information is original research and scholarship published in peer-reviewed scientific journals.

All of this information was reviewed for the purpose of improving prevention of sexual violence on campus. The literature that was used to inform the readiness approach can be grouped into four categories:

1. Campus-wide institutional responses to sexual violence;
2. Comprehensive, community-based primary prevention initiatives;
3. Professional training programs; and
4. Bystander empowerment and intervention programs.

The readiness approach has drawn from each of these models. Key lessons that were pulled from each of these approaches are reviewed next. The sections are presented in an order that starts with the broadest, most expansive initiatives and narrows to more specific and focused projects and programs. Within each section, work is presented in chronological order from oldest to most recent. Citations and weblinks, if available, are presented in the reference list at the end of this section.

Campus-wide institutional responses to sexual violence

There are several guides for, and/or case studies of, how to foster a campus-wide response to sexual violence. These guides are useful in that they target the kind of settings and populations that prevention hopes to influence: students, faculty, and staff on college campuses. Thus, this work offers specific suggestions for how to address some of the most relevant factors and dynamics when working on a college campus (e.g., requirements of the Clery Act, navigating the administrative hierarchy, identification of relevant campus groups). These models appear to have a legal/judicial orientation with a heavy emphasis on surveillance, victim services, and perpetrator accountability, which may be beyond the scope of the desired goals and outcomes of this particular approach, but could assist in implementing policy and programming based on readiness stage.

- The California Campus Sexual Assault Task Force (2004) details several minimum components for developing a successful campus response:
  1. Campus policies that address all campus communities as potential victims or perpetrators of sexual assault and defines prohibited behaviors and sanctions for violations,
  2. Campus protocols (i.e., procedures for responding to incidents of sexual and relationship violence),
  3. Coordinated victim services,
  4. Campus plan to prevent sexual assault, and
  5. Faculty and staff training. (p. 8)

- Guidelines issued by the Oregon Sexual Assault Task Force (2006) cover the following components:
  1. Administrative support,
  2. Advocacy,
  3. Awareness/education
  4. Data collection, records & needs assessment,
  5. Judicial response,
  6. Media,
  7. Medical and counseling response,
  8. Campus and community collaboration,
  9. Public safety and law enforcement, and
  10. Training. (pp. 3 — 9)

- In a case study of one campus's efforts, Lichty, Campbell, and Schuiteman (2008) describe these early phases of developing a campus-wide institutional response:

    1. Bringing people to the table: Developing an inclusive task force;

    2. Conducting an environmental scan: What is already being done on campus?;

    3. Needs assessment: What gaps exist in the current response?; and

    4. Making recommendations: Prioritizing and balancing "needs" with what is realistic. (pp. 8 — 17)

Comprehensive primary prevention approaches to stopping sexual violence

This section compiles what experts have said about effective primary prevention approaches. The following works are best described as primers, models, and conceptual frameworks aimed at promoting a public health approach to sexual violence prevention. It should be noted that the authors of the majority of this work received direct or indirect support from the CDC to prepare the documents.

- In what has become a classic citation on primary prevention, Nation et al. (2003) define the following principles of effective prevention programs:

    1. Comprehensive services (multiple components that affect multiple settings);

    2. Varied teaching methods (including some type of active, skills-based component);

    3. Sufficient dosage;

    4. Theory-driven;

    5. Foster strong, stable positive relationships;

    6. Appropriately timed;

    7. Socioculturally relevant;

    8. Systematic outcome evaluation;

    9. Well-trained staff. (pp. 451 — 454)

- The CDC (2004) acknowledges that there are multiple theories to explain the root causes of sexual violence and selects an ecological model as a working framework because it is able to include risk and protective factors from multiple domains. Four public health principles become central to the ongoing discussion of sexual violence prevention:

    1. Health of the public,

    2. Data-informed approaches,

3. Cultural competency, and

4. Prevention. (p. 2)

- Davis, Parks, and Cohen's (2006) *Spectrum of Prevention* is a framework describing six levels of complementary prevention strategies that are most effective when used together:

    1. Strengthening individual knowledge and skills,

    2. Promoting community education,

    3. Educating providers,

    4. Fostering coalitions and networks,

    5. Changing organizational practices, and

    6. Influencing policies and legislation. (p. 7)

- Lee, Guy, Perry, Sniffen, and Mixon (2007) define sexual violence primary prevention as the development of strategies that stop violence before initial perpetration or victimization. Comprehensive community-level primary prevention strategies move beyond individual-level knowledge, attitude and belief change and may include:

    1. Community mobilization,

    2. Changing social norms,

    3. Social marketing, and

    4. Policy to promote primary prevention. (pp. 17-19)

- Townsend and Campbell (2007) publish a model of community change for the national RPE initiative. Their model specifies a program theory that links the following program components:

    1. Community readiness for change and

    2. Culturally appropriate initiatives lead to

    3. Initial changes in communities (increased awareness, organizational and legislative actions to support sexual violence prevention, increased knowledge and attitudes against sexual violence, and increased skills for bystander prevention), which in turn lead to

    4. A new set of norms that

    5. Increase actions by community agencies that

    6. Change individual beliefs and behaviors, thereby

    7. Preventing sexual violence perpetration and promoting safety, equality and respect.

- Researchers at RTI International reviewed and inventoried all sexual violence prevention programs in the field, many of which were being implemented on college campuses (Clinton-Sherrod, Gibbs, Walters, Hawkins, & Williams, 2008; Clinton-Sherrod, et al., 2003). In their final report, Clinton-Sherrod et al. (2008) described a number of changes in the field of sexual violence prevention including:
  1. Increased focus on primary prevention,
  2. Greater focus on engaging men in action,
  3. Use of multi-level approaches,
  4. Building community partnerships,
  5. Emphasis on evaluation,
  6. Use of theoretical approaches to sexual violence prevention,
  7. Funding, and
  8. Innovation. (pp. 10–12)

- RTI International's final report also recommended continued:
  1. Funding diversity,
  2. Empirical testing of the impact of program components on outcomes,
  3. Focus on the role of culture,
  4. Assessment of behavioral measures
  5. Improved access to evaluation training, and
  6. Sharing of information on program models. (Clinton-Sherrod et al., 2008, pp. 13 - 15)

- Casey and Lindhorst (2009) reviewed the general prevention literature to learn what components from other ecological efforts were the most effective. Their results suggest that multi-level, ecological, prevention strategies contain the following components:
  1. Comprehensiveness,
  2. Community engagement,
  3. Contextualized programming,
  4. Grounding in sound theoretical rationales,
  5. A focus on health and strengths promotion,
  6. Explicit attention to structural factors (i.e., targeting underlying causes of social problems for change rather than individual behavior or "symptoms" of larger problems). (p. 97)

Since 1993, academic researchers interested in stopping sexual violence have been scouring the scientific literature on sexual violence prevention programs. To date, at least eight reviews of empirical research on sexual violence prevention programs have been published. Because there is still very little evidence on programs' impact upon actual reported sexual violence perpetration, effectiveness is measured by desired changes in outcomes such as attitudes toward rape (most commonly), empathy for victims, knowledge, behavioral intent, and awareness-related behavior.

- In a narrative review, Vladutiu, Martin, and Macy (2011) conclude that sexual assault prevention programs effective at changing attitudes are:
  1. Professionally-facilitated,
  2. Targeted at single-gender audiences,
  3. Offered at various times throughout students' tenure at college,
  4. Workshop-based or offered as classroom courses with frequent and long sessions.

- Sexual assault prevention programs that are effective in changing attitudes also include:
  1. Content on gender-role socialization,
  2. Risk education,
  3. Rape myths,
  4. Rape attitudes,
  5. Rape avoidance,
  6. Men's motivation to rape,
  7. Victim empathy,
  8. Dating communication,
  9. Controlled drinking and/or relapse prevention, and
  10. Supplemental components such as campus-wide media and public service announcements. (Vladutiu et al., 2011, p. 81)

- In a meta-analytic review, Anderson and Whiston (2005) analyzed quantitative data (effect sizes) reported in both published and unpublished studies and concluded that the prevention programs that have been studied and written about:

  1. Affect most positive change on knowledge and attitudes; effects on behavioral intentions, and incidence of sexual assault reached statistical, but perhaps not clinical, significance;

  2. Are more effective when they are longer in duration (measured in minutes);

  3. Are more successful when facilitated by professional presenters;

  4. Have a more positive impact when they focus on gender-role socialization, general information about sexual violence, discuss rape myths, and risk-reduction strategies; and

  5. Have greatest positive effect on Greek members. (pp. 381-384)

This summary illustrates the deepening interest and commitment to comprehensive approaches to sexual violence prevention that moves beyond the awareness and risk reduction education model. While the key texts described above have many overlapping ideas, there is still a wide range of perspectives and opinions in the field. It would be nearly impossible to incorporate all of these findings as "best practice." Rather, it is important that we look to what expert theorists and practitioners say about what makes a comprehensive approach to sexual violence prevention; and use that knowledge to *inform* the revised approach.

Programs for training professionals on sexual violence education and prevention

Another way to think about this approach is as a community-wide training program, similar to a "train-the-trainer" project. Here, the goal is to build campus capacity and leadership by providing professionals and students the knowledge and skills they need to conduct their own prevention programs. Although only one source is described here, it is a particularly relevant training guide full of tips, worksheets and other useful materials. The in-depth focus on training highlights how much work is involved in developing "just" a good training program.

- Fisher, Lang, and Wheaton (2010) offer guidance for planning training to engage professionals in primary prevention practices within their own organizations. This guide contains detailed advice on 17 steps:

  1. Clearly identifying the needs or problems you want to address;

  2. Using that focus to shape training goals and outcomes;

  3. Deciding whom to train;

  4. Involving participants in developing your training;

  5. Understanding the core topics that should form the foundation of your training;

  6. How to consider important organizational contexts in shaping your content;

  7. Recognizing individual readiness and levels of knowledge before you train;

  8. Determining the resources you need to support your trainings;

  9. How to select the right trainers;

  10. Tailoring core training content to meet the specific needs of the professionals you will train;

  11. Determining sufficient dosage and the best training approaches for your selected groups;

  12. Training with cultural competence;

  13. Planning a process evaluation;

  14. Planning outcome evaluation;

  15. Determining appropriate follow-up activities;

  16. Thinking about how to sustain learning; and

  17. Reviewing progress and putting results to work. (pp. 19 — 47)

Bystander empowerment programs

Another currently popular model of primary prevention of sexual violence is the *community of responsibility model*, which promotes bystander engagement — also referred to as bystander intervention, bystander education, or bystander empowerment — among all members of the community. This grassroots approach views the entire community not as potential victims or perpetrators, but as individuals whose everyday choices, actions, and words can interrupt situations where sexual violence-supportive attitudes are expressed. Not many of these programs are included in literature reviews because systematic studies have not yet been published. However, for those studies that have been conducted, including a special issue of *Violence Against Women* (Potter & Banyard, 2011), there is preliminary evidence of effectiveness. Compared to the other models, bystander engagement programs are more focused at the micro-level: individual people are trained with very concrete skills for specific situations.

- Banyard, Moynihan, and Plante (2007) experimentally evaluated their *Bringing in the Bystander* program and found that both men and women showed improvement on desired outcome measures. Goals of their successful bystander intervention training include:

  1. Create new situational norms for intervention;
  2. Provide role models of helping behavior;
  3. Build a repertoire of specific skills for bystanders;
  4. Foster bystander's sense of responsibility for intervening;
  5. Develop sense of competence; and
  6. Identify situations for intervening. (American College Health Association [ACHA], 2008, p. 16).

- The CDC funded the creation of a booklet to introduce the concept of bystander engagement and provide relevant research, future directions, helpful tools, resources, and training activities (Tabachnick, 2008). The basic series of events for intervening to prevent sexual violence before it happens is based on a theory from social psychology (Darley & Latane, 1968). In order for people to take actions against sexual violence in their own day-to-day lives, they must be trained to:

  1. Notice the event along a continuum of actions;
  2. Consider whether the situation demands their action;
 3. Decide if they have a responsibility to act;

4. Choose what form of assistance to use; and

5. Understand how to implement the choice safely. (Tabachnick, 2008, p. 12)

- Coker et al. (2011) also provide preliminary evaluation evidence supporting their bystander intervention program: *The Green Dot*. This college-based community approach to preventing violence promotes individual pro-social interventions and actions. The Green Dot has a field-tested curriculum that combines persuasive speech, bystander training, and social marketing.

- As bystander approaches widely gain favor for preventing sexual violence, especially on college campuses, McMahon and Banyard (2012) caution us that the conceptual framework for using bystander intervention as a prevention strategy is not developed enough. After reviewing the literature, these authors encourage preventionists to think carefully about the many different opportunities for bystander intervention and to clarify the wide range of students' potential roles in sexual violence prevention in bystander training programs.

  The authors draw three key distinctions in the kinds of situations bystanders might encounter in relation to sexual violence. First, they highlight the distinction between *reactive* bystander opportunities such as helping a friend who has disclosed assault and *proactive* bystander opportunities such as volunteering at a local sexual assault organization. Within the reactive opportunities, the authors use the primary (before the assault), secondary (during the assault) and tertiary (after the assault) prevention framework to further differentiate the kinds of opportunities bystanders might face. And, within the range of reactive bystander opportunities at a primary prevention level, they further classify opportunities for bystander intervention according to the level of risk posed to a potential victim. For example, the authors describe a friend making a sexist joke as *low risk* opportunity for bystander intervention and a friend bringing an intoxicated woman to his room as a *high risk* opportunity for bystander intervention. The authors' purpose in illustrating the complexity of the bystander intervention opportunities is to encourage additional development of this promising approach.

Shifting the Paradigm — A useful model for *Reconstructing Norms*

The American College Health Association (2008) produced a guide to help college campuses take action to address policy, prevention, and intervention as it pertains to sexual violence. *Shifting the Paradigm* is both a comprehensive

primary prevention approach and a university-wide institutional response to sexual violence. It offers practical tips, handouts, and worksheets. Because it focuses specifically on college and university personnel, it may be a particularly useful resource for you to share with your partners as you begin your work on campus. The approach advocates that campuses start at the top with a directive from the president or chancellor of the institution. Other recommendations include developing a multidisciplinary taskforce on campus, creating and enforcing policies, disciplinary regulations, providing comprehensive training for administrators, health and counseling services staff, law enforcement, faculty, staff, and student leaders; integrating screening for sexual violence into patient history protocols; integrating sexual violence into curricular and non-curricular activities; offering alcohol-free residence halls and activities; codifying amnesty policies for underage drinking for victims who report sexual assault; and investing men in the prevention of sexual violence, including those actions that dehumanize and objectify women.
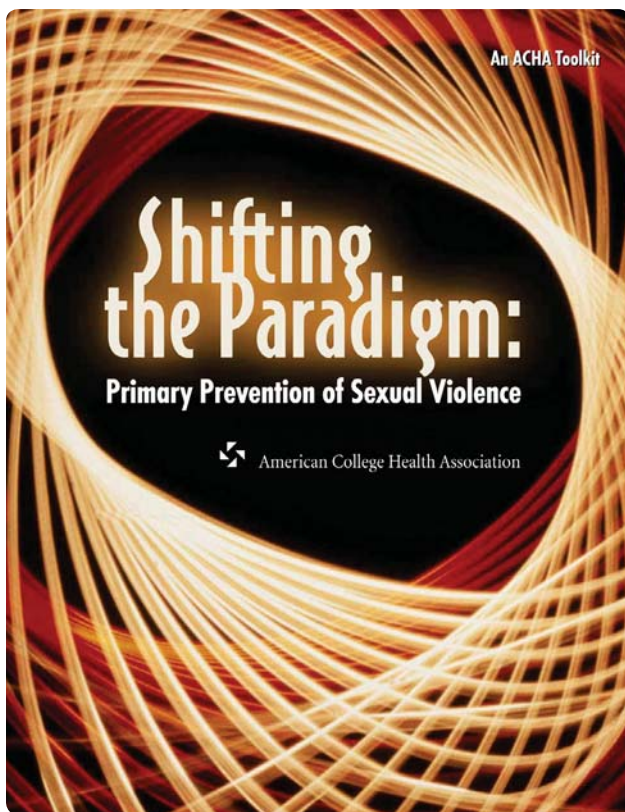
Using this manual

In creating this resource guide, we did not want to reinvent the wheel. So we have pulled from the on-the-ground expertise, creativity, and evidence-based practice that has grown over the past decade. This is an incredibly exciting time in the field of sexual violence prevention and the process of implementing this approach has inspired hope for future efforts. There are two levels of activities in the approach, each of which may require slightly different levels of intensity from you and your staff. Your core activities will be assessing campus readiness, partnering with and educating campus leaders, and evaluating progress over time. These core tasks are Level One activities, in which you take a strong leadership and organizing role with your partners on campus.

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1   From *Shifting the Paradigm: Primary Prevention of Sexual Violence* by the American College Health Association, 2008, Linthicum, MD: Author. Copyright 2008 by the American College Health Association. http://www.acha.org/sexualviolence/docs/ACHA_PSV_toolkit.pdf. Reprinted with permission.

Currently, each of the Level One activities has a chapter in the manual:

- Chapter Two: Assessing Campus Readiness
- Chapter Three: Partnering With Campus Leaders
- Chapter Four: Training Campus Leaders
- Chapter Five: Evaluating Reconstructing Norms

Level Two activities are organized as a menu of possible options for your campus partners to consider and potentially implement as part of a comprehensive sexual violence prevention program on campus. Over time, you and your agency may play less of a role in actually implementing the Level Two activities. Currently, this manual provides a list of resources for each of the Level Two activities:

- Organizing Students
- Social Marketing Campaigns
- Policy Review and Strategic Planning
- Resource Development and Fundraising

We hope you will use this manual to bring the leadership of your agency and your own unique talents and skills to the important work of stopping sexual violence on college campuses. It is exciting to think that even as you flip through these pages, you or a colleague in a neighboring community in Pennsylvania may be developing or fine-tuning a new campus-based prevention strategy. Please contact the Pennsylvania Coalition Against Rape with any questions, comments or ideas you might have.

What's next?

Sometimes it can be hard to get started. The next chapter provides a concrete tool for beginning your prevention work. Assessing Campus Readiness for Prevention provides step-by-step instructions for gathering information that can help you determine appropriate goals for your campus partner. Using this tool puts you in good company; it has a long history of use across the country for many different community problems; and in the state of Pennsylvania, we piloted the readiness assessment with sexual assault centers working with very different campuses. **Some of what we learned from the pilot test is highlighted throughout the manual.**

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Chapter Two

Assessing Campus Readiness

Campus Readiness Assessment

The assessment and development approach is based upon a theory of community readiness (Edwards, Jumper-Thurman, Plested, Oetting, & Swanson, 2000) that was developed by a research group at the Tri-Ethnic Center for Prevention Research. Their theory describes stages of change that start with no awareness of sexual violence as a campus concern and advance to a high level of community engagement in campus-based solutions. This model is based on the assumption that prevention efforts are most effective when strategies are tailored to a community's current level of readiness. Once you assess which stage of readiness best describes your specific campus, you can set appropriate goals for your prevention initiatives. Conducting the campus assessment, sharing its findings, and building partnerships are highly interrelated activities that reinforce one another and serve the same purpose: laying the groundwork for the success and sustainability of future activities.

Before you begin your campus assessment, we recommend that you read both this chapter and the following chapter on partnerships in their entirety. Your partnership will provide the context for conducting the assessment itself as well as for using the assessment results when it is done. An understanding of both the assessment and the idea of a partnership will help you plan and implement your readiness assessment — even if you don't yet have a partnership. In the next chapter, we will turn to some thoughts for partnering with campus leaders. But, before that, what is readiness?

Stages of readiness

There are nine stages of community readiness ranging from no awareness of sexual violence as a campus concern to complete ownership and integration of comprehensive, campus-wide sexual violence prevention activities (Plested, Edwards, & Jumper-Thurman, 2006, p. 9):

1. **No Awareness:** Sexual violence is not generally recognized as a problem by community or leaders
2. **Denial/Resistance:** Little recognition that sexual violence might be occurring on campus

3. **Vague Awareness:** Sexual violence is a concern on campus, but there is no immediate motivation to do anything about it

4. **Preplanning:** Clear recognition that something may be done and there may even be a group working on it

5. **Preparation:** Leaders are active in their planning; campus offers modest support of prevention efforts

6. **Initiation:** Enough information is available to justify sexual violence prevention and campus activities are underway

7. **Stabilization:** Prevention activities are supported by administrators; staff are trained and experienced

8. **Confirmation/Expansion:** Campus members feel comfortable with prevention activities; they support expansions and obtain local data regularly

9. **High Level of Community Ownership:** Detailed and sophisticated knowledge on campus about prevalence, causes and consequences of sexual violence. Effective evaluation guides new directions.

Dimensions of campus readiness

The concept of community readiness is complex and multifaceted. Being ready to implement comprehensive primary prevention of sexual violence requires the right mix of awareness and knowledge, motivations and attitudes, skills, and supporting infrastructure. PCAR's approach adapts Plested, et al.'s (2006) assessment process to understand the following dimensions of readiness on your partnering campus: Sexual Violence Prevention Activities:

- Knowledge About Sexual Violence
- Campus Climate
- Support for Campus-Wide Prevention Efforts
- Campus Leadership

Your campus assessment will provide specific information about each of the five content areas listed above as well as an overall measure of where your campus falls along the nine-stage readiness continuum. In the scoring phase of the assessment, you will rate each of these five dimensions individually and then combine them mathematically to provide an overall rating of readiness. This score can then be used to guide future sexual violence prevention activities on campus (e.g., alcohol-related prevention campaigns, active bystander training, peer education training, etc.).

Conducting the *Campus Readiness Assessment*

Conducting the readiness assessment will also help you make connections and start dialogues that can strengthen your partnerships on campus. By arranging meetings with key respondents and sitting down with them in person to talk about sexual violence prevention efforts, you may be able to gain entry to previously unresponsive campus groups and start building the campus workgroup. The community assessment is very useful in identifying key players, getting their input to set a compelling campus agenda, and bringing them to the table for future work.

To perform the assessment, you will be asking individuals to answer a series of open-ended questions. Each interview is designed to take approximately 60 minutes. The *Campus Readiness Assessment* has been piloted at sexual assault centers across Pennsylvania and revised to be appropriate for most sexual assault agencies working on college or university campuses. This manual will include tips that come directly from preventionists who participated in the pilot phase. The five basic steps of the assessment are:

1. Identify appropriate respondents from different campus stakeholder groups.

2. Schedule meetings and conduct key respondent interviews.

3. Review interview notes to rate each of the five dimensions.

4. Combine ratings and calculate campus readiness score.

5. Use assessment results to develop strategies and conduct workshops.

The information you gather with this assessment will help you tailor prevention activities to be culturally relevant and appropriate for members of your *specific campus*. For example, you may gather stories and examples of faculty perceptions, or you may learn of particular training needs from student champions of sexual violence prevention — these kinds of specific examples can help motivate campus decision makers to commit to sustainable prevention initiatives.
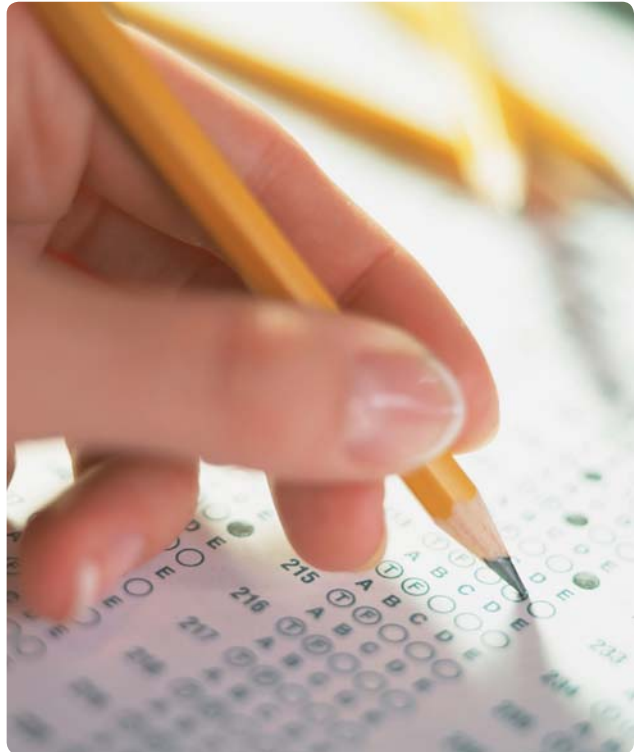
Step 1: Identify appropriate respondents

Identify at least eight individuals on campus who are connected to the issue of sexual violence and can provide a good picture of what is happening on campus in regards to this issue on a day-to-day basis. Select people who will be able to represent different segments of your campus community. Depending on your campus, the individuals you select for interviews may represent offices of the dean, provost, chancellor, or president; athletic department and/or coaches; campus law enforcement; disciplinary board members; student affairs/services; student health; faculty in sociology, women/gender studies, psychology, community health, social work; student athletes; members of student government; residence hall advisors (RA's) or other residence life leaders; members of Greek societies; alumni. However, try to select at least two individuals who represent each of these four key constituent groups on campus: Students

- Staff
- Faculty
- Administrators

You may want to keep track of the outreach work you do to find willing participants in the process. A sample form is provided in the Appendix.

From the Pilot Sites

- When beginning your process to find respondents, keep in mind that not every person that you contact will be willing, able, or appropriate for an interview. However, each attempt you make is an opportunity to connect with others who might support various aspects of your work. One preventionist who participated in the pilot says: *"I made contact with an HR person and was later able to ask her to help with our upcoming* [event name deleted to preserve confidentiality]"

- How many respondents should we interview? The researchers who designed the original assessment materials note that, "If inconsistencies are found among the responses of key informants, additional interviews should be conducted until the interviewer is confident they have enough understanding of the community dynamics."(Plested, Jumper-Thurman, Edwards & Oetting, 1998, p. 5)

- Participants in the pilot project found that it was informative to get at least two interviews from students, in particular. A preventionist interviewed one student who was a self-described introvert and one student who was quite active in a student group organized to address sexual violence on campus. These two interviews provided markedly different, but incredibly valuable, perspectives.

- Furthermore, in some cases it may be strategically advantageous to interview more people than are necessary to accurately score your readiness assessment. For example, you may interview the head of the counseling center on campus, who might then suggest that you interview both the head of campus safety and director of student health, which may not contain particularly new or novel information.

- Bottom line: There is an incredible amount of diversity within each of the campus groups listed above. We found that eight interviews were optimal for accurately scoring the assessment in our pilot test, but you may find it helpful to talk to additional members within particular groups.

Step 2: Schedule meetings and conduct interviews

Solid preparation will help you make the most of your valuable time with campus leaders and gather the best data. Read through the assessment questions ahead of time so that you are comfortable with them. While you may adjust the wording so that it is more comfortable for you and/or appropriate for your campus community, keep in mind that the questions are closely tied to the rating and scoring process. You may also add other questions that are specific to your campus, but consider the time commitment of your respondents.

Contact the people you have identified in the first step and invite them to meet with you to discuss sexual violence prevention activities on campus. Respondents will likely feel most comfortable and prepared if you meet at a location of their choosing. Plan for each interview to take at least 60 minutes. If it becomes troublesome to get people to agree to meet with you, consider offering some token of respect or appreciation in return for their time and expertise.

As you are conducting your interviews, ask for clarification when needed. Try not to add your own interpretation or guess at what the interviewee meant. Record or write responses as they are given, using as many of the respondents' own words as possible. Because the assessment is rather long, it is best to avoid extraneous discussion with the interviewee. However, use your own judgment and interpersonal skill to build rapport and find connections with the interviewee. For more tips on the assessment interview process, see the Instructions and Frequently Asked Questions (FAQ) sheet located in the Appendix.

After you complete your interview, you will need to share your notes with others for the rating and scoring procedures (see Figure 1 on page 26 for additional detail). In our pilot test, we found that both raters were able to interpret the handwritten notes – therefore all the interviewer had to do was make copies of the annotated interview guide. However, depending on your situation, you may want to annotate, rewrite, or type up your notes for clarity.

From the Pilot Sites

In terms of length, interviews from the pilot project averaged about 50 minutes, with a range of 30 to 60 minutes. Interviews with students were notably shorter (no student interview exceeded 45 minutes) than interviews with faculty, staff or administrators.

"I felt — knowing how busy she was — I felt like I was infringing on her time, taking an hour. But, one of the things in the Talking Points [instructions] *was: "Give them time to think," because these are hard questions to answer … and there was a lot of wait time — she did take a while to answer some of these. She had to think about them. So, I think an hour is fine. I think if we had gotten close to that, I would have felt rushed to get it done and over with. We tried to keep extraneous chat to a minimum."*

"I interviewed faculty, student and staff who were all excited about it" [referring to the issue of sexual violence prevention]

Preventionists reported a range of experiences using the tools. In terms of emotional reactions, after 36% of the interviews in the pilot, interviewers reported feeling *"unsure,"* which was categorized as a mildly negative reaction. The rest of the time (after 64% of the interviews), interviewers reported mild positive (*"pleased"* or *"okay"*) or extreme positive (*"enlightened"* or *"stimulated"*) affect.

Participants also shared the following experiences, which provide evidence that conducting readiness interviews, in person and on campus, is a process that validates the importance of prevention work and enhances agency outreach efforts:

"When I was waiting for an interview there was a group of girls in the same area I was. And they were talking about what sounded to me to be a potential sexual assault that had occurred to one of their friends." [this experience helped validate the prevention advocate's work on that campus as necessary and important]

"I interviewed an Education professor; afterwards, she spoke to her class about [agency name deleted to preserve confidentiality] *and the* [campus organization name deleted to preserve confidentiality] *asked me to speak at their monthly meeting."*

"Through this, one person told me about another whom also agreed to be interviewed and that is turning out to be a fantastic connection and will really help support and move things along, so thanks so much!!!" [the three exclamation points in this quote from a prevention coordinator suggests that this process might also generate internal staff enthusiasm for campus-based work]

Figure 1. From Interviews (Step 2) to Readiness Score (Step 4)

Step 2

2. Conduct Interviews – use as many different interviewers as you like, but they should all use this document.

Notes can be taken by hand or recorded and typed.
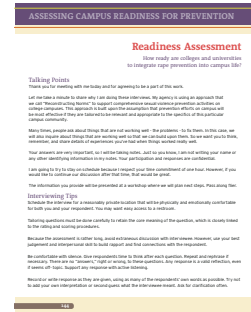
Step 3

3. Rate Interviews – each interview should be independently rated by Rater 1 and one additional rater.

3a. Rater 1 uses notes from the interview to complete rating scales *for all interviews.*

3b. For each interview, a second rater (can be different people) rates the interview using a second copy of the notes from the interview and her own copy of the rating scales.
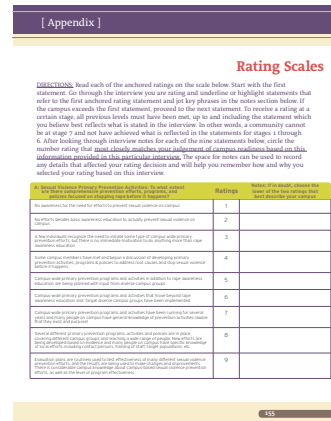
Step 4

4a. Combine Ratings – for each interview, Rater 1 and Rater 2 (can be different people) come to agreement on combined scores.

4b. Calculate Campus Readiness using the same worksheet, Rater 1 computes a mathematical mean of all scores for each dimension and then a mean of all dimension scores.
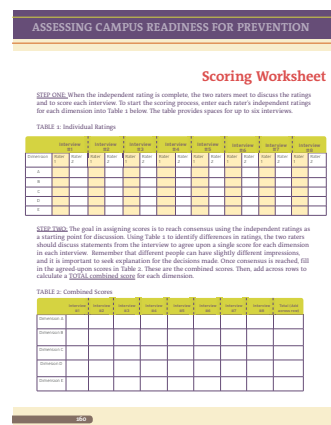
Step 3: Review interview notes to rate each of the five dimensions

After the interviews have been completed, two individuals will need to independently rate each interview on each of the five dimensions of readiness. Each rater will need to have two documents for this process: 1) the notes from the original interview guide; and 2) the rating scales. Each rater should use the rating scales and instructions provided in the assessment document to select the most accurate rating based on her or his careful judgment of respondents' answers. A visual "map" for the remaining steps is provided in Figure 1.

From the Pilot Sites

You may be surprised that rating and scoring the interviews can take as much time and energy as conducting the interviews. In the pilot, the two raters were always the same two people: one interviewer and one more distant person, in this case, the evaluator. Our experiences, which will vary somewhat from yours, inform the following bits of advice:

- If you use multiple interviewers, one person should take the lead on rating and scoring the interviews.

- The lead person should rate every interview and facilitate the scoring process (described in the next step).

- Remember to focus your rating on only that information that was actually provided by the key respondent in the particular interview you are rating. Look at the exact words of the respondent (if you have them), and do not be influenced by other information you have gathered from other sources along the way.

- Try to keep a clear differentiation between awareness/risk reduction efforts and primary prevention of sexual assault. While almost all campuses have some basic awareness and education, the focus of this readiness assessment is on capacity for comprehensive primary prevention of sexual violence, which includes changes in skills, behaviors, campus climate, institutional practices and social norms.

- When in doubt between two ratings, always choose the lower rating of the two.

Step 4: Combine ratings to score campus readiness

The lead rater will use the scoring sheet and accompanying instructions to combine all ratings into a single campus readiness score. Because this process involves many numbers (across raters, interviews and dimensions), it might look intimidating at first. However, it is not really that bad! With care and patience, you will arrive at a very important result. Your final readiness score can be used, in the short term, to begin painting a picture of the campus

climate and help you brainstorm next steps. Over time, this score can also serve as a baseline measure for documenting your successes over time. So even though the scoring process can seem tedious, *it is useful*. Stick with it!

From the Pilot Sites

When we conducted the pilot test of this assessment, members of the evaluation team arrived at the final scores- and got to know each other better — as a result of long, interesting conversations. It was not uncommon for the two raters to have different ratings on the rating scales. In these cases, raters took turns explaining why they had given their score, referring to the exact words from the interview that they used to come up with the score. After each rater shared her thoughts, it was usually the case that one of the raters spontaneously agreed to change her score to what the other person had. If you find that does not happen, perhaps your rating team can agree to put down a fraction for the final "consensus" score. For example, if one rater thinks the score should be a 5 and another rater thinks the score should be a 6, you might agree to put down 5.5 or 5.8.

We also found that some of the rating sheets were confusing and difficult to interpret. We hope that revisions have made the rating scales easier to use, but you should not be surprised if raters interpret the same interview — and even perhaps the same exact sets of phrases — in different ways. This is not cause for alarm or disappointment; rather it can be a source of new insight about the informant's comments, the campus you are working on, or your philosophy of primary prevention of sexual violence. Pilot participants insist, that:

"While discussing the ratings with a second interviewer, the answers I wrote down became clearer."

"As we were discussing the ratings, I felt as though I was putting the pieces of a puzzle together."

"I think I got a better sense of the immensity of the work... and was again reminded of how big and slow social change work is."

"deeper and longer discussions of work being done (or not yet being done) with campus... [led to] more critical examining of our approaches and work... for example, this experience is influencing the decisions we are making in our approach to messaging and promotion and education on campuses."

Step 5: Share results and develop strategies

After scoring your assessment data, you can put your results to good use! The score will help you figure out how the campus is poised to address sexual violence prevention and how to focus your next efforts.

First, you will want to share the information you have collected and discuss the findings of your assessment with your campus community. How you share results will both depend on your current partnerships and *be a strategy for developing deeper partnerships.* For example, on campuses with little readiness to engage in prevention efforts, you may need to plan and facilitate the assessment findings workshop with very little assistance from your campus partners. If there is more readiness on your campus, you may be able to work with campus leaders who care about prevention of sexual violence to get on the agenda of the next regularly scheduled meeting of an existing group. In any case, you will also need to figure out the most appropriate audience to target; the most relevant format for sharing the information; and, of course, the most important information to share.

From the Pilot Sites

Target Audience: Your basic invitation list should, at a minimum, include all the stakeholders that you interviewed for the assessment and invite each of them to bring a friend or colleague.

Format: Think carefully about whether you want to hold a smaller meeting with a targeted list of invitees or meeting open to the public. We recommend that the first meeting not exceed 90 minutes.

Share Three Things: A brief summary of the assessment process, reactions and interpretation of assessment results, and a discussion of potential action steps.

At one pilot site with a fairly high readiness score (4.0) and pretty established partnerships. The preventionist was able to present a brief summary of the findings as part of a women and gender studies course. Because it was in line with the culture of the small liberal arts college, she invited all interviewees to join the instructors, course students, and herself for a presentation of the results and an interactive discussion of healthy sexuality.

Another site with a lower overall score (3.0), limited campus partners, and no agency capacity to continue after the pilot test recommended that a written report be prepared, which she suggested should be hand-delivered to the President of the University, whom she knew by name.

Finally, another site with a 3.0 — Vague Awareness — score engaged with their partners on campus to plan a several hour-long event with lunch in which she described the model and results in the morning, had a lunch break, and then reconvened to discuss reactions to the assessment results and brainstorm next steps. While the sexual assault crisis center staff took responsibility for designing and delivering activities, the campus partners were actively involved in planning the meeting including securing the meeting space, and extending invites to a broad range of campus stakeholders.

It is best to limit the amount of information to 10 or 15 minutes worth of content so that there is plenty of time for people to have a chance to respond to what you said and discuss next steps. Choose the most important findings from your campus readiness assessment interviews; especially any that suggest action steps. In talking about the findings, be sure to use details (e.g., locations, proper names, examples) specific to the campus. If possible, work out a way for others — particularly campus community members — to be actively involved in planning and executing the presentation.

There are three essential components to include in your brief summary of the assessment:

1. An overview of the readiness model: its purpose, development, and a description of the nine stages of readiness as it applies to sexual violence prevention.

2. Your data collection process, including the number and kinds of stakeholders you interviewed.

3. The results of the assessment: your campus's score and a short description of what it means.

Following this summary, allow meeting attendees to share their reactions and interpretations of the assessment results. Answer any questions from participants. If people take issue with the score, simply explain that this score reflects the perceptions of those who were interviewed. This can become the first topic of discussion: whether the assessment result seems accurate to the people sitting in the room and why or why not. Encourage a healthy and respectful debate and acknowledge how differing viewpoints will provide richness in strategy development.

End with some discussion of next steps: What do participants think is a reasonable expectation for what should happen next? You may want to use the goals and suggested strategies on the next page as a starting point. Who should be involved in efforts? What resources will be needed? What can people in the room commit to do?

Make it a goal to leave the gathering with one concrete action each person can do.

Creating space for meaningful participation

Sharing your results with the campus community will be an important opportunity for you to communicate and engage with others about this topic. A primary goal of this session is to create space for meaningful participation. While bringing people into the same room and sharing the information is useful in its own right, it is also critical to figure out how to structure the time, space, and setting in a way that allows participants to get to know one another, stimulates interest and commitment, and identifies next steps.

While planning this session, think carefully about how to facilitate activities that will inspire each person's thoughts and commitments to preventing sexual violence on campus. There are many approaches for securing the kind of audience participation and engagement that will ground your future efforts in the unique historical context of the college or university campus.

From the Pilot Sites

Focus on the people in the room. First, who are they? Literally, who are the people in the room and what brought them here today? Second, what common ground do they have? Who are important people that are not in the room?

Ask them what they think the findings mean. What did they think was most interesting or important part of the results presentation? What was not reflected in the findings? What do the findings suggest for next steps?

The prevention experts who developed the Community Readiness Model have outlined goals and potential action steps for each level of readiness (Plested et al., 2006). Their list has been adapted on the next few pages to provide some ideas as you begin your work with campus partners.

Using the *Campus Readiness Assessment* results to define prevention goals

The information you have gained from your readiness assessment positions you to develop sexual violence prevention strategies that are targeted to the campus's awareness, knowledge, beliefs and social norms. It also helps you choose an appropriate goal for prevention activities. The following list has been adapted from original work on the community readiness model (Plested et al., 2006, pp. 26-28) and matches increasing levels of campus readiness with suggestions for prevention goals and activities.[2]

Keeping an appropriate goal in mind can help you share your results or frame next steps to prevent sexual violence. For example, if the overall readiness score was a Stage One: No Awareness, you may want to schedule one-on-one or small group meetings to share your results with potential supporters on campus; if your campus is at Stage Five or higher, you may want to integrate findings into ongoing in-service training sessions or hold a large and open public hearing to share results. Note that the first three phases of this model focus on awareness as the key element of readiness for prevention. This is a way that basic rape awareness education on campus remains valuable. While awareness by itself may not be a primary prevention activity, it may be an important activity for building overall campus readiness for prevention.

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2 From *Community readiness theory: A handbook for successful change* (pp.26-28) by B. A. Plested, R. W. Edwards, & P. Jumper-Thurman, 2006, http://www.triethniccenter.colostate.edu/CRhandbookcopy.htm Copyright 2006 by Colorado State University, Tri-Ethnic Center. Adapted with permission.

NO AWARENESS (1).

Goal: Raise awareness of sexual violence.

- Use your agency's contacts (i.e., volunteer lists, board of directors) to identify any personal connections with an administrator, faculty, staff, student and/or alum at your partner campus.

- Make one-on-one phone calls to likely or potential supporters on campus.

- Small group and one-on-one discussions with campus leaders and campus community members on the health, psychological and social costs of sexual violence.

- Visit existing and established campus groups to inform them about alcohol-related sexual violence and the primary prevention approach to ending it.

- Present assessment information to campus groups.

- Identify one or two allies on campus as partners (students, faculty, staff, law enforcement) for next steps.

DENIAL/RESISTANCE (2).

Goal: Raise awareness that sexual violence exists on this campus.

- Work with one or two allies on campus, to:

- Continue one-on-one visits with campus leaders and campus community members.

- Discuss local and recent incidents of sexual violence on campus, if applicable, to illustrate harmful consequences.

- Approach and engage campus health outreach programs to assist.

- Begin to point out media articles that describe the need for comprehensive prevention efforts on campus.

- Prepare and submit articles for school newspaper, student club newsletters, other publications.

- Present assessment information to campus groups.

- Train a small group of volunteer sexual violence prevention champions for next steps.

VAGUE AWARENESS (3).

Goal: Raise awareness that something specific can be done to prevent sexual violence on this campus.

- Build meaningful relationships with leaders who are essential to implementation of sexual violence prevention programs.

- Get on the agenda and present information at campus events and other campus group meetings.

- Local media campaigns (e.g., flyers, posters, and emails) about bystander interventions and other specific ways to take action against sexual assault (e.g., Katz,1999).

- Provide specific information about primary prevention of sexual assault to campus members with decision-making power (e.g., Shifting the Paradigm); link students to specific groups that can provide a network and general ideas for awareness campaigns (SAFER, V-Day).

- Begin to initiate your own events and use those opportunities to present information on sexual violence prevention.

- Conduct training on primary prevention strategies.

- Conduct local research with campus members by phone or door-to-doorvia informal surveys or focus groups.

- Publish newspaper editorials and articles with general information and local implications.

- Begin to work to establish a university-supported sexual assault task force that represents the entire campus.

PREPLANNING (4).

Goal: Raise awareness with concrete ideas to combat sexual violence on campus.

- Introduce information about campus-based sexual violence prevention approaches (e.g., general such as describing the need to change environments and norms OR specific, such as the PCC-SAFE or Green Dot project) through presentations and media. Illustrate programs adopted by campuses with similar profiles.

- Visit and invest campus leaders and administrators in the cause.

- Review existing efforts on campus (programs, activities, policies, etc) to determine who the target populations are and consider the degree of success of the efforts.

- Enlist key leaders to engage in a review and revision, if necessary, of campus policies and protocols.

- Conduct local focus groups to discuss sexual violence prevention and develop specific strategies.

- Increase exposure through public service announcements; consider a cohesive social marketing campaign.

- Work to get campus supported (i.e., paid) professional peer or health educators dedicated to sexual violence prevention.

PREPARATION (5).

Goal: Gather existing information to plan prevention strategies.

- Conduct surveys of sexual violence perpetration and victimization, bystander intervention behaviors, and/or individual readiness-to-change.

- Conduct campus asset mapping (e.g., could use geo-mapping, AI, or red dot/green dot approaches).

- Educational outreach programs open to the general public on specific types of prevention programs, their goals, and how they can be implemented.

- Educational outreach programs for community leaders and local sponsorship groups on prevention programs, goals, staff requirements, and other startup aspects of programming.

- Use a participatory process to select a curriculum that is appropriate to all members of the campus community and teaches skills rather than just increasing knowledge or changing attitudes.

- Sponsor a campus picnic or barbeque to kick off the effort.

- Conduct public forums with students to develop strategies from the grassroots level.

- Utilize key leaders and influential people to speak to groups and participate in campus radio and television shows.

- Plan how to evaluate the success of your efforts.

INITIATION (6).

Goal: Train all segments of campus with community-specific information.

- Conduct in-service training on revised policies, protocols, social marketing campaign, bystander intervention skills for professionals and paraprofessionals.
- Plan publicity efforts with start-up of activity or efforts.
- Attend meetings to provide updates on progress with sexual violence prevention activities.
- Conduct interviews with student participants in training programs to identify service gaps, improve existing services and identify key places to post information.
- Begin search for additional resources and potential funding - fundraising efforts.
- Begin some basic evaluation efforts.
- A special meeting with community leaders and local sponsorship groups to provide an update and review of initial program activities.

STABILIZATION (7).

Goal: Stabilize sexual violence prevention efforts and programs

- Plan community events to maintain support for prevention work.
- In-service education on the evaluation process, new trends in sexual violence (e.g., textual harassment), and new initiatives in prevention programming, with trainers either brought in from the outside or with staff members sent to programs sponsored by professional societies.
- Conduct periodic ongoing training for campus professionals, students, and other campus community members.
- Introduce your program evaluation through training and campus newspaper articles or university homepage features.
- Conduct quarterly meetings to review progress, modify strategies.
- Hold special recognition events for local supporters or volunteers in the prevention programs.
- Local publicity efforts associated with review meetings and recognition events.

- Prepare and submit newspaper articles or other media outlets detailing progress and future plans.

- Begin networking among other service providers and community systems, campuses, etc.

CONFIRMATION/EXPANSION (8).

Goal: Expand and enhance sexual violence prevention programs

- In-service educational programs on the evaluation process and new initiatives in prevention programming, with trainers either brought in from the outside or with staff members sent to programs sponsored by professional societies.

- Formalize the networking with qualified service agreements.

- Publish a localized program services directory.

- Maintain a comprehensive database available to the public.

- Develop a local speaker's bureau.

- Initiate policy change through support of campus administrators, faculty senate, student senate and other campus decision-making groups.

- Presentation of results of research and evaluation activities of the prevention program to the public through local media and public meetings.

- Periodic review meetings and special recognition events for local supporters of the prevention program.

- Utilize evaluation data to modify efforts.

HIGH LEVEL OF COMMUNITY OWNERSHIP (9)

Goal: Maintain momentum and continue growth.

- Maintain local business and community support and solicit financial support.

- Diversify funding resources.

- Continue more advanced in-service training of professionals and paraprofessionals.

- Continued reassessment of targeted groups, of sexual violence-related problems, and of progress.

- Use external evaluation and feedback for program modifications.

- Track outcome data for use with future grant requests.

- Continued update on program activities and results provided to community leaders and local sponsorship groups, and periodic stories through local media and public meetings.

- At this level, the community has ownership of the efforts and will invest themselves in maintaining the efforts.

Another resource for this work

The pilot project was not the first time that the community readiness model has been applied to sexual violence prevention. DeWalt (2009) also tailored the same community readiness assessment tool to guide her primary prevention of sexual violence in Racine County. She wrote a dissertation about the process and results of this work in two communities: one urban, one rural. She was partnered with a single sexual assault center that served both of those counties. In her work with the readiness assessment, she used a team approach, as you might decide to do. The five-person team included four individuals who identified as white and one person who identified as a person of color. All interviews were completed by three of the team members, audio-taped and transcribed. The fourth and fifth members of the team conducted the scoring and rating procedures. These were not conducted on college campuses and primary informants were selected to represent a broader range of individuals found in the community. In the table below, you can see the readiness scores for the two counties as well as the suggestions she had for next steps (Dewalt, 2009).

County	Readiness Score	Suggestions
Rural Racine County, WI 95.9% Caucasian, 5.1% poverty level (ind)	5 interviews completed: Vague Awareness	Build meaningful relationships with community leaders and clearly demonstrate impact SV has on their local community; use media campaigns (MyStrength, Do You Ask? Bringing in the Bystander) to provide concrete strategies about how they personally can have an impact on incidence of SV
Urban Racine County, WI 68.9% Caucasian, 13.9% poverty level (ind)	8 interviews completed: Vague Awareness	

What's next?

We hope you are reading this with a sense of excitement about the range of possible strategies for your important prevention work. Your ideas will be far more powerful and exciting if done in partnership with campus leaders. The next chapter outlines key considerations for creating strong partnerships that emphasize the development of campus leaders for sexual violence prevention.

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Chapter Three

Partnering With Campus Leaders

Defining partnerships and collaboration

The readiness approach emphasizes working together with campus leaders to engage more of the campus community in the work of preventing sexual violence. This chapter will provide some resources on developing partnerships and fostering collaborative work on campus.

The noun part·ner·ship (pärt´nər-shĭp´) is defined by The American Heritage Dictionary (2000) as "A relationship between individuals or groups that is characterized by mutual cooperation and responsibility, as for the achievement of a specified goal."

These are big buzz words. What do they mean?

The noun part·ner·ship (pärt´nər-shĭp´) is defined by The American Heritage Dictionary (2000) as

"A relationship between individuals or groups that is characterized by mutual cooperation and responsibility, as for the achievement of a specified goal."

Regarding collaboration, the National Network on Collaboration (1995) states:

When beginning the journey, it is critical that all existing and potential members share the vision and purpose. It is this commonality that brings members together to focus on achieving a mission. Several catalysts may initiate collaboration — a problem, a shared vision, a desired outcome, to name a few. Regardless what the catalyst may be, it is critical to move from problem driven to vision driven, from muddled roles and responsibilities to defined relationships, and from activity driven to outcome focused…Building relationships is fundamental to the success of collaborations. Effective collaborations are characterized by building and sustaining "win-win-win" relationships — the kind of relationships where expectations are clear and understood by all members of the collaboration and by those who are working with the collaboration. (p. 1)

Building partnerships is an investment in personal relationships. Relationship-building is at the core of all sexual assault services, and probably something you are already highly skilled in. Let's look at what it means for this approach.

Reasons for working together

Central to the public health model of the primary prevention of sexual violence is a shift in responsibility for ending sexual assault from individuals to the community at-large. This, too, is the updated goal: all activities are aimed at helping college campuses sustain sexual violence prevention efforts.

Working together benefits your agency's mission[1]

Building strong and egalitarian partnerships is considered best practice in primary prevention. In a guidebook entitled, *Engaging Communities in Sexual Violence Prevention,* Curtis (2007) lists multiple benefits of engaging representatives of the entire campus community at the very beginning of your work on campus:

- Buy-in: When community members feel engaged in a process, know their voices are heard, and believe that their ideas are being incorporated into the planning, they will be more invested in the success of the strategies.

- Sustainability: True community-based initiatives build leaders. Individuals are given skills to do the work at hand and feel invested and encouraged to do so, which combined with buy-in, will allow the initiative to endure over time.

- Resource Sharing: Community members bring vast knowledge, expertise, and resources to the table. In the long run, engaging community members will save time and effort, even though it may seem time consuming in the beginning.

- Necessity: It will take the entire community to address the complexity of the issue of sexual violence and its causes. Many of the factors that contribute to this issue are ingrained in the fabric of the campus's unique history, culture, and traditions; therefore it will take a united effort to impact sexual violence. (p. 10)

In addition to these reasons, direct involvement of campus leaders will promote inclusion of diverse cultural beliefs, practices, and community norms — leading to culturally appropriate and relevant prevention activities. There are excellent reasons for focusing prevention efforts on developing partnerships with representatives of the entire campus community. However, how can you get campus leaders interested in this partnership?

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1 From *Engaging communities in sexual violence prevention: A guidebook for individuals and organizations engaging in collaborative prevention work* by M. I. Curtis, [2007], Austin, TX: Texas Association Against Sexual Assault. Copyright 2007 by Texas Association Against Sexual Assault. Adapted with permission.

Working together benefits campus missions to promote student success

Your agency offers valuable expertise that can promote health and scholarship on campus. It may be helpful to keep in mind the overall goal of higher education and figure out how prevention activities can be relevant to these goals. In his classic article entitled *The Goals of Higher Education*, Keniston (1960, p. 565) states, "the development of an informed, responsible citizenry and the preparation of every boy and girl for a personally satisfying and socially useful career" as the broad goal for colleges and universities. You might also look at the mission statement of the campus to understand its specific priorities and values.

In the pilot test of this project, we found that promoting student leadership, civic engagement, and community service were common themes of campus missions (see below), therefore, we emphasized how activities offer opportunities for students to develop leadership skills and apply themselves through community service.

From Pilot Sites

University Mission Statements

- "...is committed to a liberal education, prepares students to be active leaders and participants in a changing world."

- "...recognizes that good citizenship, civic leadership, and full participation in an information-based, global society are a function of educational excellence...the Y campus fulfills its mission by providing its students with opportunities to develop leadership, a sense of civic engagement and public service, global awareness, and a commitment to academic excellence."

- "...educates students in a diverse environment and prepares graduates to apply knowledge to achieve their goals, advance their professions and serve their communities."

Although the ultimate goal is for campus members to sustain their own prevention activities, your entire agency will always have a critical and ongoing role in sexual violence prevention work on campus. I thought you would enjoy this (to shake off your weirdsConsider both pragmatic and ethical implications of working together when initiating discussions with campus representatives. In addition to the fact that the approach is consistent with the goals of higher education, here are five additional reasons campuses may want to work with you:

- Colleges and universities have a vested interest in developing good partnerships with organizations in their surrounding communities. If you frame prevention work as a university-community partnership, it may be possible for some of your collaborators to "get credit" from their departments, employers, or professors for their contributions to joint efforts.

- Federal and state policies require campuses to address sexual violence. Almost all of these policies suggest that campuses work with other experts and organizations to facilitate the provisions of the bills/ mandates. Your agency is familiar with the policies, and is linked to resources — including national and international violence prevention and anti-sexual violence movements — on how to best implement them.

- Alcohol use and abuse and sexual violence compromise the ability of institutions of higher education to attract and retain students and employees. Your agency can connect members of the campus community to a variety of programs that — either by stopping sexual violence before it happens or by preventing long term effects of victimization — can reduce the effects of violence that might interfere with learning, work, and other academic or career goals.

- Professors and others on campus are first responders. Research suggests that even when survivors are unwilling to tell authorities or family members, they may tell professors or friends about experiences of sexual assault. (Branch, Hayes-Smith, & Richards, 2001). Often, professors are not sure how to handle these situations. Your agency can help train administration, faculty, staff, and students to respond to disclosures of sexual violence to effectively address issues at hand.

- Students and other campus community members have a long history as agents of change. Students are particularly likely to be present in situations where they can intervene, for example taking action during

a specific incidence of alcohol-related sexual assault. Your agency can develop student leaders and encourage active bystander behavior and promote healthy and respectful social norms.

Do some research. In addition to these general reasons, there will be details relevant only to the specific context of the campus where you would like to focus your efforts. Additional information may help you appeal to the unique motivations of individuals in your campus community.

Identifying and recruiting campus partners

At any stage of community readiness, the work of building readiness will require recruiting, engaging, and sustaining a core group of active collaborating partners. If your campus readiness assessment results are between Stage One and Stage Five, however, even identifying potential partners may create a challenge. Campuses at Stage Five or above of readiness may have some already established groups that care about this issue. This would be an excellent starting point for identifying and recruiting allies. However, even when significant readiness for sexual violence prevention exists on a campus, there may be good reasons to reach out to and include additional campus partners, especially leaders and influential individuals.

Identifying potential partners (Curtis, 2007)

As with all community-based change initiatives, partners need to be diverse and representative of the community. The target audience includes the entire campus — individuals such as student club officers, athletic team coaches, and high-level administrators — and not just those who are part of the official response to cases of sexual violence.

When reaching out to partners and organizing initial groups, ensure that a variety of voices can be heard. Consider, for example, issues of race and ethnicity, socioeconomics, gender, sexual orientation, gender expression, ability, and geography (e.g., if a campus is divided into quads or campuses) as well as areas of expertise or influence. When you are trying to identify potential campus partners, think of the following questions:

- Who has a stake in violence prevention?
- Who is doing prevention work in other fields (e.g. substance abuse, stress, academic failure)?
- Who has access to populations or resources?
- Where are prevention efforts needed most?
- Who wants to be involved?
- Who is doing work related to any of the root causes of sexual violence (e.g. sexism, racism, economic inequality)?
- Who is already supportive of your efforts and might be a good ally?

Recruiting partners

Before you try to convince people on campus that they should work with you to prevent sexual violence, think about why most people attend an event or join an organization. Throughout his career in community organizing, Michael Jacoby Brown (2006) has asked hundreds of people why they joined a group. He reports that the vast majority of people attend an event or join a group because a person asked them. Some individuals join groups after learning about it via some sort of public media, and a unique few people go looking for groups to join. Brown advises that while you can try all kinds of things, such as letters, flyers, newspaper ads, mass emails, social media, Public Service Announcements, "what works, over and over again, is one person asking another person" (Brown, 2006, p. 139). The readiness approach is about building relationships. More often than not, strong relationships start with a personal invitation.

The Texas Association Against Sexual Assault has some very helpful suggestions for inviting people to this work. Curtis (2007, pp. 11-14) suggests:

- Relying on Personal Connection: People are more likely to do something for someone they know and like than they are for someone they've never met. Identify any connections between campus community members and your agency's staff, family members, volunteers, board members. If you can, have that person make the initial call to explain the project. Additionally, make sure each individual knows why you are approaching him or her specifically. Did someone else in the community mention them as a leader? Do they have a specific skill or experience that would be an asset to sexual violence prevention?

- **Framing the Issue:** Not everyone will respond to the same approach as to why they should get involved in the prevention of sexual violence. For some, appealing to their common humanity is enough; for others, it will require making personal connections, hearing stories from survivors, or even appealing to the bottom line (i.e., the actual monetary costs of sexual violence). Because some people do not react well to the term "sexual assault," you might emphasize sexual violence prevention initiatives as an opportunity to promote safe and just campuses.

- **Use Mission/Vision Statements:** One way to help frame the issue is to create a working mission statement for the workgroup. The process of coming up with the mission statement early on will help you to clarify what it is you are seeking to do on this specific campus. It will also help develop your 60-second "elevator speech" to use when you are approaching potential campus partners.

- **Open Invitations:** Even with extensive community knowledge and some of the best connections, you may not be able to identify everyone who would be appropriate for the partnership. You might try open invitations to a first meeting or information session. An open invitation might attract a roomful of people or only a few individuals. Regardless, they are people who you might not have encountered otherwise. Take their feedback seriously and invite them to join the workgroup or continue giving input in other ways.

- **Looking Beyond Partnership Involvement:** Of course, not everyone you approach will be able or willing to participate in a workgroup. Try to keep these people as allies via other actions such as donating money, offering space for meetings, making connections to other potential partners, or certain kinds of technical assistance. If they have experience in marketing, evaluation, or some other needed area, perhaps they would be willing to train workgroup members or review documents/plans and offer feedback. Everyone has a part to play and that this is a key time to begin building those relationships.

- **Engage Your Agency's Volunteers:** Volunteers have long been a key resource for serving victims of sexual assault and your volunteers may be a similarly critical component for primary prevention efforts. There may be individuals in your community who would like to get involved with your organization but are intimidated by the thought of working the hotline. Think about opening your campus readiness building work up to existing volunteers and also including the option to work on the local college campus in your efforts to recruit new volunteers.

Defining and building membership over time

Regardless of what your campus readiness assessment results, who makes up your partnership, and where you decide to target your efforts, you will need a vision and a structure for working with campus partners over time. In our discussions and thoughts about working with campus leaders to prevent sexual violence, we will use the term workgroup to describe any set of individuals with whom you partner to do this work. Although our experiences in the pilot study suggest that this workgroup may be a something new that you develop with your campus partners that may not always be the case. Depending on the campus you are working on, the workgroup might start out (or remain) as a subcommittee of an existing group — such as the College Judicial Review Board or within the Peer Education Program. Whether you create a new entity or work within an existing group, you will want to help shape a vision and structure for your efforts to sustain primary prevention of sexual violence on campus.

A vision for prevention on campus

After all of the effort taken to actually get people together to discuss how to prevent sexual violence on campus, you might be wondering, "now what?" We hope you will figure out creative ways to engage campus leaders at every step of the process so that prevention efforts are truly community-driven. As a starting place, you will want to model values of acceptance and inclusiveness that allow people to get to know one another as individuals. Your first few meetings — which may take place over a number of weeks or months — will be a way for people to begin connecting and "gelling" as a group. Meaningful participation of campus leaders, in itself, is the most important goal of your first few meetings. If meaningful participation is fostered over time, your group will have a better chance at developing a shared vision and understanding of risk and protective factors for sexual violence on campus.

Facilitating meaningful participation

At the core of meaningful participation is a sense among participants that what they have to share is important and valuable. If individuals feel valued, they will be able to, in turn, value other people's ideas — even if they are very different — and be creative and honest. One way to create a safe place for this kind of interaction is to use ground rules consistently. It is important to create a structure for meetings at each and every gathering, especially if the meetings are open to the public and may have new members attending at every meeting. Ground rules function as an agreement for appropriate behavior in meetings. Be sure that all group members understand their responsibility for abiding by and reinforcing the ground rules. When facilitating discussion be careful that you yourself model how to follow and

enact the ground rules. Throughout your meetings listen, share your thoughts, and respect others. You do not have to provide answers or deliver inspiring performances to be a good leader. Consistency promotes fairness, builds trust and is key to leadership and other successes.

Sample Ground Rules

Write your ground rules on a poster that you display and reference at the beginning of every meeting. Or, print out copies on strong paper and pass out and collect at the beginning and end of each meeting. This can become a part of the group process.

- Everyone will have an opportunity to share.
- Please listen to what others say.
- Please share your thoughts; they may wake up someone else's creativity.
- Respect the comments of others. Each person's comments are their personal beliefs, feelings, and perceptions. There are no right or wrong answers to the questions.
- Respectful and constructive comments are encouraged. Please do not criticize or attack each other. Remember, this is a process of POSITIVE change.

Take care when planning your meeting. If your group has students, faculty and administrators, consider what is comfortable and convenient for all the different members involved.

Because you have diverse groups, you will need to balance differing wants and needs. For example, while a daytime meeting might work best for paid university staff, it may interfere with students' class schedules; an evening meeting, on the other hand, might be hard for students or university employees with family obligations.

Consider the comfort and accessibility of the space for various groups you may want to engage, keeping in mind that the places that are most convenient to administrators or faculty may not be most comfortable to students and vice versa. One solution is to use a democratic process that allows all members to nominate and vote upon a single neutral location for all meetings. Another option is to rotate meeting locations. Whenever possible, use seating arrangements that allow everybody to see each other's faces and hear each other's voices. For working meetings, make sure writing surfaces, paper, pens and other supplies are available.

Another strategy for facilitating meaningful participation, which simultaneously honors diversity, is to rotate responsibilities for each meeting. Do not make the mistake of being the only one to welcome others, pass out agendas, write on flipcharts, send out reminder emails, lead discussions, or give reports. While you do have a deep understanding of sexual violence prevention and have developed expertise in community outreach and working with groups, other individuals will bring ideas, energy, and skills to the group. Use those resources wisely so that they will be renewable. In addition to sharing the substantive work of the strategies you develop to prevent sexual assault on campus, start by sharing the control and work of leadership. At the end of each meeting, have members volunteer to take on any of the following responsibilities for the next meeting:

- Passing out materials (e.g., minutes, agendas)
- Bringing a snack
- Facilitating discussion
- Writing the group's ideas on whiteboard/flipchart
- Summarizing next steps
- Hosting or choosing time and securing space for the next meeting
- Taking notes, typing up, and distributing minutes

You might want to create a rotating notebook for each responsibility. The first page can have a list of expectations and helpful tips, and the remaining pages can be used for each person to sign, date, and leave any comments for the next person. Not only does this provide connection and accountability, this type of documentation can even serve a process evaluation function, by tracking your group's activities (who, how, what is done) and observations — in members' own words — over time. There is a guide in the Appendix to assist in this process.

Using structured activities to sustain engagement

The frequent, even ritualistic, use of structured activities can help in facilitating meaningful participation over time. Think of these as games that promote interaction, personal expression, and disclosure. We recommend structured activities to ensure that everybody in the group plays an active role in: 1) maintaining positive group dynamics, 2) generating ideas, and 3) setting priorities and making decisions.

Creating a tradition for introductions or "check-ins" is a good way to acknowledge individuality and build rapport among group members. At the beginning of the meeting, have each person state her name and respond in one short statement to a framing question. For example, *what do you like best about Spring (or the current season)?* It is important that each person answer in a single sentence without getting into a long conversation; people who are interested in the details can talk further after the meeting. It is also perfectly acceptable for someone "pass" during the check-in. This kind of check-in is very useful if meetings will be open to the public or when new representatives and individuals are present at meetings.

Keep in mind that you are not the only one who should promote teamwork in your group. As mentioned in the previous chapter, roles should rotate over time. You might ask partners to sign up to facilitate an icebreaker or closing for each meeting. Or at the beginning of each meeting, you might ask for a volunteer or designate a person — even on the spot — to come up with the question for the check-in. Bellman and Ryan (2009) provide a discussion of additional check-in and introduction ideas at http://extraordinarygroups.com/blog/check-ins/. In the development pilot, we used a more extended version of a "check in" adapted from the Virtues Project shown in the box below. Although it would not necessarily work as a beginning to each meeting, it might be appropriate at certain gatherings.

Icebreaker: Virtues Affirmation Interview

The following exercise — adapted from The Virtues Project (2007)[2] — can help individuals begin to understand each other and appreciate the personal resources they bring to the group.

- Post the following questions on a large piece of paper in a visible location on the wall. Have members of the group choose a partner. You may also assign partners; and you will probably need to help facilitate the pairing off process in the case of an odd number of participant or if people are reluctant.

  1. How do you spend your time and energy? What "hats" or roles do you wear?

  2. In three words, how are you, really?

  3. On a scale of 1 to 10 (10 being highest), what is your current stress level?

  4. What stresses you? What is one of your biggest challenges? Is there any aspect of your life that feels overwhelming?

  5. What in your life blesses you, nurtures you emotionally and spiritually? What activities give you a sense of joy and wellbeing?

  6. In seeking to balance your life, describe one change or boundary that would make a great difference?

  7. What attracted you to come today? What are you hoping to gain from this meeting?

- Instruct the participants to take turns interviewing one another, asking each of the questions of one person, and then switching roles. Be present to one another without writing. Do not say anything except to read the questions. At the end of listening to his or her answers, each Interviewer should give his or partner a virtues acknowledgement, which means to tell him or her three positive things they have learned about them.

- Give the participants at least 15 minutes to complete the exercise, directing them to switch roles after seven minutes. When the time has elapsed, bring the participants back to a large group and ask them to share their reactions. What did it feel like to do this exercise? What did they learn about the other person? About themselves? What implications does it have for working together?

2 From Are You Ready? by The Virtues Project, 2007. Copyright 2007 by The Virtues Project International. Adapted witth permission.

Structured introductions set an expectation that everybody's voice will be heard in turn. Although not everybody likes to speak, it may be especially important to draw out some of those quieter voices. People who speak less are often very good listeners and can have very insightful reflections and extensions on ideas that have already been mentioned. It is critical to engage those members of your group who may not necessarily speak out spontaneously. By structuring opportunities where everybody has to say something personal, people become primed to speak and become more comfortable doing so.

In addition to cultivating connections and rapport among group members, structured activities are useful for delving into difficult topics such as sexual violence. Structured activities with a focus on substantive topics have a different purpose than check-ins or icebreakers. Rather than simply getting people "warmed up," these kind of brainstorm sessions or facilitated discussions function as a way for campus partners to begin the challenging work of stopping sexual violence. These structured activities must do more than generate conversation; they should be designed with particular outcomes in mind. To achieve a particular result, such as a compilation of ideas, brainstorming sessions often require a substantial amount of time and skilled facilitation.

It is particularly important to think carefully about the best way to conclude structured activities that pick apart sensitive topics such as sexual violence — or even consensual sexual activity, sexual orientation or gender expression. If participants shared very personal beliefs or experiences during the discussion, they may end the session feeling vulnerable. Making a statement that connects people's contributions to a specific goal or purpose can provide validation, relevance and worth. When grappling with the subject of sexual violence, it can be comforting to know that — while each person's revelations and reactions will be unique — she or he is not alone with their feelings and questions. Be sure to provide your agency's hotline number for anyone who may want to talk further about feelings or questions related to this work.

Group Activity: Getting to the root of sexual violence

This exercise — adapted from Curtis (2007)[3] — is a good way to get a beginning sense of what people identify as root causes of sexual violence.

Divide your participants into small groups (no more than five people) and spend about 15 minutes talking about what they think contributes to or causes sexual violence.

When doing this exercise, remember to talk with the group about the difference between root causes and situational factors related to sexual violence. Otherwise, participants may give a lot of answers that focus on certain individual's behaviors and less on what actually causes or contributes to the violent act.

After they've had some time to discuss this, bring the group back together and discuss the various answers that were given. Let each group report back, and write their answers on a flipchart or a dry erase under a heading that is only the letter A. Draw connections between similar answers, and discuss how, then, if we want to end sexual violence, we need to address these contributing factors.

Next, give the groups the same amount of time to talk about what a community without sexual violence might look like. You can even give them some prompts:

- How would relationships be different?
- Day-to-day life?
- Advertising?
- Conversations?
- Work?

3   From *Engaging communities in sexual violence prevention: A guidebook for individuals and organizations engaging in collaborative prevention work* by M. I. Curtis, [2007], Austin, TX: Texas Association Against Sexual Assault. Copyright 2007 by Texas Association Against Sexual Assault. Adapted with permission.

Again, bring them together to talk about some of their ideas of how their community would be different. When you've got a big list, point out that the first exercise is condition A and this exercise is condition C. Now, ask them to brainstorm possible routes to get from A to C in their small groups. When this is complete, explain that condition B is all of the strategies that will get from point A to point C (i.e., condition B is prevention).

This activity not only helps people grasp the basic concept of sexual violence prevention , but also helps begin the dialogue about causes, strategies, and goals. It is a great opportunity to hear people's thoughts and learn about each other's perspectives. Moreover, by beginning to look at the world you want to build, you can bring a focus to the positive, healthy aspects that you want to promote, rather than only thinking of the problems you are trying to address.

Information gathering and priority setting are one more set of structured activities that are ideal for group work. Resource or asset mapping, appreciative inquiry, community surveys, focus groups and — over time — even an annual community readiness assessment are all activities that can be wonderful experiences for groups of committed and invested individuals.

Those activities are comprised of a set of smaller tasks (e.g., come up with a list of five open-ended questions for a focus group, conduct two interviews, ask 10 of your peers to complete a survey) that can be delegated to dyads or small teams, where each team's contribution is critical to the end result. Dot polling, pro and con lists, and other priority setting exercises are another way to engage many participants in making important decisions. While these topics are beyond the scope of this chapter, we do want to encourage you to adapt bits and pieces from these kinds of applied research methods and management practices. During the pilot project, we experimented with Browne, Gebhardt, and Kish's (2004) affirmative inquiry and asset mapping activities (see inset box), and encourage you to look at other people's use of these methods for inspiration in your own work.

From Pilot Sites

Very close to the time that you share the results of the readiness assessment, you may want to build in a structured activity that encourages people to interact with your findings and use a strengths-based approach to identify campus community assets for next steps. An asset map will result honor difference and identify commonality. To do this activity, you will need:

- The results of your campus readiness assessment
- A laminated map of the world — can be re-used in different settings
- A map of the campus — this can be hand-drawn and is a task that can be given to another partner to increase engagement
- Different colored or shaped stickers/flags/pins to place on maps — 5+ stickers per person
- A Campus Prevention Asset Map — this is where you can get creative. You need a large piece of white paper where people can put sticky notes with ideas on them. At the end, this visual will also be used for dot-polling. At the top of the paper, write the name of your college or university across the top. Using the rest of the space, divide it into four sections. You can be creative with how you arrange your sections. You can draw a river, a path, an athletic field, a galaxy with various "destinations" along the way
- Many sticky notes — at least 25 sheets for every 3 people
- Sticky dots for dot-polling at the end — at least 3 dots for each person

The goals of this activity are to use data gathered during the assessment phase to:

- Begin a process of meaningful participation with potential partners
- Reflect back to the community what you learned
- Generate hope/inspiration/possibilities
- Identify resources/where capacity needs to be built
- Brainstorm appropriate strategies for future prevention work.

Step 1: As people come in, make sure that they receive an individual welcome/greeting. Give people a flag/sticker and direct them to the maps. Instruct them to:

- Attach a flag to indicate where you were born or grew up as a child (the place you associate with home when you think of your childhood).
- Place on the campus map a dot where you work and a heart sticker on a place outside of the residence/office but on campus where you love to go, where you connect in a meaningful way with others who live and work here.

You can encourage people to stand and chat by the maps. You can do this by modeling it (i.e., stand by maps and strike up conversations, if/when you are not greeting incoming people)

Step 2: Once you have a big enough gathering, get peoples' attention and say: Today we are going to think about what we learned from our campus readiness assessment interviews and how we can use that information to move forward. But before we get started, let's see who is here and where we came from. Ask participants to introduce themselves to the group by describing where they placed their heart sticker and why. Use something like SLIDE 1 from the Appendix.

Step 3: Set expectations for respectful conversation. If this seems silly to do with adults, remember that you have been working on these issues so long that you may have become somewhat desensitized. However, almost everybody has various triggers to talking about sexual assault that can cause reactions such as defensiveness, which are important to manage — especially if you hold an open meeting. It helps to address this, even in passing, in order to provide a safe space for everyone — including you. You also want to model this as a way to promote respect in discussions among diverse groups.

Step 4: Review the five dimensions of campus readiness. This session will work best if you have already presented your campus results in a previous setting and can keep this short. You might also consider bringing along a handout that provides the results in written form. Explain that your group now has some baseline information and today's challenge is to start planning a way to increase each of these dimensions.

Step 5: Divide people into groups of three to five individuals. Tell them that they will be brainstorming ideas and writing them on sticky notes. Ask them to — within the limit of the small paper — write large/clearly enough so others will be able to read. Point out your Asset Map and describe the theme.

- Step 5A: Display a visual of Dimension D: Support for Campus-Wide Prevention Efforts. Ask participants to work in groups to brainstorm at least three core strengths for supporting prevention efforts that currently exist on campus. Think creatively about the most important campus resources. Discuss what are the people, time, money, space, etc. that need to be engaged to make sexual assault prevention work more effectively here? Write your group's top 3 answers (one support per note) & ask one person to place on the "Inspiration Map" in a section labeled "A Place With Many Assets"

- Step 5B: Display a visual of Dimension B: Knowledge About Sexual Violence. Ask participants to work in groups to share their thoughts about the best ways to expand knowledge about sexual violence. Ask each group to list their top three ideas (one per note card) and place these on the "Inspiration Map" in the section labeled "A Place Where People Value Knowledge."

- Step 5C: Display a visual of Dimension C: Campus Climate/Attitudes About Sexual Violence Prevention. As participants to work in groups to share their thoughts about what the campus would look like if the campus demanded accountability. Record on post-it notes

three visions of your campus as an empowered and responsible campus. Then, have one person from each group place those notes on the Asset Map in the section labeled "A Place Where People Take Responsibility"

- Step 5D: Display a visual of Dimension E: Campus Leadership. As a group: generate some ideas about specific individuals or groups who are leaders on campus. Then, discuss specific action steps to strengthen the extent to which campus administrators and influential community members support sexual assault prevention efforts. List the top three actionable ideas from your group (one per card) on the Inspiration Map in the "A Place Where Leaders Support Prevention" destination.

Step 6: Bring the attention back to a larger group discussion and put up a visual of Dimension A: Sexual Violence Prevention Activities. Use this category as an opportunity to recognize the hard work has been done on the campus. Tell your participants you want to take some time to honor the successes before thinking about trying to prioritize a way forward. Then, mention at least three positive things that you know the campus is doing regarding sexual violence (you will need to make sure you have these ideas fully clarified before the meeting). No matter what those things are — or how much you think they could be improved — focus on the positive. Ask the participants if there are other successes on campus they'd like to recognize.

Step 7: Ask individuals to take their five dots to the Asset Map to identify the assets on the map that they see as most vital to the future. Ask them to five sticky dots on the ideas that you see as highest potential and impact, and that most attract your own commitment. Tell them: "each person has five votes to divide as they wish. You can place all your votes on one idea, or you can try to spread them across the map; it's up to you. Just be sure you are putting dots on the things you think are most worthy of the group's commitment."

Step 8: Closing and commitment. Consider doing a closing circle activity where you pass a symbol. Invite people to share something that they found particularly useful about the session. They can then speak as they receive the object or pass. Alternatively, or in addition, you can ask people to complete a personal reflection and (e)valuation form (see Appendix) or a commitment card on which they write down one specific thing they pledge to do to help address the problem of sexual violence on campus.

Crafting a mission statement

Eventually, you will be ready to write a mission statement that represents your group's vision for prevention on campus. Developing a workgroup mission statement is an opportunity to come to agreement about the basic purpose of your work together. It is not hard to do, but it will require time. You should schedule an entire meeting for this work. Keep your mission statement short and clear. It should contain active verbs and include simple ideas rather than jargon or technical terms. Facilitating meaningful participation, structuring engaging activities, and crafting a mission statement to clarify a shared vision will put the partnership on a solid foundation for future prevention work.

Structuring the campus prevention workgroup[4]

Following the important work of building community and common cause, you will need a more formal process for prioritizing among many possible strategies and for making decisions related to executing those strategies. Given that the primary focus is to *mobilizing the entire campus*, it is important to keep campus sustainability in mind as you plan your next steps. Be sure that you have taken all the steps you can to bring diverse players to the table, because the structure of a workgroup will be defined by who is at the table. For example, if your partners represent, with considerable depth and breadth, a wide variety of groups on campus, it might make sense to conceptualize and structure the partnership as a campus workgroup. If your partners are primarily students, a student organization structure might be a better fit.

The number of and identity of workgroup members is one piece of the overall structure, but there are a number of other elements, such as meeting procedures, decision-making, leadership, staffing, that define structure. Small details can contribute to — or detract from — the meaningful participation of diverse members. Do not make the mistake of not being explicit about your group's structure. Use a thoughtful process for group members to discuss and resolve the following kinds of questions during the earliest stages:

- What does it mean if the sexual assault crisis center (or any other single entity) pays for group meeting materials (e.g., donuts, flip chart paper, etc.)? Who should be responsible for material goods?
- Does the group want to meet, for example, at 10:00 a.m. on Mondays? Who does this exclude?

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4 From *Engaging communities in sexual violence prevention: A guidebook for individuals and organizations engaging in collaborative prevention work* by M. I. Curtis, [2007], Austin, TX: Texas Association Against Sexual Assault. Copyright 2007 by Texas Association Against Sexual Assault. Adapted with permission. http://www.taasa.org/prevention/pdfs/TAASA_ECGuidebook.pdf.

- Does the group want the preventionist to chair the meetings or does the group want to elect a chair? Should chairs rotate every year?
- Should anyone be allowed to attend workgroup meetings? What will be the criteria for membership in our group?

Next, we present several important elements of group structure to consider as you organize, advise, and participate in the workgroup: communication, decision-making, leadership development, and education.

Communication

The issue of communication is very important in running a workgroup. Consider the impact of who controls and shares the information relevant to your work. For example, if important information comes to your attention between meetings, how will you communicate it to members of the group and when? If certain individuals are given that new information immediately and others aren't given the information until the next meeting, what does that say about the relative importance of workgroup members? Likewise, if certain people are given the information in person or via telephone and others through e-mail, what does that say? Consider how you can best communicate with all members in the same way and at relatively the same time. Ideally, let the group as a whole decide how communication should be handled.

Decision-making

Like communication, shared decision making is another key component of collaborative partnerships. It should not be the job of one facilitator to gather information from the workgroup and make a final decision. Members need to have genuine involvement in decisions about the direction of prevention efforts because these efforts will impact the community. How will you make choices when there are many possible alternatives? There are two primary ways that decision-making is handled — consensus-based decision making and democratic decision making — and you will want to gather information on both approaches (as well as any other you are aware of) and choose the approach that best fits your group's preferences.

Leadership development

Efforts should avoid token involvement and fully involve all campus members, including students, in collaborative efforts. This means that there will have to be a way for all involved parties to gain the necessary knowledge and skills to participate fully. This process can be understood as *leadership development*, a process of deliberately passing skills and opportunities to students and

others so that they can take active roles at the forefront of prevention efforts. Developing campus leaders is central to the goal of sustainable prevention on campus because the continuation of the work is not dependent on one person or small group of people. Student members or volunteers should be required to take the lead or be involved in the following:

- Meeting planning and facilitation
- Community assessments
- Meeting with potential community partners
- Researching prevention efforts in other parts of the state or the country
- Staying up to date on current prevention-related literature
- Attending meetings of related coalitions or workgroups

Education

Members of the workgroup will need to have up-to-date information about sexual violence and effective prevention concepts. It is important that the entire group is given the same information about the nature, consequences, and dynamics of sexual assault. Given the importance of education in this work, Educating Campus Leaders is a Level One activity, and has its own chapter in this manual.

Formalizing roles within the workgroup

Over time, you may want to formalize responsibilities and establish accountability for members of the workgroup. As already mentioned, you should incorporate ritual and rotate specific responsibilities among members as soon as possible to make sure everybody is invested from the very beginning. However, sooner or later it may be better for individual group members to assume particular roles for longer than a single meeting.

By virtue of being campus-based, the workgroup may experience a notable amount of turnover over time. As new students arrive on campus and older students move through their studies and graduate, there will be a need to continue transferring leadership roles and skills. In addition, since college and university campuses are organized around many discrete periods of time (e.g., quarters, semesters), there will be cyclical changes in student and faculty (and to a lesser extent university staff) class schedules and workloads. Finally, your own agency may experience turnover as staff are promoted and/or move to other positions. For all of these reasons, defining and formalizing roles can help fill in existing needs or gaps that emerge when one or more people leave. For example, if specific responsibilities are defined and delegated to a

"communications coordinator" within the workgroup, if that person leaves the group, you will be able to give specifics and expectations to a potential replacement. Because all workgroups may have a continuous flow of members in and out of the group, the campus group might consider setting up an in-service training day once per year where each person serving in a defined role shares with the group what her responsibilities consist of and how much time it takes. Another idea for avoiding potentially damaging effects of natural turnover is to have two people serve in each role such that one person is always mentoring another.

Although it is important to create a structure to share responsibility for the work of organizing and facilitating the workgroup, you do not have to follow standard conventions when defining and formalizing roles within your group. You may decide to forego the president-vice president-secretary hierarchy and define positions based on tasks. Your group should exercise its own creativity to create leadership positions that reflect the diversity and unique qualities of your membership. Rather than simply having one or two people write out the roles and responsibilities into a set of job descriptions, use your group time together to generate a list of tasks and a logical procedure for assigning those tasks to certain roles. Although it can sometimes be time-consuming to have a group agree upon specific wording, putting this shared understanding into writing is also very important.

Some task-oriented roles for facilitating meetings — as an alternative to a conventional President, Vice President, Secretary, Treasurer model

DISCUSSION LEADER — Assures that each person who wants to speak is heard within time available. Keeps group on track to finish on time.

TIMEKEEPER — Keeps group aware of time. Monitors report-outs and signals time remaining to person talking.

RECORDER — Writes group's output on flip charts, using speaker's words. Asks person to restate long ideas briefly.

REPORTER — Delivers report to large group in time allotted.

Document shared understandings of roles and responsibilities within the workgroup in writing. Written documents have a variety of uses. Documentation will legitimize the partnership and help get recognition for all the hard work invested in the work. At the group level, this official language — along with contact information — can be used by the workgroup in promotional materials such as websites, fliers, brochures or grant proposals. Campus or community-based organizations that are represented on the workgroup may want to use the language in their respective reports to funders, Board of Directors, and the community-at-large to provide an example of their innovative and collaborative work. As for individual members, it not only heightens their profile on campus and recognizes their hard work; the formalized position gives them a concrete line item for their resume or curriculum vita.

Some thoughts about formalizing role expectations:

- Create job descriptions for leadership roles within the partnership. Place this information, as well as the contact information (e.g., name, organizational affiliation, email or phone) for each position, in a visible and accessible place for future use such as an archival binder, a Facebook page, Google Group, Tumblr, or on the website of your agency or partnering college/university.

- Obtain signatures of key partners on a Memorandum of Understanding (MOU) that describes the mission of the partnership, criteria and obligations of membership in the group, and the nature of relationship between key organizational partners — including your agency — and the campus-based partnership.

- Work to establish "bylaws" or governing rules that include 1) mandatory representation of founding partner organizations — including your agency; 2) descriptions of membership criteria and obligation and leadership roles/positions with the organization; 3) decision-making procedures.

Formalizing relationships will take time. You can start the process by focusing on your role. Come up with a statement such as, "For a grant proposal, we are giving examples of prevention work we do in the community," followed by "I was wondering whether we could come to agreement on a statement that characterizes the work I am doing on campus?" Then, you can suggest writing down everybody's roles in this way. Following that, you could ask decision-makers at each campus group/department whether they would be willing to sign a MOU. You can also mention the various ways the information will be personally useful to the individual members (e.g., on tenure and promotion materials, on job application/interviews, etc.) Continue to work on these documents over time. If there is resistance, create space and opportunities to figure out what the issues are and whether the partnership is truly worth pursuing.

Finally, remember that formalizing roles is another opportunity to _get creative_ with the workgroup. Once the group has developed some written materials, consider the use of ritual — a ceremonial "signing" of official bylaws, pass an actual baton, "crown" someone with their new role, or bake a special cake or other dessert — to celebrate these milestones!

When thinking about evaluating partnerships and workgroups, see the Appendix for a Partnership Synergy Assessment.

What's Next?

Depending on your local context and the conditions and resources on the campus, the workgroup will begin to select strategies for comprehensive sexual violence prevention programming. Because the workgroup will need training to best select and implement strategies, we turn next to educating campus leaders.

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Chapter Four

Educating Campus Leaders

Education as a part of a comprehensive approach

Sharing information and expertise is at the heart of the readiness approach. The original version of the this manual functioned as a curriculum or a series of workshops for increasing awareness, knowledge, attitudes among various campus groups and populations. The original manual included background information on the following topics:

- Campus-Based Sexual Assault Awareness Programs
- The Problem of Sexual Assault of College Students
- Connections Between Sexual Assault and Alcohol Use
- Federal Laws on Campus Crime

Drawing on this background as a foundation, the original version then provided presenter notes, worksheets, and other materials for training workshops aimed at

1. College men, including fraternities and athletes,
2. College women,
3. Campus police,
4. College administrators and campus judicial officers,
5. Healthcare staff, and
6. Faculty and staff.

Most of the original materials remain useful resources for the purpose of opening dialogues, raising awareness, and shifting attitudes on campus about sexual violence. However, with this updated approach, those kinds of changes are not usually your primary goal. Now, your long-term goal is to provide support and assistance to partners on campus so that they can take increasing responsibility for making those changes – and more – on campus. You may wish to share the original prevention activities, and even co-facilitate some of them with campus leaders who will be ultimately responsible for this work. The exception will be when overall readiness score is below Stage Three or the dimension stage score for knowledge about sexual violence (Dimension B) is below stage six. When overall readiness is low, you will have to start with a primary goal of raising awareness at campuses where there is widespread lack of awareness or denial and resistance to sexual violence as a problem.

When overall knowledge about sexual violence is low on campus, campus leaders might need for you to model some training aimed at increasing basic knowledge about the continuum of behaviors associated with sexual violence as well as its prevalence, effects, risk and protective factors.

While the updated approach is no longer a sexual violence education curriculum per se, education and skill building will remain an ongoing component of its approach. As a technical assistance and training manual, this fundamentally shifts the nature of your efforts. This chapter presents resources and considerations for using education as part of a larger effort to mobilize campus community support for the institutionalization of a comprehensive campus-wide approach to sexual violence prevention. The workshops you develop will not only increase awareness about sexual violence, but also help campus leaders and workgroup members understand the principles of effective prevention and become ready to select and implement their own prevention strategies to eliminate sexual violence.

Therefore, this chapter provides a "train-the-trainer" perspective, in which your goals are to develop leadership among individual campus groups and build overall campus readiness. This includes making sure individuals have a deeper understanding of basic concepts and guiding principles of primary prevention, as well as specific skills and knowledge necessary to carry out ongoing prevention efforts. This revision has drawn upon research and practice in:

- Comprehensive Prevention Approaches to Social Change
- The Community Readiness Model
- Community Partnerships and Collaborative Work

A shift from teaching to supporting long-term organizational change makes the scope of your work broader. The goals of the readiness approach are to increase knowledge, skills, and enthusiastic attitudes about primary prevention so that campus members successfully adopt long-term prevention strategies, education initiatives, and policies on campus. Even if you or your agency will not be responsible for carrying out the strategies, you can provide expertise

on sexual violence and prevention and use your campus organizing and community organizing skills to guide campus efforts to choose the best curriculum and build the supporting infrastructure to effectively implement it.

Planning overall strategy[1]

Fisher, Lang, and Wheaton (2010) developed a planning guide for training professionals in the primary prevention of sexual and domestic violence. The guide contains material, worksheets, and handouts on adult learner principles, the basic elements of training plans, how to refine and tailor training plans, preparing for evaluation and follow-up, and sustaining training efforts over time. From the section on developing your basic plan, they recommend:

- **Clearly identifying the needs or problems you want to address to help focus your efforts.** The campus readiness assessment will help with identifying needs or problems. You will also want review the assessment results about what is already happening on campus to ensure that you do not duplicate efforts (p. 19).

- **Using that focus to shape training goals and outcomes.** Goals reflect ambitious change that you believe you can actually accomplish. Outcomes are specific, measurable statements that let you know when you have reached your goals. Outcome statements describe the specific changes in knowledge, attitudes, skills, and behaviors you expect to occur as a result of your actions (pp.20 -22).

- **Deciding who to train.** The best use of your resources will be to start by training those whom you believe exhibit readiness — groups who are already connected to your prevention goals, already motivated to learn and develop new skills, and/or who have support and resources within their campus departments or organizations to apply what they learn (pp. 22-24).

- **Involving a diverse group of participants in developing your training.** Involving participants in training development can increase impact, enhance cultural competence, and boost sustainability (pp. 25-26).

- **Understanding the core topics that should form the foundation of your training:**
  - What constitutes sexual violence and dangerous drinking,
  - Primary prevention and the characteristics of effective prevention programs,

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1 From *Training professionals in the primary prevention of sexual and intimate partner violence: A planning guide* by D. Fisher, .K. S. Lang, & J. Wheaton, 2010, Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention.

- ◦ Risk and protective factors for a sexual violence perpetration and victimization,

- ◦ How to respond to disclosures of abuse. If you are using additional trainers, make sure that they also understand these topics (pp. 27-28).

- **Considering important organizational contexts in shaping your content.** It is important to look at potential barriers that could hinder the incorporation of new skills and to identify facilitators that may help promote new practices. For students, for example, can training on prevention be a part of a course project? For certain campus staff, can you consult with relevant organizations to see whether training activities can qualify for continuing professional education (CFE) credits? (pp. 28-29)

- **Recognizing individual readiness and levels of knowledge before you train.** Gathering information about peoples' motivations, knowledge and skills can help you tailor your trainings to build on current knowledge and fill in gaps. If done in a systematic way — for example administering short pre-test surveys to tailor the training and then giving the same survey post-test to reveal if participants learned what you intended — can be one way to evaluate the success of your training (p. 29).

- **Determining the resources you need to support your trainings.** This includes human resources (to plan, deliver, and follow up on all the trainings you plan to offer), technical resources (such as computers and software to produce training materials, coordinate schedules, and evaluate your progress; a laptop and audio/visual equipment to deliver the trainings), fiscal resources (funding to cover staff time devoted to your training plans, buy food, rent facilities), and promotional resources to market the availability of your trainings (e.g, website, mailers, newsletters, or other materials). Think creatively about getting some of these items covered through in-kind donations from affiliated departments or organizations on campus (p. 30).

- **Selecting the right trainers, those who have specific experience in training and not just substantive expertise.** Communications research shows that the messenger can be more important than the message in getting the attention and buy-in of an audience. Select people who demonstrate: 1) firm grounding in primary prevention, 2) knowledge of, experience in, and commitment to the specific content to be presented, 3) credibility with the people you are training, which includes experience, profession, position, and language similar to your participants, 4)

experience delivering content with cultural competence, and 5) experience dealing with possible disclosures of abuse from training participants. (p. 30 -31)

These considerations reinforce the idea that building readiness is an ongoing activity. Education efforts will not be planned, executed, and checked off the list in order to move on to the next item. Instead, every academic year will bring new students, faculty, and staff to the campus community — and they will all need to be trained. Having a well-developed and flexible training plan in place will allow you to continually train new campus members as well as re-training others. This plan can also help campus leaders and administration find ways to institutionalize this information — for example, by making training an ongoing part of faculty orientation, staff training, and ongoing professional development. However, because campus readiness is incremental change, you will need to consistently reinforce previous messages without falling into a repetitive pattern. At the same time, you want to keep campus partners aware of new and innovative strategies as they emerge. One way to do this is to revisit the purpose and goals of each session as a unique opportunity to add to the cumulative work.

Tailoring approaches to campus needs

The results of your campus readiness assessment will help determine the goals, target audiences, content and approach for each of your training sessions. By talking to members of varied stakeholder groups as part of your interviews and strengthening relationships on campus, you have already begun to ensure that your efforts is based in the reality of day to day life on the campus you are working on. In addition to considering the readiness-building goals that come from the scored readiness results, remember that participants will bring relevant knowledge and important experiences to the training settings. Use any specific information you learned from interview answers to develop examples and discussion topics that will be relevant to your training workshop participants. Using examples that are specific to your local community and campus is a hallmark of contextually grounded and relevant training. However, think carefully about the ethical and legal ramifications of sharing details of real-world survivors and offenders. The Oregon Sexual Assault Task

Force (2008a, 2008b) has developed recommendations for incorporating specific details from sexual assault cases into training, educational or media presentations, which can be found online.

Base the training content and activities on your audience and goals

Your training sessions might target various types of campus members or might attract individuals representing any combination of the following stakeholder groups:

- Existing Campus Organizations
- General Student Body
- College Men, including fraternities and athletes
- College Women, including sororities and athletes
- Student Leaders
- Campus Police/Law Enforcement/Security
- College Administrators
- Campus Judicial/Disciplinary Board and Officers
- Health and Counseling Services Staff
- Faculty
- Staff
- Alumni and other Donors

The community readiness score from your campus assessment offers one place to start creating goals. The table below matches readiness stage and associated goal of prevention strategies (Plested, Edwards, & Jumper-Thurman, 2006) to possible training content. These goals are still fairly general and you may want to further refine your specific learning goals or objectives for each educational workshop.

Goals from Campus Readiness Assessment	Possible Content for Training
Stage 1: No Awareness Raise awareness of sexual violence. **Stage 2: Denial/Resistance** Raise awareness that sexual violence exists on this campus.	All aspects of sexual violence: • Definitions and statistics • Continuum of sexual violence • Dynamics of sexual violence, especially acquaintance sexual assault • Perpetrator patterns • Access to care • Victim responses and patterns Ways to talk about the problem and solution: • Sexual violence is a public health issue • Sexual violence is a criminal/legal issue (federal and state statutes, policy, and reporting requirements • Sexual violence is an economic issue (e.g. rape has been found to be the most costly of all crimes to its victims, with total estimated costs at $127 billion a year) • Sexual violence is a human rights issue Discussions of local or recent incidents of sexual violence on campus, if any.
Stage 3: Vague Awareness Raise awareness that the campus can do something to prevent — not just raise awareness and reduce risk of — sexual violence.	More nuanced information on the causes and potential solutions to the problem of sexual violence on campus: • Sexual violence as a learned behavior • Bystander intervention techniques • The role of consent in sexual relationships • The connection of alcohol and other drugs with sexual violence • Healthy consensual sexual relationships • Acquaintance sexual assault, • Positive role modeling and mentoring for men and women

Goals from Campus Readiness Assessment	Possible Content for Training
Stage 4: Preplanning Raise awareness with concrete ideas to prevent sexual violence on campus.	Training on comprehensive campus-based sexual violence prevention approaches in general: • Describing the need to change environments and norms • Behavioral and organizational skill building • Examples of prevention programs adopted by similar campuses • Statutes and reporting requirements, • Policy revision and enforcement including how to integrate screening for sexual violence into patient history protocols, and any revisions to disciplinary regulations in the student code
Stage 5: Preparation Gather existing information to help in planning prevention strategies.	Training on concepts and principles of primary prevention: • Conceptual frameworks such as socio-ecological model, spectrum of prevention, • Presentations on specific prevention programs (their goals, staff requirements, and how they can be implemented), • Principles of effective prevention • Building knowledge to ensure an informed decision about curriculum selection Training on data collection methods: • Focus groups • Readiness assessment • Asset mapping, • Surveys of victimization/perpetration prevalence

Goals from Campus Readiness Assessment	Possible Content for Training
Stage 6: Initiation Train all segments of campus with community-specific information.	In-service training conducted in collaboration with campus partners on: • Revised policies and protocols, • Social marketing campaign, • Bystander intervention skills for all segments of campus community • Evaluation planning and logic modeling
Stage 7: Stabilization Stabilize sexual violence prevention efforts and programs	Working with expert trainers brought in from outside or by sending personnel to conferences or other programs sponsored by professional societies, provide in-service education on: • The evaluation process, • New trends in sexual violence (e.g., textual harassment) and • Best practices and new initiatives/innovations in prevention programming... Ongoing training for campus professionals, students, and campus community members.
Stage 8: Confirmation/Expansion Expand and enhance sexual violence prevention programs	Training on collaboration in prevention co-sponsored by non-campus based agencies or organizations Training on resource development, evaluation use, management and strategic planning processes
Stage 9: High Level of Community Ownership Maintain momentum and continue growth.	Continue more advanced in-service training of professionals, paraprofessionals and student/faculty leaders. These can be done sporadically or as-needed because campuses will be building this into operations and practice. Training on marketing, media outreach, publicity and promotion

How you educate

While audience considerations and the specific goals of each of your sessions may help determine content and activities, the overall philosophy and long-term goal is to build readiness and promote sustainability for prevention programming. This means that your training should embrace an empowering and collaborative approach. For example, if programming strives to encourage interaction between groups, you might consider encouraging participants to register or attend a short training session in pairs — for example, a fraternity member who wants to attend must bring a pledge or another member; or a faculty member must bring along a staff member. This technique broadens the variety of perspectives included and expands your reach into segments of the campus community you might not have otherwise reached.

Similarly, if you hope that your training workshops will increase membership of the workgroup on campus, be sure to model the healthy relationships and inclusive spirit of the initiative — set ground rules and maintain respectful boundaries during the facilitation process. This modeling can be as important as the content you are providing — and good reason for someone to trust you and join you in prevention!

There is tremendous wealth of knowledge and expertise within sexual assault centers. For decades, agencies have been conducting extensive training of volunteers to provide crisis care, community education, and victim advocacy services. Although the substantive focus of that training is not necessarily on prevention, over many years, your colleagues have developed many useful tips and activities that you may want to integrate into your education efforts as well. For example, based on experiences across the state of California, Eckstein (1999) shared useful information on a wide range of topics that might be relevant to your work such as: how to structure training courses, select and prepare training sites, incorporate staff and volunteers, choose teaching methods, overcome facilitator anxiety, create safe and open environments, build participation, manage conflict. Ask your colleagues to share their favorite resource.
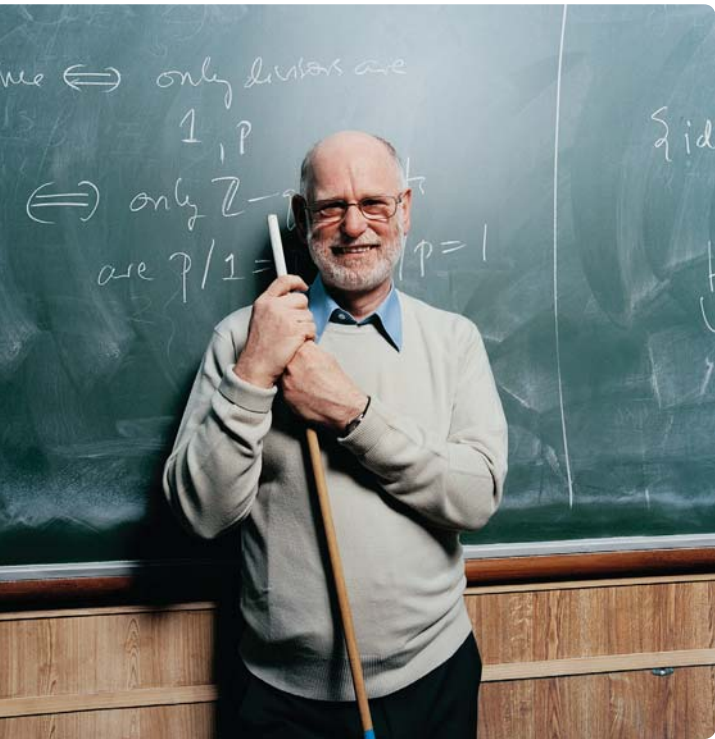
It will be important to link the current training to previous prevention efforts, especially the campus readiness assessment, so that participants feel connected to a larger effort, and that the activity and energy of the workshop is both grounded in and support for ongoing efforts. For example, you might say,

- "We conducted interviews with members of campus groups including administrators, faculty, staff, and students and representatives of these groups all mentioned a need for additional training on what primary prevention means and how it differs from risk reduction programming. Therefore, we worked closely with peer educators on campus to co-develop today's session. We hope it will be useful to you and welcome your feedback."

- "As we worked with members of your campus to interpret the findings of our most recent campus readiness assessment, students told us that they did not know what to do if they witnessed a sexually violent situation, so we thought we'd start out with modeling some helpful education approaches you can use to train others on campus about university policies, where you can get support if someone is sexually assaulted, and what you can personally do to help end sexual violence. Please let us know what parts of this you find useful."

The Resources section of this manual lists additional information on conducting effective trainings. Four considerations that we think are important are highlighted here, but this is not an exhaustive list:

- Longer, in-depth comprehensive training sessions are needed for long-term organizational change. As you build commitment among partnering organizations and individuals, frame trainings as seminars or mini-courses. Prevention is not simply building knowledge; it includes creating commitment, changing attitudes, shifting expectations and social norms, as well as building skills to influence behaviors. Because these goals are more involved than raising awareness or providing information, your trainings need to reflect this higher level of intensity. Although raised awareness may be achieved via many short sessions, it is not always linked to change at the individual or organizational level. Work hard to get commitment for several longer sessions rather than just a short workshop.

- Use multiple methods of training that are interactive and experiential — for example, discussion, role-playing and demonstrations, group and even project work — that are appropriate for your audience. Because

all audiences will contain a diversity of learners, it is best to use a mix of methods in any training. The greater the active participation of audience members, the greater the retention of the content.

- If and when possible, link training to an actual project. The more relevant the training to current or ongoing prevention activities on campus, the more interesting and useful it will be for participants. Integrating a specific task into the training also allows you to use participants as resources and gives them opportunities to teach and learn from each other.

- Be respectful of individual and cultural differences. Consider diverse perspectives and influences. There are many resources on this topic; obtain a variety of them and follow their suggestions.

Implementing, documenting and following up

It is worth investing the bulk of your early resources, including time and energy, into conscientious planning, creative implementation, mindful documentation, and careful follow-up because this will ensure that each training session builds upon the previous one and reinforces incremental changes on campus. Being well-prepared will also help you feel confident and flexible when conducting the training. If you know the goals, desired outcomes, and purposes of each component of the training, you will be able to adapt in real time to audience needs and time constraints that will surface.

Develop training objectives, lesson plans and evaluation tools concurrently

Clearly articulated learning objectives should inform both the content of your workshop outline as well as the development of your evaluation measures. This is what is called outcome-based training. The planning, implementing, and evaluation of the outcome-based training will support and shape each activity that comes next. By adopting an ongoing practice of articulating learning objectives and then measuring training effectiveness, you will be better able to respond to changes in campus readiness and differences in audience needs.

Helpful tips:

- **Meet with your co-facilitators on a regular basis** to plan the training goals for each semester or to go over material for upcoming training sessions.

- **Decide on the goals and specific outcomes first,** rather than designing your training based on a topic or topics.

- **Create a written outline or slide show presentation,** which contains information to be shared with the audience, as well as instructions for facilitators. Somewhere on each page or slide, write down which outcome(s) the content or activity meant to affect. On a final slide or page, list at least three desired outcomes of the training. For each outcome listed, write down no more than six questions that could be asked of participants.

- **Keep detailed documentation of your training activities.** In addition to saving all the outlines or presentations, record on a tracking sheet what material was covered, the time and location, the facilitators, and the number of participants so that your efforts are clearly documented. You can use a spreadsheet tool or hand-written logs, but for evaluation purposes, if it isn't written down somewhere, the training does not exist.

Follow-up activities and tasks

Once you have provided training, you hope that training participants will make small changes in the way they think, speak and act as they go about their day-to-day lives on campus. Fisher, Lang, and Wheaton (2010) recommend several follow-up steps that can increase the chances that individual-level change will endure:

- Collect participants' email addresses and invite them to regularly-scheduled meetings

- Provide technical assistance after the training. What this looks like will vary, but it means that members of the workgroup make themselves available as a resource to listen to and provide ideas, as well as practical tips.

- Consider being more proactive than simply offering technical assistance to any who want to take advantage of it by assuming the role of mentor, coach or "trainer-on-call." This would mean active outreach and calling with simple messages of support and encouragement. The workgroup can also provide constructive advice and tips.

- Encourage training participants to share the impact of the training. Workgroup members can call and ask them to think about how the training has changed the way they view the world, think about/ understand things, talk about issues and what they do. Campus members who have participated in the training can share what they have learned in their own environment (e.g., dorm meeting, departmental meeting) or come to workgroup meetings to share their experiences and lessons learned with those responsible for organizing the training.

Evaluating trainings

Compared to some of the activities included in this approach to campus prevention, the primary goals and desired outcomes of training tend to be relatively straightforward. Some desired outcomes, for example, might be increasing knowledge, changing attitudes or building skills. You also may have important process goals such as successful implementation of participatory learning techniques or being culturally competent and relevant to the social identities of your participants.

Because training is aimed at changing certain individual-level factors, success in facilitating these changes can be evaluated by collecting information from individuals themselves using measurement methods such as surveys or interviews. An advantage of the simple pre/post-test design is most outcomes objectives will specify changes in one of the following three individual determinants of behavior:

- Knowledge: How well participants understand the concepts presented.
- Beliefs, motivations, attitudes, and expectations: How participants think or feel or what they believe.
- Skills: Participants' ability to behave in certain ways.

You may have secondary outcome objectives of your training such as increasing membership or generating public support for the workgroup on campus. These will require evaluation designs that are longitudinal in nature and will require more creativity. We recommend that you seek evaluation expertise from within your own agency or community networks or from within the campus community (for example, look within graduate schools for potential student evaluators). This is another way to engage other perspectives in prevention work. The Pennsylvania Coalition Against Rape can also offer recommendations and resources on this topic.

What's next?

The workgroup may soon look to planning strategies and activities that are appropriate for their level of campus readiness for comprehensive primary prevention of sexual violence. For some, it may be awareness education, for others it may be developing a policy that includes an ongoing role for prevention. One of the ways you can help keep progress moving forward is to begin thinking about how to evaluate prevention efforts, the topic of the next chapter.

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Chapter Five

Evaluating Efforts

A key to sustaining comprehensive prevention efforts

Evaluation is key to sustaining your work over time. Program evaluation can provide factual information to help you assign value to particular program components and make decisions about program activities, staffing, partnerships, resource development and many other practical aspects of prevention efforts on campus.

> **Your evaluation will track progress towards an overall goal of sustainable, comprehensive sexual violence prevention on campus.**

So, when is the best time to incorporate program evaluation into your work on campus?

As soon as possible!

How?

Well, that's a more difficult question.

You may have already heard from others, or realized yourself, the challenges in evaluating primary prevention. The successful end goal of primary prevention activities is the absence of a particular event or condition (for us, sexual victimization perpetration and victimization) rather than the presence of something (e.g., obtaining a degree or a job). So, evaluation of primary prevention efforts — in general — can be an elusive process. It is very difficult to figure out which programs actually work to reduce or eliminate sexual violence perpetration. However, evaluating efforts will effectively avoid this first challenge because this work is about capacity building rather than eliminating sexual violence. The overall goal is a sustainable, comprehensive sexual violence prevention program on campus.

Yet challenges in evaluation remain. In community development work, change does not happen overnight. Perhaps you are starting your work on a campus that does very basic awareness-raising and education. And your end goal is comprehensive sexual violence prevention programming that develops campus leadership, builds skills, and changes policies, organizational behavior

and social norms to embrace primary prevention. This kind of change can be hard to see in the short term. But, the goal is righteous. Campus prevention is truly noble and important work. You just need to hone skills in documenting incremental change.

The second challenge is ensuring use of evaluation results. To support efforts, you need to generate factual information that is considered credible by decision-makers on campus. But not only that! You also need to encourage specific decision-making individuals to use evaluation information to make decisions that improve programming, influence resource allocation, and sustain commitment to sexual violence prevention on campus.

Documenting incremental change

The community readiness assessment will help you document the important changes that occur over time. It measures all of the things that this approach is designed to build — for example, knowledge of sexual assault and prevention efforts, leadership, resources on campus, supportive attitudes. So, you already have baseline data and a solid starting place for evaluation. There is another measure that can be tailored to document incremental change towards your long-term goal. As part of their guide for increasing primary prevention on college campuses, the American College Health Association (ACHA, 2008) developed an assessment tool[1] to help measure and obtain benchmarks towards a university-wide institutional approach to sexual violence prevention.

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1   From *Shifting the Paradigm: Primary Prevention of Sexual Violence* (pp. 21-22) by the American College Health Association, 2008, Linthicum, MD. Copyright 2008 by the American College Health Association. Reprinted with permission.

Prevention of Sexual Violence on Campus
An Assessment Tool

ACHA's "Position Statement on Preventing Sexual Violence on College and University Campuses" recommends the following 15 actions be taken to address policy, prevention, and intervention as it pertains to sexual violence. College health professionals, who are in a powerful position to prevent campus sexual violence, are encouraged to use the assessment tool below periodically to note your institution's level of completion of each action. Once the assessment is completed, the information should be shared with administrators, faculty, staff, and students. This simple tool can also guide your campus efforts at primary prevention of sexual violence.

	Action yet to be addressed				Completed

1. Develop a policy statement and directive from the president/chancellor of the institution that demonstrates recognition of sexual violence as a problem, a commitment to reduce its occurrence, and action steps for the campus community.

   1   2   3   4   5

2. Develop a multidisciplinary task force on campus to address sexual violence prevention and response services that includes high-level campus administration, academic leaders, student leaders, and community partners.

   1   2   3   4   5

3. Create policies that reflect an expectation of civility, honor, respect, and nonviolence for all members of the community and encourage behaviors that build a sense of community.

   1   2   3   4   5

4. Revise, enforce, and widely distribute disciplinary regulations in the student code that demonstrate an intolerance of all forms of sexual violence and implement sanctions for violations by faculty, staff, and students.

   1   2   3   4   5

5. Educate disciplinary boards on non-stranger assaults, perpetrator patterns, and possible victim responses and patterns.

   1   2   3   4   5

6. Provide comprehensive training on all aspects of sexual violence for campus administrators; campus law enforcement; health and counseling services staff; faculty; staff; and student leaders that includes the dynamics of sexual violence, access to care, victim response, and federal/state statutes.

   1   2   3   4   5

7. Develop a coordinated, seamless, victim-centered response-service between campus and community resources that offers the options of:

   1   2   3   4   5

   ❖ Anonymous reporting

   1   2   3   4   5

   ❖ Law enforcement involvement

   1   2   3   4   5

PREVENTION OF SEXUAL VIOLENCE ON CAMPUS: AN ASSESSMENT TOOL

	Action yet to be addressed				Completed
❖ Judicial/disciplinary board actions	1	2	3	4	5
❖ Medical care/forensic examination	1	2	3	4	5
❖ Emergency contraception	1	2	3	4	5
❖ Academic/housing accommodations	1	2	3	4	5
❖ Follow-up counseling, support, and advocacy	1	2	3	4	5
8. Integrate screening for sexual violence into patient history protocols.	1	2	3	4	5
9. Adhere to federal, state, and local statutes and reporting requirements.	1	2	3	4	5
10. Integrate sexual violence prevention education into curricular and non-curricular activities.	1	2	3	4	5
11. Offer residence hall and extra-curricular activities that are alcohol free.	1	2	3	4	5
12. Develop educational/outreach programming that:					
❖ Recognizes that sexual violence is a learned behavior	1	2	3	4	5
❖ Teaches bystander intervention techniques	1	2	3	4	5
❖ Addresses the role of consent in sexual relationships	1	2	3	4	5
❖ Encourages the involvement of men	1	2	3	4	5
❖ Addresses alcohol and other drugs issues and the connection with sexual violence	1	2	3	4	5
❖ Provides concepts that encourage healthy, consensual sexual relationships	1	2	3	4	5
❖ Addresses non-stranger sexual violence and dispels traditional beliefs	1	2	3	4	5
❖ Encourages positive role modeling and mentoring for men and women	1	2	3	4	5
13. Create and codify amnesty policies for underage drinking for victims who report sexual assault.	1	2	3	4	5
14. Invest men in the prevention of sexual violence, including those actions that dehumanize and objectify women.	1	2	3	4	5
15. Publish and announce the availability of protocols on campus websites for all campus members to access resources, referrals, and helping strategies for victims of sexual violence.	1	2	3	4	5

Ensuring use of evaluation results to improve and sustain campus readiness for prevention

The rest of the evaluation will be more complicated than measuring changes in capacity, campus readiness, or benchmark completion over time. The reality is — like prevention work or community development work itself — there is no easy answer for generating credible evaluation results or getting decision makers to use them effectively because every campus is different. It will depend on who your decision makers are. It will depend on what they think is believable or credible. So, ultimately program evaluation is a process. It is a process that presents many complex choice-points, each one with a set of intriguing and exciting options. It might be messy and frustrating; it might lead to great growth; but you will really need to embrace it as a process.

To help you think about these big picture issues, this chapter will outline:

- Resources Needed for Program Evaluation
- Steps to Program Evaluation
- Principles for Evaluation

As you take your own steps towards evaluating efforts on campus, we hope you will use the additional references and helpful links that we have listed at the end of this chapter and in the Resources section of this guide.

Resources needed for program evaluation

The world of program evaluation is complex. Program evaluation is not only an activity; it is a dynamic, growing profession. The field is very diverse, spanning many disciplines and containing a plethora of theories, strategies and methods. Conducting program evaluation, like community organizing, requires knowledge, skills, and — almost always — collaboration among stakeholders. It takes time and resources. It takes a team. Here are some things to consider.

Steps of program evaluation[2]

If you go in search of a single best approach to your program evaluation — for example by searching "program evaluation models" online — you will find much information (e.g., textbooks, toolkits, models, recommendations) out there. There are countless ways to approach your work. The CDC's (1999) *Framework for Program Evaluation in Public Health* serves as a particularly relevant and useful way to think about evaluating your efforts.

2 From "Framework for Program Evaluation in Public Health," by Centers for Disease Control and Prevention, 1999)., *Morbidity and Mortality Weekly Report, 48*, pp. 1-40.

This model has six steps, which are interdependent and may be encountered in a nonlinear sequence:

- Engaging stakeholders
- Describing the program
- Focusing the evaluation design
- Gathering credible evidence
- Justifying conclusions
- Ensuring use and sharing lessons learned

Each of the steps listed above will be addressed in this chapter, although just a few key points will be highlighted in each subsection. Additional information about this evaluation framework, including tip sheets for each step, can be found on the Centers for Disease Control (CDC) website. The CDC (1999) framework also specifies four standards for effective evaluation, which might be helpful to read about in the original source and supporting materials from the CDC.

Engaging stakeholders

Since the bulk of your work has been focused on engaging the campus community, we will not say too much more about how or why to engage stakeholders here. If you have reached this chapter after reading the others in the guide, you already know the importance of collaboration!

However, it is important to think about who your program stakeholders are. Evaluation is much more than an exercise in data collection, it is a way to strengthen and develop programs. Therefore, be sure to cast a wide net that includes people with power and skills to influence decisions. It might be helpful to designate a subcommittee or assemble an evaluation team. Contributors might include:

- Those who are diplomatic and have diverse networks
- Persons who have good group facilitation skills
- People who understand the program's history
- People who understand program's practical operation in the field
- Decision-makers
- Scientists or those with research skills
- Trusted persons with no particular stake in the evaluation
- Creative thinkers
- Those served or affected by the program
- Members of the power structure
- Clear communicators

The purpose of involving multiple stakeholders in program evaluation is the same as involving stakeholders in anything: to improve the work via inclusion of multiple perspectives and to increase buy-in and sustainability of efforts over time. Engaging appropriate stakeholders in evaluation is an investment that will support the long-term nature of the work over time. A small group of committed individuals — who seek and use input from a larger group of stakeholders — may work particularly well.

Describing the program

In addition to engaging stakeholders in evaluation activities, one of the first things to do is describe the program well enough to ensure basic understanding of program goals and strategies. The CDC (1999) suggests including the following in a program description:

- Need — describe the problem or opportunity the program addresses
- Expected effects — what the program must accomplish to be considered successful
- Activities — array of specific steps, strategies, or actions in logical sequence
- Resources — time, talent, technology, equipment, information, money other assets available to conduct activities
- Stage of Development — planning, implementation, and effects
- Context — the setting and environmental influences such as history, geography, politics, social and economic conditions, etc.
- Logic Model — a synthesis of the main program elements into a picture of how the program is supposed to work (often looks like flow chart, map, or table portraying sequence of events)

In this section, we will highlight the importance of one item from this list, the logic model. The pilot sites worked collaboratively to develop a "big picture" logic model that specified the key components to readiness building approach to comprehensive campus prevention. In this next section, we will do two things:

- Overview the big picture logic model.
- Talk about logic models in general and how you can use one to guide the specific strategies you select for efforts on campus.

What is a logic model? A logic model puts a whole program on one page. Logic models can be either narrative or graphical depictions that communicate how programmatic activities are expected to lead to expected results in the target communities. The purpose of a logic model is to provide a "roadmap" of program activities and goals that can be used for program planning, evaluation planning, and communicating what this approach is to multiple audiences. In program development and evaluation, the term logic model is often used interchangeably with the term program theory.

Like evaluation, logic modeling is also a process.This process helps people inside and outside the organization understand and improve the programs. Hawkins, Clinton-Sherrod, Irvin, Hart, & Russell (2009) have made the case that specifying desired outcomes within well-developed logic models can help programs make significant positive changes to their work.

What are the components of a logic model? While there are many different versions of logic models that exist, one of the most popular versions of a logic model is the one proposed by W. K. Kellogg Foundation (2004). In this model there are four basic components:

- Inputs: Human, financial, organizational and community resources needed to operate a program and accomplish program activities. These are also called resources.

- Activities: What the program does with the resources; the processes, tools, events, technology, and actions that are an intentional part of the program implementation.

- Outputs: Direct products of program activities and may include types, levels and targets of services to be delivered.

- Outcomes: Activities will lead to following initial, intermediate and long term changes.

- Impact: If we achieve these outcomes, then we will see these systemic changes in 10+ years. (p. 4)

The differences between outputs, outcomes and impact can be a particularly hard to grasp when first learning about logic models. Outputs are direct results of your activities that program staff can sometimes see themselves. Outputs of a training program, for example, might be the number of people who attend all the sessions, the level of engagement that recipients display during the learning activities, or the extent to which the people felt their personal contributions were valued. Outputs tend to be a bit more immediate, and tangible, results than outcomes.

Outcomes are specific, measurable *changes in participants* or recipients of your prevention messages. Outcomes might, for example, include an increase in knowledge among training participants (short-term), a decrease in gender-rigid attitudes about how sexual activity should be initiated (intermediate), and an increase in the number of times that consent to sexual interactions is actively obtained (long-term). These changes are not usually readily apparent and have to be measured by asking members of the target population the same questions over time and watching for changes in answers. Impact is changes in conditions at a systems level — within the organization or community in which you work. In this example, the impact of these trainings might be a decrease in acquaintance sexual assaults on campus or an increase in healthy sexuality among college students.

To visualize the chain of cause-and-effect among components of a logic model see W. K. Kellogg Foundation (2004, p. 3) at http://www.compact.org/wp-content/uploads/2010/03/LogicModelGuidepdf1.pdf.

Does this approach have a logic model? The logic model is shown below in Figure 2. This visual depiction was created using a collaborative process that included input from an evaluation consultant, *PCAR* leadership, and sexual assault prevention advocates and educators. The team process used to create and refine the logic model took place over the course of a year and is described in the Appendix. While revising the approach, the evaluation team adopted W.K. Kellogg Foundation's (2004) recommendation to start with outcomes first. We reflected the outcome-driven nature of this work in both our process -- by defining impacts and outcomes first -- and in our graphical depiction -- by putting the desired systemic goal at the top of the logic model. We then worked our way through the model specifying changes in conditions at the university until we got all the way to the bottom of the model — the resources necessary to do this work. You can see that the resources necessary for colleges to sustain comprehensive sexual violence prevention programming — something like The Green Dot program (http://www.livethegreendot.com) — are not currently available, which is why resource development was added as a key activity in our logic model. However, of the many resources that are available to do this work, your commitment and expertise are the strength of this approach.

This leaves you with the responsibility of figuring out the details. The fact that this document is a training guide rather than a curriculum means that the evaluation of those activities, like the activities themselves, will have to be created in collaboration.

Figure 2: Logic Model for the Campus Readiness Approach to Preventing Sexual Violence

Impact: What We Hope to Change in 10+ Years
- College or University Sustains Sexual Violence Prevention on Campus

Long-Term Outcomes: Changes We Expect in 7-9 Years
- Improved Coordination in Campus Response to Sexual Violence
- Increased Budget Line for Sexual Violence on Campus

Intermediate Outcomes: Changes We Expect in 4-6 Years
- Increased Enforcement of Appropriate Sexual Violence Response and Prevention Protocols
- Increased Opportunities for Student Involvement in SV Prevention on Campus
- Increased Focus on SV Prevention Among a University-Approved Group of Decision-Makers Like A Task Force

Short-Term Outcomes: Changes We Expect in 1-3 Years
- Campus Has An Increased Familiarity with Local Center's Expertise in Sexual Violence
- Campus Has An Increased Involvement with Local Sexual Violence Organization
- Students Have Increased Interest in Sexual Violence Prevention
- Increased Campus Readiness
- Campus Commits Increased Number of Resources to Sexual Violence Prevention

Level 2 Activities: What We Do Next
- Policy Review
- Strategic Planning
- Student Leadership Development
- Resource Development

Level 1 Activities: What We Do First
- Assess Campus Readiness
- Partner with Campus Leaders
- Educate Campus Leaders

Inputs/Resources: What We Invest
- Resources Available: PCAR: Time and Expertise of Staff at Local Centers; Partners on Campuses; RNET Support; Communications Technology; Promising Practices and Evidence; Local/National/Global Violence Prevention Field/Movement; Policies (including Clery Act, HB240); Policy Advocacy Groups
- Resources Needed: Space, Time, Faculty Sponsors, Money, Collaboration with Other Agencies, Human Resources, Marketing Expertise/Materials, Institutional Commitment

How can I use a logic model in my evaluation efforts? For many people, logic modeling is not an intuitive or easy process, but it can definitely be very useful to both develop and evaluate specific activities you engage in as part of your work. When you are just developing a new prevention strategy within the larger project framework, let's say training on using consent in sexual interactions, it's important to ask and answer the questions to begin filling in the basic sections of the logic model. Use a brainstorming technique to work with the workgroup to answer the following questions.

- IMPACT: What will it look like when we achieve the desired situation? What do we hope to achieve with our campaign? What will be different on this college in 10 years as a result of these efforts?

- OUTCOMES: What needs to change in order to make the impact defined above? What changes in knowledge, attitudes, opinions, values, motivations, aspirations? What changes in economic, civic, environmental, organizational conditions? What change in actions, behaviors, or practices, changed decisions or policies? What change do you expect to occur immediately or in the near future? (SHORT-TERM OUTCOME) What change do you want to occur after that? (INTERMEDIATE OUTCOME) What change do you hope will occur over time? (LONG-TERM OUTCOME)

- OUTPUTS: What will provide evidence that activities were accomplished as planned? What will be the results of our activities — media messages, information, satisfaction or participation levels among recipients of the program activities?

- ACTIVITIES: What activities need to be performed to cause the necessary learning, action, and condition changes? (Common activities are developing products, providing services, engaging in policy advocacy, building infrastructure).

- INPUTS: What resources will be required to achieve these activities? (Staff, consultants, volunteers, grants, operating budget, monetary resources, office and other facility space, communications infrastructure, hardware, office machinery, office supplies, training materials, etc. Here, list the resources you currently have to support prevention activities. If you intend to raise additional resources, account for that under "Activities." For example, co-write and submit a grant proposal, recruit a champion from the men's basketball team, etc).

Once you have generated answers to these questions, there will be a process of figuring out where they all go. One way to work through the details is to write all the answers down on different colored sticky notes and invite a

small group of committed members to try and place them in a logical order. Then a few individuals with visual communication skills can work to depict key components on one page. One very important thing to keep in mind is that the logic model does not have to be perfect. As long as you can create something — even if it is just textual answers within columns — that all members of the team agree makes sense, your document can evolve over time. *Logic modeling is a process*.

You may want try to recruit someone from the community or campus who has experience with logic models to facilitate the process for the workgroup. The nice thing about creating a logic model with your campus partner is it achieves the goals of both Step One – engaging stakeholders – and Step Two – describing the program -- of the CDC's model for program evaluation. Once you have the logic model specified, you will have done some important work and you can move on to focusing your design, gathering evidence, justifying your conclusions and ensuring use.

Focusing the evaluation design

Within the scope of this manual, and given the wide range of activities that you might select for campus prevention work, it is not possible to provide concrete answers or suggestions for specific evaluation designs. Part of your evaluation is designed based on choosing the right methods to answer the kind of factual questions you want to answer, for example, *does implementing a strategic planning process lead to more resources allocated to sexual violence prevention over time?* But program evaluation is much more than applied social science. Focusing your evaluation will be influenced by far more than just what would be the best science or generate the best data. First and foremost, the evaluation must be designed to provide useful information to specific evaluation stakeholders — those who will use the results to make decisions. Things to consider at this stage include:

- Purpose
- Users
- Uses
- Questions
- Methods
- Agreements

What's the purpose of conducting your evaluation? Who will be the users of your evaluation? What uses will the results have? In this section, we will focus on just the first four items on this list, starting here with a combined

discussion of purpose, users and uses. The next three items on the list — evaluation questions, methods and agreements — represent the "nitty gritty" of evaluation that will not be covered in this manual. A successful evaluation will have a clear purpose, which may require some discussion among stakeholders to determine. When you start a program evaluation, one of the first things to clarify among stakeholders is why you are doing an evaluation. Who will read the results? How will they be used? Within the field of program evaluation, there is a major distinction between what is called *formative evaluation* and, by contrast, *summative evaluation*. Frequently, differences between formative and summative evaluations are characterized as differences in purpose of the evaluation, although it is not quite that simplistic. The stage of development of the program, who will read and use the evaluation results, and for what reasons are all related to whether an evaluation should be conceptualized as formative or summative.

A <u>formative evaluation</u> is done to change practice and improve program activities. Formative evaluation assesses or judges the worth of a program's activities while they are forming or unfolding. The data that is collected is meant to document the context, inputs, and processes of implementation to help improve and refine the program.

A <u>summative evaluation</u> is done to determine the program's ability to do what it set out to do. Summative evaluation assesses or judges the effects of a program at the end of the program activities.

Generally speaking, summative evaluation is conducted when a program is well developed in order to judge the overall worth or merit of the program or to make decisions about whether or not to disseminate or expand a program. Because the focus is on outcomes, summative evaluations may require more sophisticated designs that include carefully selected comparison groups.

Usually, a formative evaluation is more appropriate when a program is in early stages of design or implementation and evaluation results can be used to develop or refine a data- driven program theory or logic model. Because the purpose of formative evaluation is to improve program activities, it is also a very good choice if the primary users of the evaluation results are going to be actively involved in the program's day-to-day operations, such as program managers and front-line

program staff. In more cases than not, your evaluation will be formative in nature. When looking for technical assistance or additional resources for conducting your evaluation, seek out those that take a formative evaluation approach.

What do you want to know? Figuring out what, exactly, about your program you want to learn will also help focus your evaluation design. Let's think back to the logic model figure for a moment. Maybe your questions are mostly about the inputs, activities and outputs — how many hours does it take to do a community readiness assessment? How satisfied are people with the way the workgroup is being run? Do training participants feel that the session is a safe place to share experiences? Or you might find that most of your questions are about the effects or outcomes of your work: Did your training improve peer educators' understanding of primary prevention? Are outreach efforts increasing the number of student-athletes that come to your events? Are efforts increasing campus readiness for change? This brings us to another program evaluation terminology distinction that can help to focus your evaluation design: the difference between *process evaluation* and *outcome evaluation*.

Process evaluation focuses on documenting the "front end" of your logic model — the inputs, activities, and outputs — and results in judgments about program performance, implementation, or service delivery.

Outcome evaluation focuses on documenting the "back end" of your logic model — measuring the desired outcomes at various points in the program and judging whether program activities are associated with changes over time.[3]

Chances are high that workgroup members and the evaluation subcommittee will have both process and outcome evaluation questions. Writing down your evaluation questions and specifying them as process and outcome can be one more way to organize the goals of your evaluation work that will help ensure evaluation use when the data analysis and conclusions are drawn.

Gathering credible evidence

The focus in this step is to developing measures and data collection methods that will obtain results that are seen as believable and relevant. One of the most important things to consider is who will be your audience for these findings? Different audiences will find different things compelling. What will make the findings compelling to your audience? Will your audience be

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3 You may also have heard about impact evaluation. This kind of evaluation is inherently comparative — often requiring randomized experiments or field tests. Impact evaluation looks at program outcomes as well as other longer-term impacts. These are larger scale, resource intensive evaluations — usually conducted by external evaluators with programs for which it makes sense to invest this kind of effort. It is unlikely that you will be designing an impact evaluation as part of building readiness.

compelled by the total number of cases included in your dataset? For example, we surveyed 252 students about what they know about sexual violence awareness is one statement; we conducted a total of 12 focus groups with four different campus stakeholder groups — students, faculty, administrators and staff — is another. Will your audience consider your evidence more or less credible if you allow it to be anonymous for ethical reasons? Will they be impressed by the scientific merit of the measures used? You will need to think about what makes the most credible findings for the specific personalities who will review the evaluation results before you design your data collection methods.

Aspects of credible evidence includes:

- Indicators — Specific measures of the following components on your logic model: outputs, outcomes, impact.

- Sources — Can be persons (e.g., program participants, key informants, staff of agencies, general public) documents (e.g., meeting minutes, publicity materials, internet pages, photographs, videotapes) or observations (of meetings, special events/activities, job performance, encounters).

- Quality — The appropriateness and integrity of the data; high quality data are reliable, valid, and informative — and their collection is affected by training people who are responsible for data collection.

- Quantity — The amount of evidence gathered, which should be estimated in advance.

- Logistics — The methods, timing and physical infrastructure for gathering and handling evidence — including deciding who would be perceived to be an appropriate person to ask the questions.

Thinking carefully about each of these aspects of credible evidence as you plan to collect data will affect the utility of your findings at the end of the evaluation. They are not independent factors, though, and you will have to find the balance between multiple aspects when designing your evaluation. For example, for an indicator of knowledge, you could ask participants to self-report whether or not they learned one new fact as the end of your session or you could give them a multiple choice test to assess which facts they can correctly identify. While the latter might be a more credible indicator, the logistics in collecting the former are much easier.

Overall, your evaluation should strive to collect a well-rounded set of information that provides a variety of evidence in order to triangulate findings from more than one source. One of the best things to do when making some of these decisions is to keep the idea of replication in mind. Replication means

that someone should be able to look at what you did, understand it, and execute the same series of evaluation actions. You want to try and make sure that someone who used the steps that you used to gather evidence would generate a similar set of evidence (even though the findings themselves may differ). You should be able to clearly communicate or report out on the various aspects listed above when explaining your evidence collection. The more careful your descriptions of each of the aspects listed above, the more likely it is that someone else could pick up your evaluation plan, find it understandable, and use it to generate what they believe to be credible evidence.

Justifying conclusions

Once you have your evidence collected, you need to take the evaluative step of examining it carefully *to make judgments or conclusions about your activities.* In this step you will want to make sure that your evaluation conclusions are linked specifically to the evidence gathered; and that you do not simply use the opportunity of an evaluation to confirm conclusions that you have already made about the program (for example, that the training with off-campus students is not worthy because few students participate). You may eventually come to this conclusion, but it should be based on the data that you have collected. You will take your observed results, for example, reports of bystander behaviors among faculty in Spring semester and compare them to agreed-upon values or standards established by the stakeholders, for example, reports of bystander behaviors reported by faculty on another campus — looking to conclude whether your program performed as well as, better, or worse than another program. The stakeholders must agree that conclusions are justified or else they will not use the results, which is the next step in the evaluation framework and — some would argue — the whole purpose of the evaluation.

In making claims regarding the program by comparing data to defensible ideas of merit, worth or significance, you will likely use a combination of the following tools and processes:

- Standards (degree of participation, program objectives, expected performance/forecasts, change in performance over time, performance by similar programs, performance by control group, professional standards/benchmarks, mandates/policies/regulations, judgments by reference groups (participants, staff, experts).

- Analysis and synthesis — To detect patterns in the evidence; deciphering facts from a large body of evidence requires deciding how to organize, classify, interrelate, compare and display information.

- Interpretation — The effort of figuring out what the findings mean; uncovering facts is not sufficient to draw evaluative conclusions, and multiple stakeholder perspectives should be involved in this act.

- Judgments — Statements concerning the merit, worth or significance of the program formed by comparing the interpretations of the facts to one or more selected standards.

- Recommendations

The key to justifying your conclusions is comparing your observed data to some previously established standard or norm. It is very important to think about what your comparison will be at the beginning of an evaluation, in order to generate an unbiased comparison group. For example, a group of data from a previous year or from another campus may be a good comparison. You might look at national norms or benchmarks. If you do not have baseline data or a control group to compare to, you can set your own standards, in the form of performance objectives, ahead of time in order to justify conclusions about the data that you do collect. For example, you might say if more than 50% of responses on a self-report survey indicate that our social marketing campaign was very effective we will consider that acceptable; 50% or below reporting very effective will be considered unsatisfactory.

Ensuring evaluation use

This stage is really about sharing your lessons learned in order to improve, promote or disseminate your program. There is work involved in making this happen, learning things as a result of doing an evaluation does not automatically lead to data-driven decision making and action. Deliberate efforts are required to create a process for sharing and using evaluation findings. The best way to ensure evaluation use is to identify specific users for these data — for example, the Dean of Students and her administrative staff — at the beginning of the process, and then engage those users to the extent possible in all of the following aspects of the evaluation:

- Design — The evaluation questions, methods and processes should be constructed to achieve intended uses by primary users.

- Preparation — Steps taken to rehearse eventual use of the evaluation findings, for example, asking stakeholders: what would it mean if we saw an increase in sexual assault reports after the first year? How would you interpret and use that finding?

- Feedback — Communication that occurs among all parties in the evaluation to create an atmosphere of trust among stakeholders, which is integral to ensuring use.

- Follow-Up — Technical and emotional support that users need during the evaluation and after they receive the findings in order that the lessons learned do not become lost or ignored.

- Dissemination — Communicating the procedures or the lessons learned from the evaluation to relevant audiences in a timely, unbiased, and consistent fashion.

- Additional uses — These are uses that come from the process of conducting the evaluation itself, more than uses from the findings; for example, people who participate in an evaluation can experience profound changes in thinking and behavior, which may allow, for example, teams to function more effectively or to base decisions off of systematic judgments rather than unfounded assumptions.

The work of evaluation as specified by this model has some similarities to the work of community organizing. Most people recognize Steps 3-5 of the CDC's model – focusing the evaluation design, gathering credible evidence, and justifying conclusions – as program evaluation activities, they might not as readily associate the activities of Steps 1, 2 and 6 with evaluation. However, the steps at the beginning – engaging stakeholders and describing the program – and the final step of ensuring evaluation use are "best practice" elements of strong evaluation efforts.

Principles for evaluation

Based on their work with community organizers and advocates, Foster and Louie (2010) have written about the unique nature of evaluating community organizing efforts. Principles, like standards, are general rules or assumptions that can govern a set of behaviors. While principles will not provide clear-cut answers, they can help when you face choices in your program evaluation process. For example, maybe you are trying to decide how to share your results and one choice is to write a report and one choice is to present at a

meeting. Neither choice is "right" or "wrong," but given the principles below — particularly principles about being participatory and being learning-based — you may decide to present in a classroom.

Principles and standards are important to consider because evaluation contains an element of judging – which goes beyond using applied research to state facts about your program to use values in making statements about worth and merit. The evaluation should be:

- Participatory — Involve participants in an ongoing and meaningful way; intentional relationship building with evaluation stakeholder is critical to capturing useful and reliable information, interpret that information, and ensuring the data are actually used.

- Learning-based — Focus on information for learning and growth, rather than a pass/fail mentality, especially for campus readiness work that develops leadership potential in individual student.

- Real-time data collection and feedback are particularly important because campus-based prevention campaigns are dynamic & ever-changing work.

- Respectful of the culture of campus organizing — Accommodate style and culture of group.

- Attentive to leadership development as well as organizational change — organizing evaluation must measure and credit achievement of development and capacity building goals as much as organizational and culture change goals.

- Focused more on evidence than proof — Setting interim benchmarks. (Foster & Louie, 2010, p. 2).

Adopting these principles can ensure that evaluation is consistent with technical assistance and training work. Evaluation does not have to be something that sits "on the side," or waits until the end to be written up in an annual report. Evaluation can be used to point out your weaknesses, but it will also help showcase your successes. It will take some of your precious resources, but it can generate others such as insight, energy and momentum. Finally, as college students graduate and other workgroup members transition to different roles over time, the documentation provided by ongoing evaluation can be a part of the infrastructure that sustains work over time. Program evaluation can be one of the tools for prevention readiness building so that campus leaders become as committed to stopping sexual violence and promoting healthy, respectful relationships as you are.

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Resources

Primary Prevention of Sexual Violence

Texas Association Against Sexual Assault
www.taasa.org
512-474-7190

The Texas Association Against Sexual Assault's *Tools for Change* will introduce activists to primary prevention and to the concepts, terms, and models that are part of this approach. It will explore the role of preventing sexual violence within the anti-sexual violence movement's history. Finally, it will help readers "talk the talk" by exploring the public health model and associated terminology.
http://www.taasa.org/prevention/pdfs/GuidebookFinal.pdf?utm_
source=preventionguidebook&utm_medium=website&utm_campaign=website%3Apdfs

Virginia Sexual and Domestic Violence Action Alliance
www.vsdvalliance.org
434-979-9002

The Virginia Sexual and Domestic Violence Action Alliance's *Guidelines for the Primary Prevention of Sexual Violence & Intimate Partner Violence* are meant to serve as an organizing philosophy for prevention work. The questions posed by the guidelines are meant to act as benchmarks, supporting ongoing improvement in primary prevention program development. The goal of the *Guidelines* is to help every existing SV/IPV primary prevention program operate at its full capacity, and provide potential programs with information on how to build a foundation for primary prevention work.
http://www.vadv.org/secPublications/Prevention%20Guidelines%202009%5B1%5D.pdf

Minnesota Department of Health
http://www.health.state.mn.us/
651-201-5000

The Minnesota Department of Health established an online resource kit of sexual assault prevention resources including information sources and prevention tools. *A Place to Start: A Resource Kit for Preventing Sexual Violence* encompasses a variety of prevention and response resources, not only primary prevention.
http://www.health.state.mn.us/injury/pub/kit/index.cfm

National Sexual Violence Resource Center
www.nsvrc.org
877-739-3895

Founded by the Pennsylvania Coalition Against Rape in 2000, the National Sexual Violence Resource Center (NSVRC) identifies, develops and disseminates resources regarding all aspects of sexual violence prevention and intervention. NSVRC activities include training and technical assistance, referrals, consultation, systems advocacy, resource library, capacity-building, integrating research findings with community-based projects, coordinating Sexual Assault Awareness Month, co-sponsoring national conferences and events, and web-based and social networking resources.

Community development as promising practice for primary prevention

Virginia Sexual and Domestic Violence Action Alliance
www.vsdvalliance.org
434-979-9002

This issue of Virginia Sexual and Domestic Violence Action Alliance's newsletter, *Moving Upstream*, focuses on community development as a framework for planning and implementing primary prevention initiatives. For readers new to the concept of community development, the newsletter is written to be an inspiring, thought-provoking and useful primer on the potential of this elegant framework. For readers already familiar with community development, the newsletter serves as a refresher of prevention work built by the people for the people.
http://www.vadv.org/secPublications/Moving%20Upstream%203-1.pdf

The Washington Coalition of Sexual Assault Programs
http://www.wcsap.org/
360-754-7583

The Washington Coalition of Sexual Assault Programs has been a leader in using the community development approach to implement contextually grounded and culturally relevant prevention programs. *An Introduction to Community Development: Activation to Evaluation* is a useful document to frame your work. In addition to describing the community development process, it also describes Washington State's approach to prevention as a core service with accompanying compliance standards. This resource contains worksheets guiding sexual violence prevention planners from stakeholder recruitment through community assessment, development of a community plan and evaluation tool, implementation, and evaluation.
http://www.wcsap.org/sites/www.wcsap.org/files/uploads/documents/
CommunityDevelopmentTool2007.pdf

Models of campus-wide approaches to sexual violence prevention

Portland Community College: Sexual Assault Free Environment
http://www.pcc.edu/resources/women/sylvania/safe/mission.html
971-722-8101

PCC: SAFE (Sexual Assault Free Environment) is the only program of its kind at a community college in the United States. The goal is to promote a Sexual Assault Free Environment throughout the Portland Community College district through the implementation of primary prevention strategies. Guided by social justice principles, PCC: SAFE focuses on promoting skill development for bystander interventions; creating meaningful opportunities for men to engage in creating and supporting a safe campus environment; and increasing understanding of socially accepted beliefs and attitudes that perpetuate a rape culture in and around PCC. The ultimate goal is to engage the community in the promotion of an environment where sexual violence is not a deterrent to pursue education and professional goals.

The Indiana Campus Sexual Assault Primary Prevention Project
http://www.purdue.edu/incsapp/aboutus/index.shtml
765-496-3363

The Indiana Campus Sexual Assault Primary Prevention Project (INCSAPPP) aids Indiana colleges and universities in the primary prevention of sexual violence through training and technical assistance, coalition building and mini-grants. INCSAPPP advocates a comprehensive approach that involves six components: Coalition Building, Policy, Male Involvement, Data Collection, Bystander Intervention, and Social Marketing.

Green Dot Etcetera Inc. at the University of Kentucky
http://www.livethegreendot.com/
540-319-0913

The Green Dot, etc. is a comprehensive approach to campus violence prevention built from the ground up and started at the University of Kentucky. Below is a link to a webinar co-presented by Linda Langford, Associate Center Director, Higher Education Center for Alcohol, Drug Abuse, and Violence Prevention and Dorothy Edwards, Director, Violence Intervention and Prevention Center at the University of Kentucky. Green Dot, etc is a social change model that emphasizes bystander engagement and the collective power of individual choices. There are also links to the VIP Center at UK and the Green Dot website.
http://higheredcenter.ed.gov/services/training/webinars/creating-a-campus-violence-prevention-program

Bringing in the Bystander at University of New Hampshire
http://www.know-your-power.org/prevention.html
603-862-5023

Bringing in the Bystander by Prevention Innovations at the University of New Hampshire is another well-researched bystander intervention program focused on sexual assault prevention. As one of the first empirically evaluated bystander intervention training programs, efforts on campus have recently been promoted with the Know Your Power social marketing campaign to make the efforts more comprehensive campus-wide.

UMatter at University of Wisconsin Oshkosh
http://www.uwosh.edu/umatter/about-us
920-424-2061

UMatter is a strategy to build a safer, more caring and compassionate University of Wisconsin Oshkosh community, pulling together programs and services into a comprehensive, branded structure to ensure the continuity of prevention strategies, messaging, learning and values. Since 2005, UW Oshkosh, has focused on initiatives to create an environment that fosters leadership, personal growth and success among community members. This program provides a good example of integrating prevention strategies to address violence, dangerous drinking and other high-risk behaviors.

Step UP! at The University of Arizona
http://www.stepupprogram.org
520-621-5339

The award-winning Step UP! Be a Leader, Make a Difference program was developed The University of Arizona C.A.T.S. Life Skills Program, along with the National Collegiate Athletic Association (NCAA) and national leading experts. It is a prosocial behavior and bystander intervention program that educates students to be proactive in helping others. Similar to UMatter, this program integrates prevention work to address multiple situations including alcohol abuse, hazing, eating disorders, sexual assault and discrimination.

Assessing campus readiness

Tri-Ethnic Center For Prevention Research
http://triethniccenter.colostate.edu/communityReadiness_home.htm
970-491-7902

The Tri-Ethnic Center for Prevention Research at Colorado State University has developed many materials to supplement use of the Community Readiness Model. Information about model development, training, research publications, and many other tools — including a handbook describing the assessment process:

http://triethniccenter.colostate.edu/communityReadiness_home.htm

The Community Toolbox
http://ctb.ku.edu/en/default.aspx
785-864-0533

The Community Toolbox, *Chapter 3: Assessing Community Needs and Resources*. This is a resource collection of different approaches and methods for community assessments. It covers a variety of specific topics such as using Photovoice, community report cards, strengths, weaknesses, opportunities, and threats (SWOT) analysis, conducting public forums and listening sessions; as well as more general advice on leading a community dialogue or developing a plan for identifying local needs.

The Texas Association Against Sexual Assault
http://www.taasa.org/prevention/pdfs/FocusGroupAndInterviewGuide.pdf
512-474-7190

Focus groups and interviews are primary ways of collecting qualitative data that can help contextualize and bring to life numerical data. The Texas Association Against Sexual Assault has put together a tip sheet about using interviews and focus groups for needs assessment:

The Washington Coalition of Sexual Assault Programs
http://www.wcsap.org/sites/www.wcsap.org/files/uploads/
documents/NeedsResourceAssessment2008.pdf
360-754-7583

The Winter 2008 issue of The Washington Coalition of Sexual Assault Program's newsletter, *Partners in Social Change*, contains two articles that are relevant reading when planning a community assessment. The first is an overview of how needs and resource assessment can be used as a tool in prevention sexual violence and the second article reviews considerations on how to use various sources of pre-collected data (e.g., Census Data, Kids Count) during a community assessment process.
http://www.wcsap.org/sites/
www.wcsap.org/files/uploads/documents/NeedsResourceAssessment2008.pdf

The Asset-Based Community Development Institute
http://www.abcdinstitute.org/
847-491-8711

The Asset-Based Community Development Institute at the School of Education and Social Policy at Northwestern University offers a number of workbooks on the community development approach broadly, and specific approaches to mapping and mobilizing community resources.
http://www.abcdinstitute.org/publications/workbooks/

Partnering with campus leaders

The Prevention Institute
http://www.preventioninstitute.org/
510.444.7738

To avoid having a group flounder or fail, which only erodes faith in collaborative efforts, people need to sharpen the skills that are necessary to build and maintain coalitions. This paper contributes to the discussion of group processes by offering an eight-step guide to building effective coalitions. This paper is written from the perspective of an organization considering initiating and leading a coalition but can be helpful to anyone eager to strengthen a coalition in which he or she participates.

Cohen, L., Baer, N., & Satterwhite, P. (2002) *Developing effective coalitions: An eight step guide.* Retrieved from http://thrive.preventioninstitute.org/pdf/eightstep.pdf

The Washington Coalition of Sexual Assault Programs
http://www.wcsap.org/sites/wcsap.huang.radicaldesigns.org/files/
uploads/documents/CollegesUniversities2005.pdf
360-754-7583

The Fall 2005 issue of The Washington Coalition of Sexual Assault Program's newsletter, *Partners in Social Change*, focuses on exploring prevention skills and strategies appropriate for college campuses. The articles range from an overview of a successful community engagement project on a college campus to an explanation of the rights of students who are survivors of sexual harassment under title IX. This issue may provide sexual assault centers and other individuals working on college campuses with practical and relevant information to mobilize campus leaders in the work to end sexual violence on campus.

Educating campus leaders

Advocates for Youth
http://www.advocatesforyouth.org
202-419-3420

Advocates for Youth works from a health promotion perspective; their vision is a society that views sexuality as normal and healthy and treats young people as a valuable resource. For over three decades, this organization has worked to promote effective reproductive and sexual health programs and policies across the United States as well as in other countries. Based on their expansive work and experience in the field, they have created a resource page on their website dedicated to cultural competency and working with youth.

The Community Toolbox
http://ctb.ku.edu/en/dothework/tools_tk_9.aspx
785-864-0533

A culture is defined as a group or community that shares common experiences that shape the way they understand the world. The organizations and communities within which are made up of people and groups with experiences and histories different from our own. These differences are a source of valuable perspective and strength, but they can also lead to misunderstanding and poor communication that may hinder our effectiveness. This part of the Community Tool Box provides a framework and support for assessing and enhancing cultural competence in you, your organization, group or community.

Leigh, J. W. (1998). *Communicating for cultural competence.* Boston, MA: Allyn and Bacon.

Guidelines on use of experiences in training or presentations

Oregon Sexual Assault Task Force
http://oregonsatf.org/
503-990.6541

Using examples that are specific to your local community and campus is a hallmark of contextually-grounded and relevant training. However, when dealing with the issue of sexual violence, it is critical to think carefully about the ethical and legal ramifications of using specific real-world examples. The Oregon Sexual Assault Task Force has developed some recommendations for incorporating specific details from sexual assault cases into training, educational or media presentations, which can be found online.

Recommended Guidelines for Sharing Details of Survivors' Experiences in Training or Educational Presentations.
http://oregonsatf.org/wp-content/uploads/2011/02/Using-Survivors-Stories-FINAL-TF1.pdf

Recommended Guidelines for Using Details of Offenders' Experiences in Training or Media.
http://oregonsatf.org/wp-content/uploads/2011/02/Using-Offenders-Stories-FINAL-TF1.pdf

Popular Opinion Leader
Effective Interventions
https://www.effectiveinterventions.org/en/Home.aspx
240-645-1756

The Popular Opinion Leader (POL) approach is a particular training-based prevention strategy. POL, which has used predominantly to prevent HIV/AIDS, is an intensive community-level intervention that identifies, enlists, and trains key opinion leaders to encourage safer sexual norms and behaviors within their social networks through risk-reduction conversations. Understanding the approach may provide you additional inspiration about the training.
http://www.effectiveinterventions.org/en/HighImpactPrevention/Interventions/POL.aspx

Resources for student organizing

Students Active for Ending Rape
http://www.safercampus.org/
347-465-7233

Started by Columbia University students in 2000, Students Active for Ending Rape (SAFER) is the only organization that fights sexual violence and rape culture by empowering student-led campaigns to reform college sexual assault policies. An all-volunteer collective, SAFER facilitates student organizing through a training and networking student organizers.

The National Organization of Women
http://www.now.org/
202-628-8669

The National Organization of Women (NOW), founded in the 1966, has a long history of organizing student activism on college campuses. Click on the links below for to learn from their years of experience doing feminist organizing. For more information about NOW on campus: http://www.now.org/chapters/campus/index.html. To download their manual on addressing sexual assault on campus:
http://www.now.org/issues/violence/NOW_Sexual_Assault_Toolkit.pdf

CampusActivism.org
http://www.campusactivism.org/

CampusActivism.org is an interactive website with tools for progressive activists on campuses. It can be used to share activism resources, publicize events, and build networks. They have developed a guide for campus organizing that can be found at:
http://www.campusactivism.org/uploads/orgguide.pdf

Citizen Works
http://www.citizenworks.org/
202-265-6164

Citizen Works is a nonprofit, nonpartisan, organization focused on advancing justice by strengthening citizen participation in power. They have a section on their website dedicated to providing information on the basics of organizing, running an effective meeting, becoming a recognized organization, planning a campaign, fundraising, utilizing the media and other topics.
http://www.citizenworks.org/tools/campus/tools-campus.php

The Line Campaign
http://whereisyourline.org/
781-829-6500

The Line Campaign creates critical dialogues around sexuality, relationships, consent and sexual violence at campus and community events and online. Using film, social media advocacy, community building, leadership development and technical support, The Line Campaign builds momentum and mobilizes diverse groups of young people in their own language, and in their own communities while connecting them to the global movement against rape and sexual violence.
http://whereisyourline.org/about/

V-DAY
http://www.vday.org/home
212-645-8329

Through V-Day campaigns, local volunteers and college students produce annual benefit performances of The Vagina Monologues, screenings of V-Day's documentary Until The Violence Stops, or other signature activities to raise awareness and funds for anti-violence groups on their own campuses.

Take Back The Night Foundation
http://www.takebackthenight.org/

Take Back the Night rallies, marches and speak-outs have taken place on college and university campuses for decades. In 2001, the Take Back The Night Foundation was established to serve as an international headquarters to support those who are organizing a local event to create safe communities and respectful relationships.

White Ribbon Campaign
http://www.whiteribbon.ca
416-920-6684

The *White Ribbon Campaign* is a worldwide effort of men working to end violence against women in more than 55 countries. in Canada, where it was initiated, the White Ribbon Campaign runs from November 25 (the International Day for the Eradication of Violence Against Women) until December 6, Canada's National Day of Remembrance and Action on Violence Against Women. Other countries support 16 Days of Action from November 25 until December 10 but campaigns can occur at any time of the year.

Examples of campus-based student groups (requires institutionalized support)

Men Can Stop Rape
http://www.mencanstoprape.org/
202-265.6530

The *Campus Men of Strength Club* is the nation's most comprehensive strategy to engage college and university men in preventing violence against women, developing and supporting healthy masculinity, and sustainably organizing to create campuses and cultures free from violence. Men Can Stop Rape can provide your campus training, organizing tools and technical assistance based on our experience of more than a decade as a national leader in the prevention of men's violence against women.
http://www.mencanstoprape.org/The-Campus-Men-of-Strength-Club/

The Illumination Project
http://www.pcc.edu/resources/illumination/
971-722-8149

The *Illumination Project* at Portland State is an example of a program that challenges racism, sexism, and heterosexism. This program uses interactive social justice theater as a venue for student educators and audience members to join together to rehearse ways of solving problems. In performances audience members enter a scene and dynamically change its outcome. In this way, the Illumination Project challenges the viewpoints of both the audience and the actors/Student Educators in a performance.

The interACT Performance Troupe
http://www.csulb.edu/colleges/cla/departments/communicationstudies/interact/
562-985-8835

The *interACT Performance Troupe* at California State University Long Beach has also used interactive theater as a preventive intervention against sexual assault, homophobia and bullying, and racism. They have also evaluated this approach to sexual violence prevention.

Video suggestions

Asking For It: The Ethics & Erotics of Sexual Consent
http://www.mediaed.org/cgi-bin/commerce.cgi?key=243&preadd=action

Hip-Hop: Beyond Beats & Rhymes
http://www.mediaed.org/cgi-bin/commerce.cgi?preadd=action&key=226

Spin the Bottle: Sex, Lies, and Alcohol
http://www.mediaed.org/cgi-bin/commerce.cgi?preadd=action&key=210

Further reading on social marketing/media campaigns

Grier, S., & Bryant, C. A. (2005). Social marketing in public health. *Annual Review of Public Health, 26*, 319–39. doi:10.1146/annurev.publhealth.26.021304.144610 Retrieved from: http://rds.epi-ucsf.org/ticr/syllabus/courses/66/2009/10/15/lecture/readings/annurev.publhealth.26.021304.pdf

Kelly, K. J., Edwards, R. W., Comello, M. L. G., Plested, B. A., Jumper-Thurman, P., & Slater, M. D. (2003). The Community Readiness Model: A complementary approach to social marketing. *Marketing Theory, 3,* 411-425. Retreived from: http://triethniccenter.colostate.edu/docs/Article8.pdf

Lefebvre, R. C., & Flora, J. A. (1988). Social marketing and public health intervention. *Health Education Quarterly, 15*, 299-315. Retrieved from: http://www.healthedpartners.org/ceu/hm/e04socialmarketingandpublichealthintervention.pdf

Potter, S. J., & Perry, B. (2008). *Incorporating evaluation into media campaign design.* Retrieved from VAWnet: National Online Resource Center on Violence Against Women: http://www.vawnet.org/Assoc_Files_VAWnet/AR_EvalMediaCampaign.pdf

Walsh, D. C., Rudd, R. E., Moeykens, B. A., & Moloney, T. W. (1993). Social marketing for public health. *Health Affairs, 12*(2), 104-119. doi: 10.1377/hlthaff.12.2.104 Retrieved from http://content.healthaffairs.org/content/12/2/104.full.pdf

Weinreich, N. K. (2011). *Hands-on social marketing: A step-by-step guide to designing change for good* (2nd ed.). Thousand Oaks, CA: Sage. http://www.social-marketing.com/book.html

Examples of social marketing campaigns

Know Your Power
http://www.know-your-power.org/prevention.html
603-862-5023

The *Know Your Power* social marketing campaign is the innovative marketing campaign of the Bringing in the Bystander Project™ by a team of university students, staff and faculty at University of New Hampshire. What distinguishes this social marketing campaign from other social marketing campaigns is the extensive evaluation that has been done to assess the effectiveness of the campaign.

Wingman 101
http://www.gannett.cornell.edu/services/volunteer/wingman.cfm
607 255-5155

Cornell's *Wingman 101* is based on the University of New Hampshire's Bringing in the Bystander. Wingman was first initiated in 2008 as a pilot program and is now a popular and effective program with male athletic teams, fraternities, and men living in first-year residence halls. In 2010, a similar program for women was initiated to address the same fundamental concerns about intervening when a situation appears risky. The popular media campaign that complements Wingman 101, initiated in Spring 2010, can be found on bulletin boards across campus.

The Indiana Campus Sexual Assault Primary Prevention Project
http://www.purdue.edu/incsapp/
765-496-3363

A number of social marketing campaigns have been implemented on Indiana campuses with support from the Indiana Campus Sexual Assault Primary Prevention Project (INCSAPP). Click here to learn more about social marketing and view specific examples of poster campaigns: http://www.purdue.edu/incsapp/socialmarketing/index.shtml

Further reading on the social norms approach

Berkowitz, A. (2004). *The social norms approach: Theory, research and annotated bibliography*. Retrieved from http://www.alanberkowitz.com/articles/social_norms.pdf

Fabiano, P., Perkins, H. W., Berkowitz, A., Linkenbach, J., & Stark, C. (2003). Engaging men as social justice allies in ending violence against women: Evidence for a social norms approach." *Journal of American College Health, 52*, 105-112. Retrieved from http://www.alanberkowitz.com/articles/MenAsAllies.pdf

Paluck, E. L., & Ball, L. (2010). *Social norms marketing to reduce gender based violence.* Retrieved from http://betsylevypaluck.com/Paluck%20Ball%20IRC%20Social%20Norms%20Mark%20 Briefcase.pdf

Examples of social norms media campaigns

Measure Up
http://fsumeasureup.com/

Another example of a social norms initiative is the *Measure Up* initiative at Florida State University (FSU). The objective of this campaign is to correct misconceptions about male students in regards to promiscuity and sexual violence. The project collected and broadcasted factual information provided by real students in order to promote healthy behaviors that accurately reflect the "norm" — or what's really going in a population, in this case males at FSU. See more at: http://fsumeasureup.com/the-campaign/

The Prevention, Advocacy and Education Project
http://www.ou.edu/judicial/pae/about.htm

The PAE Project implemented a media campaign that included posters and newspaper ads meant to facilitate dialogue concerning the issues of sexual violence. The media campaign used a "social norming" approach in which as survey was conducted to gather data on the attitudes of University of Oklahoma students about sexism and sexual violence. The results of the survey were presented in posters and ads, which were created and designed by University of Oklahoma students. All of posters featured OU students, and can be seen here: http://www.ou.edu/judicial/pae/media.htm

Policy revision & review

To get a general sense of what other campuses are doing in response to sexual violence, you may want to explore the results of a national study of what colleges to do respond to rape that included policy analysis, a survey of campus administrators, campus security focus groups, field research site visits, and analysis of legal data. Results of this work can be found at:

Karjane, H. M., Fisher, B. S., & Cullen, F. T. (2002). *Campus sexual assault: How America's institutions of higher education respond* (NCJ 196676). Retrieved from: https://www.ncjrs.gov/pdffiles1/nij/grants/196676.pdf

Karjane, H. M., Fisher, B. S., & Cullen, F. T. (2005). *Sexual assault on campus: What colleges and universities are doing about it* (NCJ 205521). Retrieved from: https://www.ncjrs.gov/pdffiles1/nij/205521.pdf

The American College Health Association
http://www.acha.org/
410-859-1500

The American College Health Association distributed a document to help college campuses take actions to address policy, prevention, and intervention as it pertains to sexual violence. *Shifting the Paradigm* combines a comprehensive primary prevention approach with a university-wide institutional response to sexual violence. It is described as a toolkit and offers practical tips, handouts, and worksheets: http://www.acha.org/sexualviolence/docs/ACHA_PSV_toolkit.pdf.

The California Coalition Against Sexual Assault
http://calcasa.org/
916-446-2520

The California Coalition Against Sexual Assault detailed several minimum components for developing a successful campus response in their *California Campus Blueprint to Address Sexual Assault*. See more at: http://snow.vawnet.org/Assoc_Files_VAWnet/CampusBlueprint.pdf.

Oregon Sexual Assault Task Force
http://oregonsatf.org/
503-990.6541

Oregon's Sexual Assault Task Force also issued guidelines for a comprehensive sexual assault response that included administrative support, advocacy, awareness/education, data collection, records & needs assessment, judicial response, media, medical and counseling response, campus and community collaboration, public safety and law enforcement, and training. Their *Recommended Guidelines for Comprehensive Sexual Assault Response and Prevention on Campus* can be found at: http://www.oregonsatf.org/resources/docs/Campus_SA_Guidelines_Final.pdf.

Ohio Department of Health
http://www.odh.ohio.gov
614-466-3543

The Board of Regents in Ohio has also put forward a guidebook on the prevention and response to gender-based violence. It was the product of work by a task force that was conceptualized around four interconnected areas: Preparedness, Prevention, Response, and Recovery. The publication can be accessed at: http://www.odh.ohio.gov/~/media/ODH/ASSETS/Files/hprr/sexual%20assult/ohiocampusguidebook.ashx

Strategic planning for comprehensive campus approach

Higher Education Center for Alcohol and Other Drug and Violence Prevention
http://www.higheredcenter.org/
800-676-1730

The violence prevention program at the U.S. Department of Education's Higher Education Center for Alcohol and Other Drug and Violence Prevention provides recommendations to help campuses to foster multiple, coordinated efforts to prevent sexual violence. Besides responding to assaults and providing services to victims, this organization recommends that administrators also implement a comprehensive approach to preventing violence by reducing the factors on campus that contribute to violence. Read more of recommendations for reducing sexual violence on campus at: http://higheredcenter.ed.gov/high-risk/violence/rape

In addition, the Higher Education Center advocates for the use of a strategic planning process that includes the use of data and research. The website provides access to related resources on this topic including a "Prevention 101" publication entitled, *Strategic Planning for Prevention Professionals* on Campus: http://higheredcenter.ed.gov/strategic-planning and a webinar recording (February, 2010) and materials entitled, Thinking Strategically: Using Data and Research in Planning: http://higheredcenter.ed.gov/services/training/webinars/thinking-strategically

The National Association of Student Personnel Administrators
http://www.naspa.org/
202.265.7500

The National Association of Student Personnel Administrators (NASPA) has prepared a booklet that proposes an ecological approach to understanding the campus environment. *Leadership for a Healthy Campus: An Ecological Approach for Student Success* calls for strong leadership and deliberate action by student affairs professionals to ensure that the campus environment is optimally organized to support, strengthen, and enhance health, enabling students to achieve, learn, and serve. This booklet offers the student affairs practitioner a step-by-step guide for applying the ecological framework in a health assessment or strategic planning process and can be found at: www.naspa.org/membership/mem/pubs/ebooks/HealthyCampus.pdf

Oregon Sexual Assault Task Force
http://oregonsatf.org/
503-990.6541

This position paper requires that campus sexual assault as well as campus alcohol policies prioritize concern for and care of victims of sexual assault, including the elimination of alcohol-related reporting barriers. To ensure effective outreach and services for victims of sexual assault on Oregon campuses, the Task Force recommends that campuses not impose alcohol-related sanctions on a student who was a victim of sexual assault but may have violated the campus's alcohol policies in connection with that complaint. The paper, entitled *A Best Practice: Prioritizing a Victim-Centered Sexual Assault Response within Campus Alcohol Policies*, can be viewed at: http://oregonsatf.org/wp-content/uploads/2011/02/Position-Paper-Alcohol-and-SA-2-8-10-APPROVED.pdf

Also see *Recommended Policy for Higher Education Institutions: Guidelines for First Disclosure Recipients*, at: http://oregonsatf.org/wp-content/uploads/2011/02/Campus_First_Disclosure1.pdf

The Washington Coalition of Sexual Assault Programs
http://www.wcsap.org/
360-754-7583

You may want some general background when beginning to reviewing your local college's sexual assault policy. A paper published by the Washington Coalition of Sexual Assault Programs outlines some of the most common gaps in policy, identifies promising practices used by campuses, and provides tips and resources for advocates. *The Advocacy Station: Campus Sexual Assault Policies* document can be found at: http://www.wcsap.org/sites/wcsap.huang.radicaldesigns.org/files/uploads/Advocacy%20Station.Campus.Dec%202011.FINAL%202.pdf

Program evaluation

Reading on Program Evaluation for Sexual Assault Prevention

Hawkins, S. R., Clinton-Sherrod, A. M., Irvin, N., Hart, L., & Russell, S. J. (2009). Logic models as a tool for sexual violence prevention program development. *Health Promotion Practice, 10*, 29-37. doi: 10.1177/1524839908318803

The United States Department of Justice Office on Community Oriented Policing Services
http://www.cops.usdoj.gov/
800.421.6770

The U.S. Department of Justice, Office on Community Oriented Policing Services, has put together a guide for police in responding to acquaintance rape of college students. This publication is written for a police and campus security audience and offers general ideas for process and impact measures of effectiveness of various prevention efforts. These are not specific survey items, but conceptual description of outcomes (e.g., reduced number of repeat victims). Samson, R. (2011). Acquaintance rape of college students. *Problem-Specific Guides Series: Problem-oriented guides for police* (No. 17). Retrieved from the U.S. Department of Justice, Community Oriented Policing Services: http://www.cops.usdoj.gov/ric/ResourceDetail.aspx?RID=6

Organizational Research Services
http://www.organizationalresearch.com/index.aspx
206.728.0474

Organizational Research Services (ORS) produced this guide to help evaluate community development projects. The publication is based upon concrete experience evaluating and working with the community development pilot projects, ongoing discussions with the sexual assault prevention resource center, and conversations with several CSAP staff from around the state about their experiences with evaluation. It offers exercises and tips to help you develop an evaluation plan and select methods including sampling methods; developing components of a logic model; draft outcomes and indicators; and write your own survey questions. Francis, K. (2001). *Gauging progress: A guidebook for community sexual assault programs and community development initiatives.* Retrieved from VAWnet: National Online Resource Center on Violence Against Women: http://www.vawnet.org/Assoc_Files_VAWnet/GaugingProgress.pdf

Sample measures

OMNI Institute
http://omni.org/
303-839-9422

OMNI Institute is a social science research firm specializing in a variety of research areas including juvenile and criminal justice, substance abuse prevention and treatment, youth development and prevention, and community health. Although they did not initially design the *Working Together Scale* (WTS), OMNI Institute has been using the WTS since 1992 in the evaluation and support of collaborative groups and processes. Parts of the WTS can be used to measure collaboration and evaluate partnership effectiveness. The entire measurement tool can be retrieved at: http://www.omni.org/docs/WTS.pdf

The National Resource Center on Domestic Violence
http://www.nrcdv.org/
800-537-2238

Similarly, parts of *A Practical Guide to Evaluating Domestic Violence Coordinating Councils*, which was published by the National Resource Center on Domestic Violence, were included in the chapter on Partnering With Campus Leaders: http://new.vawnet.org/Assoc_Files_VAWnet/NRCDV_EvalDVCC.pdf

Organization Assessment Introduction

Before You Start

Welcome! We are glad you are learning more about the Pennsylvania Coalition Against Rape's (PCAR) campus readiness approach to sexual violence prevention. Comprehensive and effective sexual violence prevention on campus requires a variety of resources and may not be the right approach for every program or campus. This work requires a strong understanding of primary prevention, a willingness to develop local leadership among diverse campus stakeholders, and a commitment to partnerships.

After two years of pilot projects with PCAR centers using the campus readiness approach, this self-assessment was designed as an opportunity to think through whether this is the right match **before beginning outreach with campus leaders.** Please answer all questions honestly and use the rating sheet at the end to better plan campus prevention work.

In addition to a strong background in primary prevention principles and practices, building campus readiness requires a conviction that leaders on campuses can, and should, take responsibility for sexual violence prevention work. Similar to individual-level empowerment or advocacy work, readiness building requires information, options, and support for campus leaders to select and implement the prevention strategies that work best on their campus. With this approach, sexual assault programs and preventionists will not independently make decisions about prevention strategies, nor independently implement the activities.

Readiness building also requires a long-term commitment. The logic model for this approach, which is a hypothesized set of relationships between resources, activities, and expected outcomes, is shown on the next page. The logic model allows for up to 10 years to build campus readiness to the point where a college or university could sustain comprehensive sexual violence prevention on campus. To successfully implement this approach, sexual assault programs should have a long-term vision and capacity for acting as a supporting partner in the campus efforts. Even achieving the first set of outcomes on the logic model will likely require one to three years of time and effort.

A partnership with campus leaders is the center-base of this approach. A functioning partnership is the primary means for planning, implementing, and evaluating the remaining activities in the comprehensive campus prevention approach.

Impact: What We Hope to Change in 10+ Years	College or University Sustains Sexual Violence Prevention on Campus
Long-Term Outcomes: Changes We Expect in 7-9 Years	Improved Coordination in Campus Response to Sexual Violence / Increased Budget Line for Sexual Violence on Campus
Intermediate Outcomes: Changes We Expect in 4-6 Years	Increased Enforcement of Appropriate Sexual Violence Response and Prevention Protocols / Increased Opportunities for Student Involvement in SV Prevention on Campus / Increased Focus on SV Prevention Among a University-Approved Group of Decision-Makers Like A Task Force
Short-Term Outcomes: Changes We Expect in 1-3 Years	Campus Has An Increased Familiarity with Local Center's Expertise in Sexual Violence / Campus Has An Increased Involvement with Local Sexual Violence Organization / Students Have Increased Interest in Sexual Violence Prevention / Increased Campus Readiness / Campus Commits Increased Number of Resources to Sexual Violence Prevention
Level 2 Activities: What We Do Next	Policy Review / Strategic Planning / Student Leadership Development / Resource Development
Level 1 Activities: What We Do First	Assess Campus Readiness / Partner with Campus Leaders / Educate Campus Leaders
Inputs/Resources: What We Invest	Resources Available: PCAR; Time and Expertise of Staff at Local Centers; Partners on Campuses; RNET Support; Communications Technology; Promising Practices and Evidence; Local/National/Global Violence Prevention Field/Movement; Policies (including Clery Act, HB240); Policy Advocacy Groups / Resources Needed: Space, Time, Faculty Sponsors, Money, Collaboration with Other Agencies, Human Resources, Marketing Expertise/Materials, Institutional Commitment

What does this partnership look like? Similar to the readiness assessment tool, PCAR is developing some tools to help guide the formation of a collaborative campus workgroup as the ideal mechanism by which the partnership functions.

Finally, this approach draws promising practices in primary prevention. Primary prevention emphasizes the importance of using evidence to inform decisions and action steps. This self-assessment is a way to gather evidence that will allow you to make the best plans for how to begin readiness building work. Specifically, the self-assessment questions that follow can help assess the human and organizational resources and capacity available in your program to support readiness building efforts on a local campus.

This tool is meant to find out a program's relative strengths in primary prevention, partnerships, and collaboration in sexual violence prevention work, and set appropriate expectations for campus readiness building efforts.

Organization Assessment Questions[1]

The questions that follow will allow you to reflect on your personal and agency capacity for building campus readiness and partnerships for prevention. It is important that your organization has the capacity to help others adopt a comprehensive approach to prevention. Capacity means adequate staffing, collaborative attitudes, access to training/technical assistance support, and other resources needed to effectively facilitate success among campus leaders in selecting and implementing their own primary prevention strategies.

There are five sections to this assessment:
1. COMPETENCIES FOR PRIMARY PREVENTION
2. USE OF EFFECTIVE PREVENTION PRINCIPLES
3. ORGANIZATIONAL SUPPORT FOR PREVENTION
4. COMMUNITY MOBILIZATION
5. COMMUNITY PARTNERSHIPS

At the end of each set of questions, you will calculate a section score. Then, at the end of the assessment, you will sum the section score to get a total score. The total score will help you gauge your current capacity as high, medium or low. For each level, we have some additional advice to set appropriate expectations and plan wisely on your next steps. This is for you – nobody else needs see it – so be thoughtful and honest.

[1]Many of these questions were adapted, with permission, from the California Coalition Against Sexual Assault's assessment of primary prevention in California. The original questions can be found in the appendices of CALCASA's results report at: http://www.calcasa.org/wp-content/uploads/2012/10/Primary-Prevention-Capacity-Assessment-2012.pdf

Competencies for Primary Prevention

The first eight questions assess primary prevention competencies. For each question, select the one best answer. If you are not sure, choose the lower option.

Question Stem	Answer Options				
How confident are you in your prevention team's ability to:	**Very unsure**	**Somewhat unsure**	**Neutral**	**Somewhat confident**	**Very confident**
1....demonstrate foundational understanding of sexual violence and sexual violence-related issues?	1	2	3	4	5
2.... outline, list, or describe how and why sexual violence is a public health problem?	1	2	3	4	5
3.... make connections between anti-oppression work and sexual violence prevention accessible to their community?	1	2	3	4	5
4.... understand and synthesize available data and research on sexual violence and prevention?	1	2	3	4	5
5.... balance available data and research on sexual violence and prevention with practical realities for implementation?	1	2	3	4	5
6.... identify and implement foundational elements of program development, evaluation, and data analysis?	1	2	3	4	5
7.... commit to collaboration in prevention?	1	2	3	4	5
8.... trust in community partners to organize and sustain sexual violence prevention efforts?	1	2	3	4	5

Add the numbers you circled above to get your TOTAL for PREVENTION COMPETENCIES: _____

Use of Effective Prevention Principles

The next eight questions assess your prevention team's current use of principles of effective prevention in the strategies you use in your community. For each question, select the one best answer. If you are not sure, opt for the lower rating.

1. Using the Spectrum of Prevention (Prevention Institute, 1999) shown above as a framework, please rate how comprehensive your center's work to prevent sexual violence was last year. For this question, please consider all of the prevention activities that your agency implemented and choose the one statement that best describes all of your agency's sexual violence work last year.
   a. Strategies/activities such as presentations and information fairs were offered at the individual level of the Spectrum of Prevention. (1)
   b. Strategies/activities addressed two levels of the Spectrum of Prevention. (2)
   c. Strategies/activities worked at three levels of the Spectrum of Prevention. (3)
   d. Strategies/activities worked at three or more levels of the Spectrum of Prevention, were offered in multiple settings, and each of the components was designed to complement the others to reinforce primary prevention messages. (4)
   e. Strategies/activities worked in complementary ways at three or more levels of the Spectrum of Prevention effectively, were offered in multiple settings, and included policy level efforts that reinforce primary prevention messages. (5)

2. Which of the following statements best describes the ways your center was able to engage campus leaders in developing content and approach to campus-based prevention programming in the past?
   a. Your prevention staff set the agenda and made the decisions. One or two campus leaders were included in the process, but often without training. (1)
   b. Your prevention staff sought consultation and advice from two or more campus leaders. (2)
   c. A number of campus leaders, including students, were involved in prevention planning with varying degrees of accountability. (3)
   d. Your prevention staff provided encouragement and imparted skills/values to help diverse campus leaders achieve success in prevention work. (4)
   e. Campus leaders and your prevention staff set the agenda together, decided on issues and activities and had joint accountability and shared responsibility. (5)

3. Rate your prevention team's evaluation use by selecting the option of those listed below that best describes your use of data.
   a. Evaluation data/results were used to report to funders upon request. (1)
   b. Evaluation data/results were reported to funders periodically. (2)
   c. Evaluation results were used for periodic reports to funders and reviewed internally by program staff at least annually to inform program planning and resource allocation. (3)
   d. Evaluation results were used for regular reporting to funders, for program planning and resource allocation, AND shared externally to increase community buy-in and support. (4)
   e. Evaluation use is systematically integrated into program structure and results are shared both internally and externally for immediate accountability to funders, for program development and community buy-in, AND for long-term strategic planning, sustainability, & grant writing. (5)

4. Please rate the teaching and learning methods of the one strategy or intervention your agency implemented that best incorporated the principles of primary prevention. Choose the one statement that best describes the activities as they were implemented last year.
   a. Strategy used lectures, presentations, and/or Q & A session. (1)
   b. Strategy included opportunities for participants to respond to set questions or tasks (for example, brainstorming, responding to questions, games, reading scripted role plays, etc.). (2)
   c. Strategy included opportunities for participants to generate unanticipated questions and issues and leaders adjusted in response to participants' interests (for example, open discussions, participant-created role plays, participant-created art projects). (3)
   d. Strategy allowed participants to largely determine the agenda; activities were tailored to participants' needs and interests. (4)
   e. Strategy relied on leadership by participants (for example, peer modeling, club formats). (5)

5. Rate the extent to which your agency's best prevention strategy or intervention promoted protective factors. Choose the one statement that best describes the activities as they were implemented last year.
    a. Strategy focused on increasing knowledge and changing attitudes about sexual assault. (1)
    b. Strategy focused on how to avoid sexual assault or what to do after a sexual assault (for example, safe drinking, what to say/not say). (2)
    c. Strategy focused on risk factors for perpetration (for example, cognitions or values that support the use of sexual coercion, hypermasculinity, alcohol abuse). (3)
    d. Strategy promoted and sustained healthy sexuality and/or healthy relationships. (4)
    e. Strategy promoted and sustained healthy sexuality and/or healthy relationships AND developed skills to promote social justice. (5)

6. Rate the extent to which your center's best prevention strategy incorporates appropriate 'dosage' or saturation of messages. Choose the one statement that best describes the activities as they were implemented last year.
    a. Single session or opportunity for exposure to prevention messages. (1)
    b. Two to three independent sessions or opportunities for exposure. (2)
    c. Two to three sessions or opportunities for exposure that were integrally connected such that the impact of each session increased over time. (3)
    d. Four or more sessions or opportunities for exposure that were integrally connected such that the impact of each session increased over time. (4)
    e. Four or more sessions or opportunities for exposure that were integrally connected such that the impact of each session increased over time PLUS some type of follow-up or booster session later. (5)

7. Rate the extent to which your center's best prevention strategy considered socio-cultural relevancy. Choose the one statement that best describes the activities as they were implemented last year.
    a. Activities were based on one set of beliefs, practices, or norms (e.g., those of your agency). (1)
    b. Your agency attempted to understand the population you wanted to reach before developing the strategy (for example, reading about the population). (2)
    c. Your agency engaged the community in the development of the strategy in order that it reflect the contribution and interests of the community (for example, talked with community leaders, held focus groups). (3)
    d. Strategy was developed with specific input from community leaders and members (for example, they reviewed prevention materials, gave direct input on the content). (4)
    e. Strategy was developed through active collaboration with community members who were equal partners in the process. (5)

8. Now assess how similar this strategy is to the rest of the work that you do in terms of how it incorporates primary prevention principles.
   a. Very different than the majority of other prevention activities we do in terms of how well it incorporates primary prevention principles. (1)
   b. Somewhat different than other prevention activities we do in terms of how well it incorporates primary prevention principles. (3)
   c. Very similar to the majority of other prevention activities we do in terms of how well it incorporates primary prevention principles. (5)

Add the orange numbers you circled above to get your TOTAL for USE OF PREVENTION PRINCIPLES:

_____

Organizational Support for Prevention

The eight questions in this section ask about the culture of your center, particularly organizational norms around the primary prevention of sexual violence.

1. What has been your experience in engaging staff in your organization to participate in prevention activities?
   a. Only the preventionists/educators participate
   b. Some other staff directly participate
   c. Many staff directly participate and most lend indirect support
   d. Most staff directly participate and all lend indirect support
   e. All staff directly participate

Please rate how much you agree with each of the following statements.

In the past calendar year...	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1. My agency had a mission statement that includes ending, preventing, or eliminating sexual violence.	1	2	3	4	5
2. My executive director had a strong understanding of the primary prevention of sexual violence.	1	2	3	4	5
3. All staff members saw primary prevention of sexual violence as an essential part of the agency's work.	1	2	3	4	5
4. My agency's job descriptions for prevention staff reflected the principles of primary prevention.	1	2	3	4	5
5. My agency committed discretionary funding to activities for the primary prevention of sexual violence.	1	2	3	4	5
6. Primary prevention of sexual violence was regularly discussed in staff meetings.	1	2	3	4	5
7. My agency had no problems recruiting and retaining key prevention staff and leaders.	1	2	3	4	5

Add the numbers you circled above to get your TOTAL for ORGANIZATIONAL SUPPORT: _____

Community Mobilization

Primary prevention of sexual violence is a community-wide effort that involves many systems. The last set of questions asks about community mobilization work, including your agency's efforts to partner with your local community to affect social change.

Please rate how much you agree with each of the following statements.

In the past calendar year...	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1. People in my agency had the communication skills to influence people in our community.	1	2	3	4	5
2. People in my agency knew when important community events took place.	1	2	3	4	5
3. People in my agency knew how to gather information relevant to community issues.	1	2	3	4	5
4. People in my agency knew how to develop leadership in our community.	1	2	3	4	5
5. My agency influenced community members to take action on important issues.	1	2	3	4	5
6. My agency influenced decisions that were made by the lawmakers in the community.	1	2	3	4	5
7. My agency usually pitched in when something needed to be done in the community.	1	2	3	4	5
8. My agency participated in community activities.	1	2	3	4	5

Add the numbers you circled above to get your TOTAL for COMMUNITY MOBILIZATION: _____

Community Partnerships

Think about the relationships your center has with other organizations in the community – including partnerships for service provision (e.g., SARTs) or other collaborative programs. In the first column of the table below, write down up to 10 of the strongest and most effective partnerships your center worked on during the previous calendar year in the first column of the table below.

If your Center had no partnerships, put a '0' in for your section score at the bottom of the page and proceed directly to the assessment scoring section.

Description of Partnership	Collaborating - SV Prevention	Supporting - SV Prevention	Emerging- SV Prevention	Other - Not Prevention
	4	3	2	1
	4	3	2	1
	4	3	2	1
	4	3	2	1
	4	3	2	1
	4	3	2	1
	4	3	1	1
	4	3	2	1
	4	3	2	1
	4	3	2	1

Now, using the following definitions, go back and rate each of the partnerships that you listed:
- Collaborating Partners: Meet regularly, engage in collaborative planning about sexual violence prevention, and do some type of jointly run prevention strategies
- Supporting Partners: Meet occasionally, communicate about your prevention work, share ideas, but do not have jointly run prevention strategies
- Emerging Partners: Beginning to talk about prevention and form a plan to work together
- Other Partnership: A supportive or collaborative partnership but it is not focused on prevention

Add the numbers you circled above to get your TOTAL for COMMUNITY PARTNERSHIPS: _____

Self-Assessment Scores

The purpose of this assessment is to reflect on your primary prevention capacity and to gauge how well your center will be able to support your work to build readiness for comprehensive sexual violence prevention on campus.

Section of the Assessment	Possible Scores	Your Score
Prevention Competencies	8 - 40	
Use of Prevention Principles	8 - 40	
Organizational Support for SV Prevention	8 - 40	
Community Mobilization	8 - 40	
Community Partnerships	0 - 40	
Total	32 - 200	

Add your points together. This score can be used to place you into one of three groups:

GREEN – READY TO GO
If your total score was more than 120… this approach is likely to feel synergistic with other prevention work you are doing in the community. While you will face new challenges, they will probably feel more exhilarating than exhausting. It is likely that your center has a strong history of community mobilization around issues of sexual assault and, thus, you will be able to find support within your center for the prevention readiness building work you are undertaking. Those existing resources and high capacity will help you successfully adopt this approach – but that doesn't mean it will be easy!

YELLOW – PROCEED WITH CAUTION
If your total score was between 66 and 120… your capacity to do this work is similar to most preventionists and programs across the state. This work will require that you learn some new things and perhaps shift your attitudes or current practices. However, you are probably ready for the learning curve, and the readiness building approach will likely enhance the way that you think about and approach your other prevention work. Plan to be frustrated, at times, with the incremental nature of institutional change and build in celebrations of small milestones (You found two administrators willing to serve as key respondents! You completed all your interviews! You got someone on campus to host your workgroup meeting!) and supports for yourself. You will want to be sure to leverage existing resources – including colleagues or volunteers willing to help with interviewing, rating or workgroup facilitation – to support this work.

RED – STOP AND CONSIDER WHAT'S AHEAD

If your total score was less than 65, stop and think about whether you should move forward with this approach. Did the campus call you looking for help on how to take next steps in prevention? Do you think they are truly interested in looking inward to better understand conditions for prevention efforts on their campus? Or are they just looking for a content expert to do a training or orientation? Do you feel comfortable co-facilitating sessions with campus leaders representing diverse groups, as opposed to working with just students or your own center staff? Your score suggests that there is limited capacity and support for a readiness building approach, and this option may not be appropriate for your campus prevention work.

The Training and Technical Assistance Team at PCAR is available to further discuss how you might best implement the readiness building approach.

Notes

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Contact Log

Date/Time	Who Contacted: Group/ Depart and Individual Name	Stakeholder ST=Student SF= Staff F=Faculty A=Admin	Action NM= No Message LM= Left Message MA= Made Appointment OM= Invite to meeting	Notes

Frequently Asked Questions: Interviews

How many people should I interview in my assessment?

It is critical to get multiple perspectives in your assessment. Try to get at least one person from the following groups: administrators, students, faculty, and staff. Each of these groups itself is very diverse. Pilot tests of this tool indicated that six participants are optimal for gathering the breadth and depth of information required to make a good assessment. No more than eight interviews should be necessary for the purposes of gathering quality data. Take any appropriate promotional materials about your organization– in addition to your business card– to leave on campus while you are there.

Can I improvise wording for questions, skip questions, or ask the questions in a different order?

While it is best to stick to the wording of the assessment as designed, you will need to use your judgment to modify as necessary. Remember, *any information that you obtain is useful*. It may make sense in certain circumstances to rephrase questions, eliminate some entirely, or jump around in the interview. The most important thing is to listen very carefully to people's answers without interrupting or adding unnecessary comments. The less you say, the better. Use the opportunity to build trust through nonjudgmental listening.

How should I record respondents' answers?

There is no single way to do this. Audio-recording the interview would certainly provide the most complete information, and today's technology offers many options for doing so. You might even be able to use your smartphone for this purpose. Another approach would be to work in teams and have the second person take notes while you facilitate the questions and answers. However, depending on your participants comfort level with the topic, either method might compromise the ability to hold an open and honest conversation. If you are trying your best to write down his or her answers as close to verbatim as possible, then you can use this excuse to ask the respondent to say something again. You can say, "Can you repeat that? I want to make sure I am writing this correctly."

What if someone becomes upset during an interview?

Remember that sexual violence is an issue that touches people in deep ways. Be prepared for any type of reaction. Consider letting your agency's hotline staff know that you will be conducting interviews and see if they could be available to support you and your respondents if necessary. If at any point you or your respondent feels uncomfortable, stop the interview. Reassure your participants that you do not have to go any further and that you appreciate the time they did give. Provide additional support as necessary (e.g., I did come here to listen to you. Would you like to tell me what you're thinking about? Would you like me to stay or would this be a good time for me to leave? What can I do for you before I leave today?) and refer any distressed respondent to your hotline. Before you go, leave a small stack of brochures about your agency on campus. You can ask your respondent to keep one for them and leave the rest in a high traffic area on campus.

What if the person becomes hostile?

Hostility might be another way of expressing distress and should be handled as above. You might say, "I feel as though my questions might be frustrating you, what do you think about taking a break?" In addition, trust your instincts and keep your own safety in mind. If necessary, quickly excuse yourself. You might say, "Excuse me for a moment, I need a quick break to think about how to refocus my interview questions in a productive way," and walk to an area where there are other people. Make sure somebody in your office knows where and when you will be conducting your meetings.

What if I cannot complete the interview in the time that has been scheduled for my meeting?

Remember, *any information you get will be useful*. Even incomplete interviews can be scored to contribute to the overall rating. If you feel comfortable, consider asking the respondent if he or she would be willing to consider an additional appointment, even a phone call, to finish the interview at another time. If not, end the interview in a polite and respectful way, letting them know you appreciate their thoughts.

Does a single person have to do all the interviewing?

Interviews can be labor intensive. If you have colleagues or interns that are comfortable completing these interviews, multiple interviewers are fine. However, when it comes to rating, the person most responsible for implementing prevention activities should rate all the interviews, either as the interviewer or as the second rater.

I have already completed the assessment in the past. Do I need to interview the same people each year?

It is fine to interview the same people in subsequent assessments. You may also consider doing a "brief assessment" using a group format following the baseline assessment. Even if your respondent does remember some of the same question, it is likely that he or she will have new reflections. It is also fine to interview different people.

Impact: What We Hope to Change in 10+ Years

College or University Sustains Sexual Violence Prevention on Campus

Long-Term Outcomes: Changes We Expect in 7-9 Years

- Improved Coordination in Campus Response to Sexual Violence
- Increased Budget Line for Sexual Violence on Campus

Intermediate Outcomes: Changes We Expect in 4-6 Years

- Increased Enforcement of Appropriate Sexual Violence Response and Prevention Protocols
- Increased Opportunities for Student Involvement in SV Prevention on Campus
- Increased Focus on SV Prevention Among a University-Approved Group of Decision-Makers Like A Task Force

Short-Term Outcomes: Changes We Expect in 1-3 Years

- Campus Has An Increased Familiarity with Local Center's Expertise in Sexual Violence
- Campus Has An Increased Involvement with Local Sexual Violence Organization
- Students Have Increased Interest in Sexual Violence Prevention
- Increased Campus Readiness
- Campus Commits Increased Number of Resources to Sexual Violence Prevention

Level 2 Activities: What We Do Next

- Policy Review
- Strategic Planning
- Student Leadership Development
- Resource Development

Level 1 Activities: What We Do First

- Assess Campus Readiness
- Partner with Campus Leaders
- Educate Campus Leaders

Inputs/Resources: What We Invest

Resources Available: PCAR; Time and Expertise of Staff at Local Centers; Partners on Campuses; RNET Support; Communications Technology; Promising Practices and Evidence; Local/National/Global Violence Prevention Field/Movement; Policies (including Clery Act, HB240); Policy Advocacy Groups

Resources Needed: Space, Time, Faculty Sponsors, Money, Collaboration with Other Agencies, Human Resources, Marketing Expertise/Materials, Institutional Commitment

Program logic model

The logic model is organized into four sections and details the resources, activities, anticipated outcomes and desired impact of the readiness assessment approach to sexual violence prevention.

RESOURCES (BLUE)

There are a number of resources that can be used by sexual assault programs to implement prevention activities on campus. Two broad categories of resources were identified. The first category consists of those resources that are currently available:

- Time and expertise of staff at local centers
- PCAR
- Partners on college campuses
- Communications technology
- Promising practices and evidence
- Local/National/Global violence prevention movement
- Policies including Clery Act and PA HB240 and policy advocacy groups

Feedback from pilot sites on resources

- PCAR; PCAR TA staff: research, resources, training, state policy; support from PCAR with materials and expertise; PCAR guide on policy;
- Knowledge and expertise of staff at local centers; experienced staff; prevention expertise; staff; staff time; student interns;
- HB240;
- Security on campus; campus partners; women's center or health centers;
- Original manual & pilot site support;
- Technology & communication; Facebook, MySpace, website, Twitter;
- Research materials; promising practices & "evidence;" developed curricula/manuals (Green Dot, Bystander);
- Community assessment tools & guidance
- MCSR MOST clubs; NSVRC SAAM 2010; Sex Signals; Sexversations (Kelly & Becca); Media education foundation; David Lisak; NCHERM; SAFER.ORG

The second category of resources are those that would be needed to achieve the end goal of campuses sustaining sexual violence prevention initiatives. In program development, when planners identify resources that are needed, but not available, they should design specific activities to secure the needed resources. Those things include:

- Institutional commitment
- Space
- Additional time
- Faculty sponsors
- Human resources
- Money
- Collaboration with other agencies
- Marketing expertise

Ideas written down by pilot sites that were grouped into this category

- Space on campus devoted to developing student activists; physical space;
- Faculty time and input, faculty sponsor, full or 3/4 person on campus to support activities, staff time, campus human resources (peer educators, campus police, bartenders, administration), technologically savvy people,
- Marketing company or consultant, targeted marketing materials,
- Apply for PLCB funding, outside dollars for implementation, money for compensation, funding for programs such as Green Dot, Red Flag, etc.,
- Institutional commitment,
- Collaborative ongoing partnerships & resource-sharing, collaboration with other (nonSA) agencies,
- Time: both for training facilitators and training on campus.

ACTIVITIES (GREEN)

Activities are the various tasks that will be implemented using the resources that are available. Two levels of activities were identified. Level One Activities are tasks that are appropriate for any campus and are recommended to be implemented first. They include two basic tasks:

- Partner with campus leaders
- Assess community capacity (or readiness)

These two activities represent a larger set of more detailed activities that the pilot project Evaluation Team generated during the logic model development session. While the broader set of creative ideas has been collapsed into the simpler activity, partner with campus leaders, there are plenty of ways to be creative in forming and sustaining those partnerships. See Chapter Three for more ideas.

For partnering with campus leaders, other ideas included:

- Forging partnerships with faculty/staff and student leaders;
- Partner with community agencies and other campuses;
- Reach out to campus police and provide resources;
- Meetings with campus leaders; and
- Engage bartenders and/or local businesses in bystander empowerment and prevention.

Level Two Activities are those activities that would really work best after Level One Activities are underway or completed (i.e., partnerships have been formed and the campus has been assessed). These activities will be tailored to current campus conditions and community readiness to engage in sexual violence prevention. Six main activities are proposed:

- Train campus leaders
- Organize students
- Build task force
- Social marketing campaigns
- Strategic planning/Policy review
- Resource development/Fundraising

OUTCOMES (YELLOW)

As a result of prevention activities, certain changes in campus conditions are anticipated. Short-term outcomes are those changes expected to occur within one to three years. If successfully achieved, short-term outcomes provide the foundation for subsequent outcomes, which should lead to the desired impact of the program on the community.

- Increased presence of SA center on campus
- Increased community readiness to change on campus
- Increased campus resources available for sexual violence prevention

Input from members of the pilot project that were used to generate the short-term outcomes were:

1. Sexual assault center is known and visible presence on campus;
2. Permit sexual assault experts to conduct mandated education programs;
3. Attitudes about sexual violence;
4. Attitudes about sexual violence and alcohol;
5. Attitudes of college to see the value and be willing to fund the program;
6. Campus administration understands the need for comprehensive long-term approach;
7. Administration can identify effective sexual violence prevention principles;
8. People on campus understand primary prevention of sexual violence.

Intermediate level outcomes are changes in campus conditions that are expected to occur in four to six years. The ideas listed below in yellow were combined to form the three intermediate outcomes shown on the model:

- Student engagement and leadership
- Sexual violence prevention task force
- Appropriate policies and protocols

Ideas generated:

"Good policies and protocols," "policies which support prevention and offender-focused response," "administration supports and co-chairs sexual violence prevention task force," "student engagement to change norm — see that prevention is something that all are involved in," "corp of peer educators develop structure for campus groups and activities," and "increased student involvement."

Finally, long-term outcomes are those changes expected to occur within seven to nine years of program efforts. In the case of campus readiness, they include:

- Coordinated campus response to sexual violence
- Resources designated to support sexual violence prevention

Other ideas related to these two outcomes were:

1. College response to sexual violence and how it should be victim-focused;
2. Policies and protocols enforced/enacted; and
3. Campus police validate and respect victims who disclose sexual violence

IMPACT (ORANGE)

Impact is the effect of the program on the target community after 10 or more years of intervention. Because this is a project of the Pennsylvania Coalition Against Rape, the target community for this intervention is the entire state of Pennsylvania.

Interview Data Sheet

Interview Identification

Stakeholder: **ST   SF   FA   AD**   Campus: Interviewer Initials:

– –

Time

At the start of the interview: At the end of the interview: Total minutes:

– –

Exposure

Had your informant heard of your agency before giving the interview?   **YES**   **NO**

– –

Reactions

After completing this interview, how are you feeling now?

ENLIGHTENED	**DEFLATED**	**PLEASED**
STIMULATED	**OVERWHELMED**	**OKAY**
EXHILARATED	**IRRITABLE**	**UNSURE**

– –

Comments

Is there anything else we should remember about this interview?

Readiness Assessment

How ready are colleges and universities to integrate rape prevention into campus life?

Talking Points

Thank you for meeting with me today and for agreeing to be a part of this work.

Let me take a minute to share why I am doing these interviews. My agency is using an approach to support comprehensive sexual violence prevention activities on college campuses. This approach is built upon the assumption that prevention efforts on campus will be most effective if they are tailored to be relevant and appropriate to the specifics of this particular campus community.

Many times, people ask about things that are not working well - the problems - to fix them. In this case, we will also inquire about things that are working well so that we can build upon them. We want you to think, remember, and share details of experiences you've had when things worked really well.

Your answers are very important, so I will be taking notes. I am not writing your name or any other identifying information in my notes. Your participation and responses are confidential.

I am going to try to stay on schedule because I respect your time commitment of one hour. However, if you would like to continue our discussion after that time, that would be great.

The information you provide will be presented at a workshop where we will plan next steps. Pass along flier.

Interviewing Tips

Schedule the interview for a reasonably private location that will be physically and emotionally comfortable for both you and your respondent. You may want easy access to a restroom.

Tailoring questions must be done carefully to retain the core meaning of the question, which is closely linked to the rating and scoring procedures.

Because the assessment is rather long, avoid extraneous discussion with interviewee. However, use your best judgement and interpersonal skill to build rapport and find connections with the respondent.

Be comfortable with silence. Give respondents time to think after each question. Repeat and rephrase, if necessary. There are no "answers," right or wrong, to these questions. Any response is a valid reflection, even if seems off- topic. Support any response with active listening.

Record or write responses as they are given, using as many of the respondents' own words as possible. Try not to add your own interpretation or second guess what the interviewee meant. Ask for clarification often.

Dimension A: Sexual Violence Prevention Activities

I would like to get a sense of this campus. Please describe ⸺ **[INSERT name of college/ university]** for me.

What makes **[INSERT name of college/university]** a special place to teach/to work/to live and learn? What first drew you to **[INSERT name of college/university]**? Who or what makes you feel welcomed to **[INSERT name of college/ university]** and gives you a sense of belonging?

How does the campus community address issues important to students (safety, crime, financial aid, academic offerings)? Describe, if you can, a time the campus really came together around the issue important to students. How did that happen?

Are there groups who typically work together? Are there "partners" who co-sponsor events like academic seminars/workshops, alcohol awareness week, food drives, or work together in any other visible ways?

Now, I'd like to hear from you how this campus addresses sexual violence. Please describe the efforts on your campus to address sexual violence. **[PROBES, if necessary]**: How long have these efforts been ongoing on your campus? Who do these efforts target or reach? **[As the informant describes activities, try to place them at the appropriate level in the The "Spectrum of Prevention" table below]**

Strategic Goals	Examples of Activities Described by Informant
Influencing policy (changes in university regulations as well as adoption of formal policies by campus departments)	
Changing campus practices (e.g., in key campus organizations such as student groups, teams, departments)	
Fostering coalitions & networks (increase the "critical mass" behind efforts, help groups trust, share resources)	
Educating providers (training faculty, students and staff in response and bystander intervention skills)	
Promoting community education (e.g., targeting groups of individuals, mass media campaigns)	
Strengthening individual knowledge and skills (e.g., RA's, counselors, supervisors giving advice on reducing risk and promote healthy sexuality in one-on-one interactions)	

Do activities target this group?	Men	Administrators	Students	Faculty	Staff
Check here if YES					

How aware is the campus community about the sexual violence prevention and education activities that you just described? How much do you think *most* people on campus know about these efforts and programs?

	Most people on campus know this, some do not	Some people on campus know this, most do not
Know the efforts exist/are ongoing		
General understanding of the purpose of prevention activities, programs & policies		
Specific knowledge about efforts including who is involved/running the programs, contact persons, activities, goals & timelines		
Have detailed program evaluation data and knowledge of program effectiveness		

What could make this important work— these prevention efforts— even more visible?

What type of information regarding sexual violence is available on campus? What local data are available on sexual violence on your campus? How do people obtain this information on campus?

Dimension B: Knowledge About Sexual Violence

I am trying to get a sense of what people on campus know about sexual violence. Can you think of a time you saw or heard someone on campus talking about sexual violence? Without giving me any confidential information, what stands out in your mind about this instance? How do people talk about sexual victimization? Sexual perpetration?

Overall, how much knowledge do you think most people on campus have about the issue of sexual violence? Please explain. **[Use table below to probe for what depth of knowledge MOST people on campus have]**

	Most people know, some do not	Some people know, most do not
SV exists		
Legal definitions of SV and consent		
General prevalence rates in the U.S. (1 in 4 women, 1 in 6 men will be victims; 1 in 4 college men will perpetrate)		
SV is a continuum of behaviors including ogling, coercion, threats		
Effects and consequences of SV on victims, family and friends (signs and symptoms of sexual trauma)		
A general sense of what to do if sexual violence occurs		
A general sense of risk and protective factors for sexual violence perpetration and victimization		
Specific knowledge of what to do and how to access local resources on campus and the local community		
Knowledge of what he or she, specifically, can do to reduce risk and promote healthy sexuality on campus		
Official report rates on their campus		
More detailed information about sexual violence on their campus such as unreported rapes and risky behavior on campus (would require data collection efforts other than official rape reports)		
Specific knowledge about campus efforts to prevent sexual violence; contact people, who funds programs, how to access		
Effectiveness of campus efforts and local programs to address and prevent rape		

Dimension C: Campus Climate

How does the campus community support efforts to address sexual assault?

Do people generally believe victims? Do you hear victim-supportive or victim-blaming statements? Explain.

Do people generally hold perpetrators accountable? Do you hear statements minimizing sexually violent behavior or statements challenging sexually violent behavior? Explain.

Can you think of any circumstances in which anybody at **[INSERT name of college/university]** might think that any kind of sexual violence should be tolerated? Please explain. [e.g., Who might be likely to think this? Under what circumstances?]

Based on the answers that you have provided so far how would you describe the typical attitude on campus about sexual violence?

Rate your campus attitude about taking responsibility to prevent sexual violence. Using a scale of 1 to 10 where:
- 1 is an attitude of indifference or helplessness ["sexual violence is just not our concern," "there is nothing we can do," or "we don't think think it should change"]
- 10 is an attitude of empowerment and responsibility ["we hold ourselves accountable to address sexual violence," or "we need to make sure our sexual violence prevention efforts are effective"]

How would you rate the attitude of most people on campus? **[Remind them, if necessary, that we are not asking about their own opinion, but their perception of others' attitudes. How supportive or involved are MOST other people on campus in sexual violence prevention]**

Dimension D: Support for Campus-Wide Prevention Efforts

To whom would an individual affected by sexual violence turn to first for help on campus? Why?

Using a scale from 1-10, what is the level of understanding and training among those who might be likely to receive a disclosure of sexual violence on your campus— with 1 being "very low" and 10 being "very high?" Please explain.

What is the attitude on campus about supporting efforts to address sexual violence in terms of volunteering time, allocating or donating financial resources, and/or providing space?

How are current efforts funded? Please explain.

Are you aware of any proposals or action plans that have been submitted for additional funding to address sexual violence on your campus? If yes, please explain. Can you think of possible partnerships or additional funding opportunities that could be explored?

Do you know if there is any evaluation of efforts that are in place to address sexual violence? If yes, on a scale from 1-10, how sophisticated is the evaluation effort— with 1 being "not at all" and 10 being "very sophisticated?"

[IF APPROPRIATE, ASK:] Are evaluation results being used to make changes in programs, activities, or policies or to start new ones?

Do you know of a person or department or other place on campus that might be able to offer assistance in evaluation efforts?

Dimension E: Campus Leadership

Who are the leaders specific to sexual violence prevention efforts on your campus?

How are these leaders involved in efforts regarding sexual violence? Please explain. For example: Are they involved in a committee, task force, etc.? How often do they meet?

Would campus administrators and other leaders on campus support additional efforts? Please explain.

Imagine yourself as actively involved in a community of responsibility— one that took ownership for challenging the social norms that allow sexual violence to continue here on campus— who specifically would you want to participate with you? Who should be the campus leaders on this issue?

Related to that, what do people on campus know about **[INSERT name of the local sexual assault center]** work to prevent sexual violence?

What are ways to strengthen the connections between **[INSERT name of the local sexual assault center]** and your campus? How can **[INSERT name of the local sexual assault center]** support your campus prevention work?

Rating Scales

DIRECTIONS: Read each of the anchored ratings on the scale below. Start with the first statement. Go through the interview you are rating and underline or highlight statements that refer to the first anchored rating statement and jot key phrases in the notes section below. If the campus exceeds the first statement, proceed to the next statement. To receive a rating at a certain stage, all previous levels must have been met, up to and including the statement which you believe best reflects what is stated in the interview. In other words, a community cannot be at Stage 7 and not have achieved what is reflected in the statements for Stages 1 through 6. After looking through interview notes for each of the nine statements below, circle the number rating that most closely matches your judgement of campus readiness based on this information provided in this particular interview. The space for notes can be used to record any details that affected your rating decision and will help you remember how and why you selected your rating based on this interview.

A: Sexual Violence Primary Prevention Activities: To what extent are there comprehensive prevention efforts, programs, and policies focused on stopping rape before it happens?	Ratings	Notes: If in doubt, choose the lower of the two ratings that best describe your campus
No awareness for the need for efforts to prevent sexual violence on campus	1	
No efforts besides basic awareness education to prevent sexual violence on campus	2	
A few individuals recognize the need to initiate some type of campus-wide primary prevention efforts, but there is no immediate motivation to do anything more than rape awareness education	3	
Some campus members have met and begun a discussion of developing primary prevention activities, programs & policies to address root causes and stop sexual violence before it happens	4	
Campus-wide primary prevention programs and activities in addition to rape awareness education are being planned with input from diverse campus groups	5	
Campus-wide primary prevention programs and activities that move beyond rape awareness education and target diverse campus groups have been implemented	6	
Campus-wide primary prevention programs and activities have been running for several years and many people on campus have general knowledge of prevention activities (aware that they exist and purpose)	7	
Several different primary prevention programs, activities and policies are in place, covering different campus groups and reaching a wide range of people. New efforts are being developed based on evidence and many people on campus have specific knowledge of local efforts including contact persons, training of staff, target populations, etc.	8	
Evaluation plans are routinely used to test effectiveness of many different sexual violence prevention efforts, and the results are being used to make changes and improvements. There is considerable campus knowledge about campus-based sexual violence prevention efforts, as well as the level of program effectiveness	9	

DIRECTIONS: Read each of the anchored ratings on the scale below. Start with the first statement. Go through the interview you are rating and underline or highlight statements that refer to the first anchored rating statement. If the campus exceeds the first statement, proceed to the next statement. To receive a rating at a certain stage, all previous levels must have been met, up to and including the statement which you believe best reflects what is stated in the interview. In other words, a community cannot be at Stage 7 and not have achieved what is reflected in the statements for Stages 1 through 6. Circle the number rating that most closely matches your judgment of campus readiness based on this information provided in this particular interview. The space for notes can be used to record any details that affected your rating decision and will help you remember how and why you selected your rating based on this interview.

B: Knowledge About Sexual Violence: To what extent do campus members know about the causes of sexual violence, consequences, and how it impacts the campus community?	Ratings	Notes
Sexual violence is not viewed as an issue on campus / "denial"	1	
No knowledge about sexual violence on campus / "ignorance"	2	
People on campus know sexual violence exists / "have heard of the existence of something, but don't know anything about it"	3	
People on campus have some basic knowledge about sexual violence (e.g., definitions, prevalence), but information is lacking / "general knowledge about"	4	
Campus members know that sexual violence includes a continuum of behaviors including ogling, threats and coercion and has a range of effects and consequences on victims, family and friends / "general knowledge about"	5	
Campus members have a understanding of risk and protective factors in general, as well as what people should do, hypothetically, if sexual violence were to occur / "specific knowledge about"	6	
Campus members have knowledge of what they can do specifically to reduce risk and promote healthy sexuality and where/how to access information including official campus reports, resources, and help on campus and in the local community.	7	
Campus members have knowledge of, and access to, detailed information about local prevalence, risk, and effects of sexual violence on campus [suggest local surveys of risky behavior and unreported/ unacknowledged SV victimization and perpetration]	8	
Campus members have detailed information about sexual violence on campus as well as information about the effectiveness of local programs.	9	

DIRECTIONS: Read each of the anchored ratings on the scale below. Start with the first statement. Go through the interview you are rating and underline or highlight statements that refer to the first anchored rating statement. If the campus exceeds the first statement, proceed to the next statement. To receive a rating at a certain stage, all previous levels must have been met, up to and including the statement which you believe best reflects what is stated in the interview. In other words, a community cannot be at Stage 7 and not have achieved what is reflected in the statements for Stages 1 through 6. Circle the number rating that most closely matches your judgment of campus readiness based on this information provided in this particular interview. The space for notes can be used to record any details that affected your rating decision and will help you remember how and why you selected your rating based on this interview.

C: Campus Climate: What is the prevailing attitude on campus towards sexual violence prevention? Is it one of helplessness or one of responsiblity and empowerment?	Ratings	Notes: If in doubt, choose the lower of the two ratings that best describe your campus
The prevailing attitude on campus is that sexual violence prevention is not considered, unnoticed or overlooked: "Preventing sexual violence is just not our concern."	1	
The prevailing attitude on campus is helplessness or denial: "There is nothing we can do," or "That's the job of rape crisis centers," or "We don't think it should change."	2	
Campus climate is neutral or disinterested: "We don't think sexual violence affects the campus as a whole."	3	
The attitude on campus is beginning to reflect interest in sexual violence prevention: "We have to do something to prevent sexual violence on campus, but we don't know what to do."	4	
The attitude on campus is beginning to reflect support for sexual violence: "We are planning specific sexual violence efforts on campus."	5	
The attitude on campus is beginning to reflect modest involvement in efforts: "Sexual violence prevention is our responsibility."	6	
The majority of people on campus generally support programs, activities or policies: "We have taken responsibility for preventing sexual violence on our campus."	7	
The majority of people on campus strongly support the need for sexual violence prevention efforts. Participation levels are high. "We need to keep up on sexual violence prevention and make sure what we are doing is effective."	8	
All major segments of the campus community are highly supportive, and people on campus are actively involved in evaluating and improving efforts and demand accountability: "We insist upon effective sexual violence prevention efforts on this campus"	9	

DIRECTIONS: Read each of the anchored ratings on the scale below. Start with the first statement. Go through the interview you are rating and underline or highlight statements that refer to the first anchored rating statement. If the campus exceeds the first statement, proceed to the next statement. To receive a rating at a certain stage, all previous levels must have been met, up to and including the statement which you believe best reflects what is stated in the interview. In other words, a community cannot be at Stage 7 and not have achieved what is reflected in the statements for Stages 1 through 6. Circle the number rating that most closely matches your judgment of campus readiness based on this information provided in this particular interview. The space for notes can be used to record any details that affected your rating decision and will help you remember how and why you selected your rating based on this interview.

D: Support for Campus-Wide Prevention Efforts: To what extent are local resources - time, money, people, space, etc. - available to support sexual violence prevention?	Ratings	Notes: If in doubt, choose the lower of the two ratings that best describe your campus
There is not awareness of the need for resources to deal with prevention of sexual violence on campus.	1	
There are no resources available for sexual violence prevention efforts.	2	
The campus is not sure what it would take (or where the resources would come from) to initiate violence prevention efforts.	3	
The campus has individuals, organizations, and/or space available that could be used as resources.	4	
Some members of the campus community are looking into the available resources; some funds may have been obtained for one-time only events.	5	
Resources have been obtained and/or allocated for ongoing sexual violence prevention on campus.	6	
A considerable part of support of ongoing efforts are from campus administration, which is expected to provide continuous support. Campus members and leaders are beginning to look at continuing efforts by accessing additional resources.	7	
Diversified resources and funds are secured and sexual violence prevention efforts are expected to be ongoing. There is additional campus support for further efforts.	8	
There is continuous and secure support for sexual violence prevention programs and activities, evaluation is routinely expected and completed, and there are substantial resources for trying new efforts.	9	

DIRECTIONS: Read each of the anchored ratings on the scale below. Start with the first statement. Go through the interview you are rating and underline or highlight statements that refer to the first anchored rating statement. If the campus exceeds the first statement, proceed to the next statement. To receive a rating at a certain stage, all previous levels must have been met, up to and including the statement which you believe best reflects what is stated in the interview. In other words, a community cannot be at Stage 7 and not have achieved what is reflected in the statements for Stages 1 through 6. Circle the number rating that most closely matches your judgment of campus readiness based on this information provided in this particular interview. The space for notes can be used to record any details that affected your rating decision and will help you remember how and why you selected your rating based on this interview.

E: Campus Leadership: To what extent are campus administrators and influential community members supportive of sexual violence prevention?	Ratings	Notes: If in doubt, choose the lower of the two ratings that best describe your campus
Campus leadership, including campus administrators and influential community members, has no recognition of sexual violence prevention.	1	
Campus leaders believe that sexual violence is not an issue of concern on campus.	2	
Campus leaders recognize the need to do something beyond awareness education regarding sexual violence prevention on campus.	3	
Campus leaders are trying to get some sexual violence primary prevention efforts started.	4	
Campus leaders are part of a committee or group that addresses sexual violence and bringing primary prevention efforts to campus.	5	
Campus leaders are active in the implementation of sexual violence primary prevention activities.	6	
Campus leaders are supportive of continuing basic primary prevention activities and are actively considering how to secure resources for sustainability.	7	
Leaders are supportive of expanding and/or improving prevention efforts through active participation in the expansion and/or improvement of activities.	8	
Leaders are continually reviewing evaluation results of the efforts and are modifying support accordingly.	9	

Scoring Worksheet

STEP ONE: When the independent rating is complete, the two raters meet to discuss the ratings and to score each interview. To start the scoring process, enter each rater's independent ratings for each dimension into Table 1 below. The table provides spaces for up to six interviews.

TABLE 1: Individual Ratings

Dimension	Interview #1		Interview #2		Interview #3		Interview #4		Interview #5		Interview #6		Interview #7		Interview #8	
	Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2	Rater 1	Rater 2
A																
B																
C																
D																
E																

STEP TWO: The goal in assigning scores is to reach consensus using the independent ratings as a starting point for discussion. Using Table 1 to identify differences in ratings, the two raters should discuss statements from the interview to agree upon a single score for each dimension in each interview. Remember that different people can have slightly different impressions, and it is important to seek explanation for the decisions made. Once consensus is reached, fill in the agreed-upon scores in Table 2. These are the combined scores. Then, add across rows to calculate a TOTAL combined score for each dimension.

TABLE 2: Combined Scores

	Interview #1	Interview #2	Interview #3	Interview #4	Interview #5	Interview #6	Interview #7	Interview #8	Total (Add across row)
Dimension A									
Dimension B									
Dimension C									
Dimension D									
Dimension E									

STEP THREE: Use the total combined scores from Table 2 to calculate stage scores for each dimension. Specifically, take the total combined score for each dimension and divide it by the number of interviews conducted. Then, add the calculated stage scores down the column and divide by 6 (the number of dimensions). This is your campus's overall stage of readiness.

TABLE 3: Calculated Stage Scores

Dimensions	Total from Table 2	divided by # of interviews	Stage Scores		
Dimension A		÷	=		
Dimension B		÷	=		
Dimension C		÷	=		
Dimension D		÷	=		
Dimension E		÷	=		
		Add all stage scores here ⟶		÷ 5 (# of dimensions)	=

STEP FOUR: Use the list of stages below to match the result with a stage of readiness. If the calculated overall stage of readiness is between two numbers on the list, always round down toward the lower number.

Score	Stage of Readiness
1	No Awareness
2	Denial/ Resistance
3	Vague Awareness
4	Preplanning
5	Preparation
6	Initiation
7	Stabilization
8	Confirmation and Expansion
9	High Level of Campus Ownership

Responsibility Logs

Purpose of the Document

The purpose of this document is to help emerging partners in sexual violence prevention track work and share responsibility. Effective partnerships require, at least at first, individuals to share even the mundane responsibilities associated with running a meeting. These pages provide a way to institutionalize, document, and evaluate power-sharing.

The Assessing Campus Readiness for Prevention approach to sexual violence prevention holds at its core a foundational partnership between preventionists within community sexual assault centers and leaders on campus. The campus prevention workgroup is proposed as the means for these partners to plan, implement, and evaluate sexual violence prevention activities. The responsibilities associated with maintaining a partnership and running campus prevention workgroup are varied. This document focuses on nine responsibilities that should be shared among members of the workgroup.

Responsibilities

- Setting the Agenda
- Hosting the Meeting
- Facilitating Introductions
- Upholding Group Agreements
- Reporting on a Topic
- Leading a Structured Activity
- Taking Notes
- Summarizing Next Steps
- Bringing Positive Energy

For each of the responsibilities, this document includes a basic description of the responsibility and tips on how to think about and complete the kinds of tasks associated with fulfilling the responsibility.

Each campus prevention workgroup should figure out how to rotate responsibilities as the group develops its mission and culture. We suggest tracking the process of executing these responsibilities for a trial period to get a sense of how much work is required before delegating leadership roles to assume the responsibilities on a more long-term basis.

Setting the Agenda

Description

Setting and communicating the meeting agenda is the primary responsibility in running the workgroup session. Setting the agenda is more than generating a list of topics; it is also creating and sticking to a structure that keeps all partners engaged in the workgroup process. It can take more effort to coordinate a team of people to assume different responsibilities than executing all those responsibilities alone. The person assuming the Setting the Agenda responsibility might function as a team captain, coordinating different players and making sure everybody else is clear and confident with their responsibilities. Here are the key tasks suggested for the person with this responsibility:

1. Prepare the agenda and verify that all responsibilities are assigned well before the meeting.
2. Work closely with the person hosting the meeting to communicate details of the meeting including date, time, location, parking considerations, and any relevant information about accessing the meeting space.
    a. Publicize the meeting to the people you want to be there including, perhaps, the general public. Find out from the person responsible for hosting whether or not the location requires meetings be open to the public. Consider making a few personal invitations.
    b. Send out a reminder email shortly before the day of the meeting. When communicating with attendees, check to see if they require computer access, materials, or any other accommodations. Also, remind members what they should bring (e.g., policies to review, completed tasks, a willingness to work together).
3. The day of the meeting, arrive early and be ready to make revisions to the agenda as needed.
4. After the meeting host's welcome, go over a final version of the agenda that lists the start and end time and all topics to be discussed during the meeting. If you have a printed schedule of events, have copies for everyone. It you are setting an agenda interactively with input from the participants, be sure the topics and timeframe are displayed where they are visible to all. Set a timeframe for each topic.
5. You are responsible for "MC'ing" the rest of the agenda. Introduce each person the same way— i.e., do not give one person a more lengthy introduction than any other.
6. If minutes were taken at the last meeting have the previous note-taker pass them out and have the workgroup use them as a way to review and summarize progress.
7. Keep track of time. If a topic runs over the allotted time, verbally acknowledge to the group that the topic has gone over and that the rest of the schedule will be affected. Know how you want to transition between one meeting segments and be ready to improvise.
8. Be sure to leave five minutes for the person Summarizing Next Steps, who will either be— or work closely with— the person Setting the Agenda for the next meeting, to clarify agreements/decisions about future actions with the group. At this time, responsibilities for the next meeting can also be assigned.
9. If you have someone Bringing Positive Energy, stop the workgroup proceedings before the scheduled end time and allow that person their allotted time to share so that the meeting ends on a positive note.
10. Be available for follow-up communication with facilitators of the next meeting, especially with the person Taking Notes, who will be preparing minutes for the next meeting, and the person Summarizing Next Steps, who will likely be Setting the Agenda for the next meeting.

Works Closely With Person(s)
- Hosting the Meeting
- Facilitating Introductions
- Upholding Group Agreements
- Reporting on a Topic
- Leading a Structured Activity
- Taking Notes
- Summarizing Next Steps
- Bringing Positive Energy

HOSTING THE MEETING

Description

Hosting the workgroup meeting includes securing a comfortable space appropriate for the workgroup meeting, coordinating the logistical needs for the meeting, and making people feel welcome throughout the workgroup meeting.

1. Ensure that the meeting space that you choose is accessible. For example, choose a location at ground level; or if above or below ground level, make sure there are working elevators. Ensure availability of accessible parking for participants who may require accommodations.
2. Share all relevant information about the location with the person in charge of Setting the Agenda so that she or he can communicate all relevant details of the meeting. Make sure attendees– especially those unfamiliar with the campus or off-campus location– have a clear map to the meeting location. Include details about parking or other transportation options.
3. The day of the meeting, arrive early if possible to make sure it is set up with adequate space for everyone. In arranging seating, make sure that everyone is able to participate from where they are sitting (e.g., a horseshoe-shaped arrangement). If you are using Audio-Visual equipment such as a flipchart, whiteboard, or projector, make sure to arrange seating so that everybody will be able to see it. Test all electronic equipment, making sure that volume is appropriate from different sections of the room, so that you have ample time to make adjustments, if necessary.
4. You are also responsible for providing a physical welcome to attendees. Notify security guards, receptionists, and officemates about the workgroup meeting, so they are aware and able to assist people in signing in (if required) and finding the location. Place signs to let people know they are in the right place. Consider providing name badges for each participant, which can make people feel welcomed. Consider writing WELCOME on the board or flipchart or having a welcome slide on the projector screen if using one.
5. Share a short message of welcome at the beginning of the meeting. Introduce yourself and your organization, remind people to put their cell phones on vibrate, and make sure people know where the restroom facilities are located.
   a. Once you are done with your statement, state that you are passing the "floor" to the person Setting the Agenda or Facilitating Introductions. Mention that person by name.
6. Try to make guests feel like they want to return. If the meeting is held in your organization's offices, invite the attendees for a tour of your space during the break or when the meeting is done. This helps build relationships.

Works Closely With Person(s)

- Setting the Agenda
- Facilitating Introductions
- Upholding Group Agreements
- Leading a Structured Activity
- Bringing Positive Energy

FACILITATING INTRODUCTIONS

Description

This can include check-in ritual and/or a more extensive icebreaker activity. Know how much time you have and what the purpose or objectives of the meeting are and plan your introductions accordingly. For example, if the meeting is meant to facilitate connections, it might make sense to do an ice-breaker that allows people to get to know each other's interests, history, experiences, personal thoughts or opinions. If there is a lot of material to cover, perhaps a more simple introduction or check-in routine. If a day of intensive thought and work is planned, perhaps something more physically active would be most helpful.

1. Work closely with the person setting the agenda to find out what the schedule is for the day and how much time should be dedicated to introductions and initial social interaction among individuals in the group. Be sure to start and end your activity in the time allotted.
2. Choose an activity that can work in any type of space or communicate with person hosting the meeting to make sure your planned activity will work given the space and seating arrangement that will be available.
3. Similarly, be sure that the activity is appropriate for diverse audiences keeping in mind that people in the room may have different physical abilities, languages of origins, allergies to certain foods, etc.
4. Bring all materials necessary.
5. You are also responsible for bringing a sign-in sheet in order to document attendance at the meeting.

Works Closely With Person(s)
- Setting the Agenda
- Hosting the Meeting

UPHOLDING GROUP AGREEMENTS

Description

Establishing and maintaining ground rules or group agreements for the meeting process is a critical piece of leading groups to success. The group agreements provide structure that will allow the group to infuse their shared values into the ongoing work and to function in a consistent and fair manner.

To start, the rules, or group agreements, should be generated in a transparent fashion that includes input from all members of the group. Equally important to generating a mutually agreeable set of rules, is keeping the entire group accountable to the agreements. Therefore, the person Upholding Group Agreements functions as the rule "enforcer." Because enforcement is an act of authoritative power, enacting this particular responsibility will be very susceptible to pre-existing power dynamics. For example, existing systems of sexism, classism and ageism will make it inherently challenging for members of traditional target groups (e.g., youth, women, people of color) to point out that members of traditional agent groups (e.g., paid professional staff, men, Caucasians) that they have violated a group agreement. For this reason, it is especially important that this responsibility is rotated among group members; and that all members of the group are vigilant in holding all other members accountable to the agreements.

While the person responsible for Setting the Agenda will certainly have to maintain group agreements, that person may be so focused on moving through the agenda that s/he cannot attend to this piece of group process. Therefore it may be useful to your group to have a person specifically dedicated to this work.

Here are some tasks suggested for the person with this responsibility:

1. If this is the first meeting of the group, you will be responsible for facilitating a group process for generating a set of ground rules that can be used to guide a group process that is fair to all. There are a variety of ways to do this.
2. If the ground rules or group agreements have been previously established, make sure that those statements are acknowledged by all people present in the room. You should provide a reminder of the ground rules that is visible to all members. Perhaps you can pass out a laminated card that contains "cliff notes" version or bring a poster size version of the rule to post in a highly visible location.
3. Provide people a specific strategy or gesture that can be used if they believe a group agreement is being violated. For example, they could hold up two fingers to indicate they would like to raise a point of order. If the gesture is indicated, regardless of who is speaking, you – with your responsibility of Upholding Group Agreements – should take an active role in surfacing the issue and attempting a solution.
4. You are also responsible for keeping people aware of time. It may be particularly useful to have an actual timer that makes a noise to effectively remind people of the time they are using. You could choose a ringtone that is gentle or amusing rather than abrupt and disruptive to keep the tone light

yet firm. Similarly, you may consider handing out small noisemakers (bells or clickers) to all group members to use to signal if/when a group agreement is being violated.

5. Bring any supplies or materials that you might need to establish and maintain group agreements.

Works Closely With Person(s)
- Setting the Agenda
- Hosting the Meeting

REPORTING ON A TOPIC

Description

This responsibility requires action and work between the previous meeting and this one. For example, someone may be asked to research bystander intervention programs and report back on what they learned; or to survey Department Chairs to get a sense of how many would be willing to have representatives of the workgroup come to the next meeting and share how sexual violence prevention could be integrated into course curricula.

Here are some tasks suggested for the person with this responsibility:
1. Do task or research topic.
2. Work with person Setting the Agenda to figure out how much time you have to share what you have learned. Be sure to start and end your report and associated discussion or Q&A period in the time allotted.
3. Summarize information and present key themes or points. If your report on the topic has surfaced choice points or multiple options, consider facilitating a discussion that will allow a variety of opinions on the topic to be shared. Keep in mind that it often takes more time than you might think to talk through the issues. Pose questions that will bring group to an action item or plan next steps.
4. Bring any supplies or materials, for example a hand-out summarizing your report, that you might need.

Works Closely With Person(s)
- Setting the Agenda

LEADING A STRUCTURED ACTIVITY

Description

A structured activity will not be appropriate at every workgroup session, but one may be especially important for situations when the group is brainstorming ideas, prioritizing options, making group decisions, acquiring new knowledge, or developing new skills. Since the typical meeting focuses on auditory and visual learning, structured activities are a good way to emphasize kinesthetic learning -- or learning by doing.

Here are some tasks suggested for the person with this responsibility:

1. Think about desired outcomes of the activity. For example, besides encouraging interaction among individuals and promoting meaningful participation, are there key concepts that should be learned? Skills that should be practiced? Decisions that should be made? Ideas that should be generated? Write them down for future reference.
2. Make sure that the activity can be logically linked to the desired outcomes.
3. Work with person Setting the Agenda to figure out how much time you have to facilitate your activity. Be sure to start and end your activity in the time allotted
4. Be sure to think through all steps of the activity, and develop clear instructions for each step. Put the instructions into writing on an overhead slide, paper hand-out, or on poster paper.
5. If you will be dividing into groups for the activity, think about how you would like to do that ahead of time.
6. Bring any supplies or materials that you might need.

Works Closely With Person(s)
*   Setting the Agenda

TAKING NOTES

Description

This meeting responsibility, often described as "keeping minutes," requires keen observation and recording skills. The person taking notes is, in a sense, collecting process evaluation of the meeting by documenting events as they unfold: what was discussed or done, by whom, for how long. Please be aware that since this responsibility requires constant observation and simultaneous recording of those observations, it may be difficult for you to fully participate in discussions while Taking Notes. Because constant responsibility for Taking Notes, traditionally assigned to group members with less power, can systematically (though not necessarily intentionally) silence and disengage the notetaker, it is especially important for this responsibility to be rotated.

When everybody has a turn observing and documenting group proceedings, those who are generally highly engaged in discussion have an opportunity to be a bit more detached and observant.

Here are some tasks suggested for the person with this responsibility:

1. Decide ahead of time how you would like to record your observations of the meeting's proceedings. Perhaps you will want to bring a laptop or other electronic device to store notes digitally. If you plan to take hand-written notes, be sure to bring plenty of paper so that you are able to document all of your observations (and not, for example, just those that fit on the margins of a printed agenda)
2. If one exists, use the written schedule of events or agenda as a guide in keeping track of the meeting. It may be interesting to point out if, when, how the meeting deviated from the planned agenda.
3. Include as much detail in your notes about who said what as well as other nonverbal observations that you might make. For example, you might notice and record whether there were people who were notably silent. You can always edit out extraneous details when preparing notes to share with others.
4. If votes are taken, carefully record the exact phrasing of the options put to vote as well as the number of votes counted for each option.
5. When necessary, ask the group for clarification. For example, you might say, " I am trying to get that idea accurately captured in the meeting notes, can you please repeat what you just said."
6. As your responsibility emphasizes constant recording of observations in real time, you might be in a particularly good position to notice when group agreements are not being upheld; feel free to signal these infractions to group at -large and the person Upholding Group Agreements.
7. Bring any supplies or materials that you might need to execute your responsibility.

Works Closely With Person(s)
- Setting the Agenda
- Upholding Group Agreements
- Summarizing Next Steps

SUMMARIZING NEXT STEPS

Description

Like Taking Notes, this responsibility requires keen listening and planning skills. In order to maintain a sense of continuity, we suggest that, when rotating responsibilities, the person Summarizing Next Steps for this meeting becomes the person Setting the Agenda for the next meeting. In relaying these responsibilities, the person with the Summarizing responsibility at the meeting takes on a role similar to an "incoming" chair or Chairperson-Elect. This way, the person with primary responsibility for the next meeting has already been determined in the previous cycle. For example:

Meeting	Setting the Agenda	Other Responsibilities	Summarizing Next Steps
October	Person A	Persons B-G	Person H
November	Person H	Persons I – M	Person N
December	Person N	Person O – T	Person U

So, by the end of the meeting, the major responsibilities will have transferred from the person responsible for Setting the Agenda to this person who will confirm next steps with the group so that they can effectively prepare the agenda for the next meeting.

Here are some tasks suggested for the person with this responsibility:

1. Throughout the meeting, listen carefully and observe the proceedings of the meeting. As you will be responsible for Setting the Agenda at your own meeting, take your own notes about what you might do the same or differently in terms of leading the meeting.
2. Think about how what is being discussed relates to future action steps and pay special attention to what topics need additional follow-up.
3. At the end of the meeting, provide a verbal summary of decisions made at the meeting and next steps. Ask the person Taking Notes and others in the meeting to confirm or clarify your conclusions. Outline for others the next steps. For example, you might say, "At our next meeting, we have three priorities: a discussion about training faculty on bystander empowerment strategies, writing a job description for the student organizer position, and revising our outcome evaluation measures. Because the job description is most important, we will put that at the top of the agenda and work until it is completed. Because the other two topics are equally important, we will split remaining time on the other two topics, delegating the topics to subgroups at the end of the next meeting if necessary."
4. At the end of the meeting, it is also your responsibility to distribute/assign responsibilities for the next meeting in the way that the group has decided will work best (pass a hat, take volunteers, etc.)
5. After the meeting is over, review a copy of the notes from the person Taking Notes at this meeting to make sure you have what you need to plan the next meeting.

Works Closely With Person(s)

- Setting the Agenda
- Taking Notes

BRINGING POSITIVE ENERGY

Description

Even for those who are engaged or investing in sexual violence prevention, intense meetings can be difficult and emotionally draining. To offset this emotional cost, you might rotate the responsibility to end the meeting on a positive note, which we will refer to as Bringing Positive Energy. The purpose of including this responsibility is to provide inspiration and motivation through the sharing of simple joys. In addition, it also builds community by giving each person the chance to share a personal celebration of the goodness of life. Finally, it might be enough to make people want to come back.

There are many different ways you might bring positive energy to the meeting. People, across cultures, enjoy things like:

       a. food
       b. music
       c. art
       d. storytelling -- especially funny or heart-warming stories
       e. surprises -- a trinket is especially appreciated if it is hidden inside a special box, bag, or envelope

Here are some tasks suggested for the person with this responsibility:

1. Be creative when it is your turn to bring sustenance. Think about the things that make you happy and how you might share that with others. In other contexts, people have used this opportunity to share a favorite family recipe or another tradition from their culture. You could tell a joke, play a favorite song, show a YouTube video clip, bring a snack, pass out a small trinket or favor.
2. Plan for your activity to take 10 minutes at the end of the meeting. If you would like to do something that takes more time, work with the person Setting the Agenda to make sure it can be accommodated.
3. If you are especially ambitious you might to consider inviting a local business to sponsor the "positive energy" of the meeting – for example, a local restaurant might want to showcase their menu by providing a signature snack or a gift shop might be interested in giving refrigerator magnets, candles, etc.
4. Check with the person Hosting the Meeting if you will need something, like a table, for your positive energy. Be sure to bring all additional supplies – such as portable speakers and an MP3 player or plates and napkins -- you might need for your positive activity

Works Closely With Person(s)
- Setting the Agenda
- Hosting the Meeting

RESPONSIBILITY LOG

The campus prevention workgroup strives to use data to make decisions. For that reason, we are collecting information about the work it takes to run this workgroup.

Your name, title and email address:

Date of meeting: Your assigned responsibility:

1.   Please describe what you did:

2.   How much time (in minutes) did you spend doing all the work necessary to fulfill this responsibility?

3.   What equipment and/or materials (e.g., phone, laptop, nametags) did you use to fulfill your responsibility and how much money (in dollars) did it cost?

4.   What worked well?

5.   What did not work as well as you would have liked?

6.   What are your recommendations to the next person with this responsibility?

Notes

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Partnership Self-Assessment

Introduction

Welcome! This document provides a way for you to measure partnership **synergy.** The community readiness assessment approach is based on the theory that prevention partnerships on campuses will be most effective if they are **functioning at a collaborative level.**

Maintaining collaborative partnerships takes intentional work. The Responsibility Log provided in the Appendix is a flexible tool to help facilitate intentional power-sharing in campus sexual violence prevention workgroups. This is an additional set of resources so that you can measure synergy – a key indicator of collaborative functioning– within your partnership.

The partnership self-assessment resources have been slightly modified from a set of tools created by researchers at New York Academy of Medicine's Center for the Advancement of Collaborative Strategies in Health (CACSH, 2002). The original tools were developed based on the partnership synergy framework (Lasker, Weiss, & Miller, 2001) and released for general use in 2002. The tools were subsequently independently reviewed and summarized by Canada's National Collaborating Centre for Methods and Tools (2008) and received a "strong" methodological rating.

Although the tool focuses only on synergy, the developers of the framework identified four areas known to be related to synergy (Weiss, Anderson, & Lasker, 2002), which are measured in the complete version of the assessment questionnaire:

- The effectiveness of the partnership's leadership
- The efficiency of the partnership
- The effectiveness of the partnership's administration and management
- The sufficiency of the partnership's resources

The Center for Advancement of Collaborative Strategies in Health (2002) questionnaire, as well as a variety of very helpful resources including a brief overview of the tool, instructions for using the tool, and a template for reporting assessment results, can be found online.

Questionnaire

This questionnaire asks nine questions about the synergy of your sexual violence prevention workgroup. By answering the questions, you will help your partnership learn about its strengths and needs in order to improve the collaboration process. It will take about five minutes to complete.

The questionnaire allows you to express your opinions and provide information about your experiences anonymously. DO NOT WRITE YOUR NAME ANYWHERE ON THE QUESTIONNAIRE.

There are no right or wrong answers to the questions. Thoughtful and honest responses will give your partnership the most valuable information. Please answer every question, and please check only one answer per question.

To complete the questionnaire:
1. Please think about the people and organizations that are participants in your sexual violence prevention workgroup on campus.
2. Be sure to read all the answer choices before marking your answer.
3. Please return the completed questionnaire in a manner that protects your anonymity, as instructed by your coordinator.

	Extremely Well	Very Well	Somewhat Well	Not so Well	Not so well at all
1. <u>By working together</u>, how well are these partners able to identify new and creative ways to address sexual violence on campus?	5	4	3	2	1
2. <u>By working together,</u> how well are these partners able to include the views and priorities of the campus members affected by the partnership's work?	5	4	3	2	1
3.<u>By working together</u>, how well are these partners able to develop goals that are widely understood and supported among partners?	5	4	3	2	1
4. <u>By working together,</u> how well are these partners able to identify how different departments and programs on campus relate to the prevention of sexual violence?	5	4	3	2	1
5. <u>By working together,</u> how well are these partners able to respond to campus needs and problems?	5	4	3	2	1
6. <u>By working together,</u> how well are these partners able to implement prevention strategies that are most likely to work on this campus?	5	4	3	2	1
7. <u>By working together,</u> how well are these partners able to obtain support from students, administrators, faculty, and staff that can either block the partnership's plans or help move them forward?	5	4	3	2	1
8. <u>By working together,</u> how well are these partners	5	3	3	2	1
9. <u>By working together,</u> how well are these partners able to clearly communicate to people on campus how sexual violence prevention work will address problems that are important to them?	5	4	3	2	1

RESPONSE RATE

The findings in this report are most meaningful if everyone in your partnership who is familiar enough with the partnership to complete the questionnaire actually did so. The report does not give as complete or accurate a picture of your partnership if some participants who know how the partnership works were not asked to fill out the questionnaire or did not do so in the allotted time. The findings are <u>not</u> valid if questionnaires were received from less than 65% of the people who were asked to fill it out.

Question	
A. How many people were asked to complete the questionnaire?	A=
B. How many people completed the questionnaire within the one-month time frame?	B=
C. Divide the number you wrote for A by the number you wrote for B.	C=A/B=
D. Multiply the number you got in C by 100. This is the Partnership's Self-Assessment <u>Response Rate</u>	D=

Look at the response rate from line D above. If it is 65 or higher, you can use these results to understand synergy within your partnership. If it is below 65, there are too few responses for the data to be credible.

PARTNERSHIP'S SYNERGY SCORES

Overall Synergy Score

The Partnership Self-Assessment Tool assesses the success of a partnership's collaborative process by measuring its level of synergy. Synergy is a key indicator of a successful collaborative process because it reflects **the extent to which the partnership can do more than any of its individual participants.** Put another way, a partnership's level of synergy indicates the extent to which the partnership, as a whole, is greater than the sum of its parts.

- When a partnership's collaborative process achieves high levels of synergy, the partnership becomes stronger in the thinking about problems and solutions, in taking action, and in strengthening its relationship with the broader community.
- When a partnership's collaborative process is <u>not</u> achieving high levels of synergy, the partnership is <u>not</u> realizing the full potential of collaboration to strengthen thinking, action, and relations with the broader community. In fact, such a partnership doesn't have much of an advantage over what individual people or organizations can do by themselves. In this kind of situation, partners may be justified in wondering whether the time and effort involved in participating in the partnership is really worthwhile.

In the Partnership Self-Assessment Tool, synergy is measured by a set of nine questions. Your partnership's overall synergy score is the mean, or average, of all of your respondents' answers to all nine of these questions. It reflects the **<u>extent</u> to which the participants in your partnership are accomplishing more together than they can on their own.**

You calculate this score by:
1. Adding up every answer filled in by every respondent (use all surveys).
2. Dividing that sum by the total number of scores that you added together.
- MAKE SURE that you DO NOT SIMPLY use the number of surveys you collected times nine (i.e., the total number of questions on the survey) as your divisor. Some people may have skipped some of the questions.
- This approach handles missing data by essentially ignoring those instances where answers were not filled in. If there are large amounts of missing data, the credibility of the overall score is weakened; and you may want to look only at the individual means.

Range of Overall Score	Zone	Meaning
1.0 – 2.9	Danger Zone	Partnership synergy needs a lot of improvement.
3.0 – 3.9	Work Zone	More effort is needed to maximize the partnership's collaborative potential.
4.0 – 4.5	Headway Zone	Although the partnership is doing pretty well, it has the potential to progress even further.
4.6 – 5.0	Target Zone	The partnership currently excels in this area and needs to focus attention on maintaining its high score.

Synergy Item Scores

The table below is a place to record how your partnership scored on each of the nine questions that make up the overall synergy scale. The 9 questions each represent an attribute of synergy. This table, which is more detailed than the overall synergy score, reflects the particular ways that the participants in your partnership are doing more together than they can on their own.

For each question (i.e., starting with question one and then proceeding through each of the remaining questions), you will need to calculate "Partnership Means:"
1. First, record and add up a list of all participants' answers to that individual question,
2. Then, divide the sum for that question by the total number of scores you added together.
- **Be careful** to count the number of valid, legible answers and not just the number of surveys you collected because some people may have skipped some questions).

How well, by working together, the participants in your campus sexual violence prevention workgroup are able to:	Partnership Mean
1. Identify new and creative ways	
2. Include the views and priorities	
3. Develop goals	
4. Identify how different departments and programs	
5. Respond to the needs and problems	
6. Implement strategies that are most likely to work on this campus	
7. Obtain support from administrators, students, faculty & staff	
8. Carry out comprehensive activities that connect multiple services, programs	
9. Clearly communicate to people on campus	

Look carefully at these results. They identify your partnership's particular strengths and weaknesses with regard to synergy. Because the Partnership Self-Assessment Tool gives your partnership a way to measure synergy, you can now document a critical outcome of the collaborative process that was previously invisible.

Your partnership is achieving a given attribute of synergy:
- **extremely well** if the partnership mean score is 5,
- **very well** if the partnership mean score is 4,
- **somewhat well** if the score is 3,
- **not so well** if the score is 2, and
- **not well at all** if the score is 1.

Partnerships that achieve a score of 5 on all of the nine attributes have a collaborative process that is successfully making the most of collaboration. Synergy is very difficult to achieve, so celebrate your partnership's strengths in this area. If your overall synergy score is high, communicate this important accomplishment to partners, funders, and members of the broader community. To improve your partnership's synergy level, discuss what synergy means with the other members of your partnership, paying particular attention to the attributes of synergy in which your partnership is weakest.

Using These Results

Your partnership's **level of synergy i**ndicates how successful your partnership's collaborative process has been thus far. The **overall synergy score** indicates how well the collaborative process is enabling the participants of your partnership to do more together than they can on their own. In other words, it tells the people involved in your partnership how much of an advantage they are getting from collaboration. The **detailed synergy scores i**ndicate the particular ways that your partnership's collaborative process is, and is not, strengthening its participants' thinking, actions, and relations with the broader community. These scores describe the value your partnership has already gotten from collaboration and indicate the additional value it can work to achieve.

Ultimately, what your partnership gets out of the data will depend on what it does with them. A good first step is for the coordinator and members of your partnership to **talk about the findings at campus prevention workgroup meetings. Why?** Because the data in this report are based on information obtained from the participants in your workgroups. Your partnership needs the ideas and talents of its diverse participants to understand how the collaborative process is working and to make the process work better.
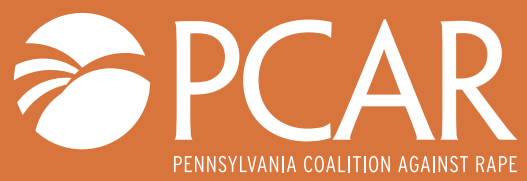
What can you do in the course of these discussions?
* Bring the data alive by **telling stories** about your partnership. Illustrate the scores in this report with vivid examples of things that have and have not gone well in your partnership.

* **Celebrate the successes** your partnership has achieved and use the data in this report (along with your vivid examples) to **communicate** these otherwise invisible accomplishments to funders and people in the broader community.

* Use the results to **identify and acknowledge the contributions of people and organizations in your partnership (**e.g., those who have valuable leadership or management skills or who are contributing important in-kind resources). Encourage these partners to **train other members** in these skills and/or to **formalize their contributions** to the partnership.

* See if current participants have **untapped knowledge, skills, or resources** that they would like to contribute and that could further the work of your partnership. Consider bringing participants who currently play a more peripheral role in your partnership into the "inner core." Use information in the report to identify **new** kinds of participants that your partnership should recruit, new kinds of staff it should hire, and/or new sources of funding it should explore. **Broaden involvement in the leadership and management** of your partnership.

* **Now that you know how members feel about their participation in your partnership, discuss what your partnership can do about it.** In particular, see how improvements in partnership leadership, efficiency, and management can increase the benefits that partners receive from participation, reduce the drawbacks they are experiencing, and make them more satisfied with their influence and involvement in your partnership.

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