

Recommendations Report from the Violence Prevention Task Force

The University of North Carolina at Chapel Hill

February 2017

Respectfully submitted by Kelli M. Raker, Chair

Executive Summary

Vice Chancellors Felicia Washington and Winston Crisp charged the Violence Prevention Task Force in April 2015 to develop a strategic plan to prevent gender-based violence, specifically sexual violence, interpersonal violence, and stalking.

Members representing undergraduate students, graduate students, staff, and faculty met monthly through December 2016 to: review best practices and federal requirements, review UNC-Chapel Hill data about the campus climate and current resources, write a prevention philosophy, identify ways to support and expand current prevention initiatives, and provide evidence-supported recommendations for 21 new initiatives to address gaps and strengthen UNC Chapel Hill's commitment to prevent gender-based violence.

As described in the Prevention Philosophy, this group focused on primary prevention, or strategies that take place before violence has occurred to prevent initial perpetration or victimization.

Recommendations

Increase the capacity and impact of all current prevention programs by providing sustained funding sources for current efforts and future growth:

- A. One Act
- B. HAVEN
- C. Safe Zone
- D. Sustaining Healthy Relationships Online Module
- E. Raise the Bar
- F. RVAM & SAAM Community Calendars
- G. Delta Advocates
- H. Navigating Gender
- I. UNC Men's Project
- J. Bulletin Boards
- K. RAD Self-Defense
- L. One Love Escalation Workshop
- M. New Student & Transfer Orientation - Sessions & Online Module
- N. Accessibility of all prevention programs

Provide funding and support for new initiatives:

Programs & Education

1. Design, implement and evaluate evidence-based campus social norms marketing campaigns under a new campus-wide committee comprised of faculty, staff, and students, and in collaboration with Heels United for a Safe Carolina.
2. Implement a mandatory for-credit "University 101" first-year course with ideally sections no larger than 25 undergraduate students, under the leadership of a Coordinator and Advisory Group.
3. Increase undergraduate and graduate student leader involvement in violence prevention.
4. Communicate violence prevention efforts to prospective students and parents by training assistant coaches, Athletics recruiting staff, visitation coordinators, and Admissions

Ambassadors about prevention and response efforts and highlighting student leadership in violence prevention in Admissions materials.

5. Add a module on violence prevention for the Multicultural Advisors program in the Department of Housing & Residential Education.
6. Include violence prevention information in Resident Advisor's first floor meeting agenda and 1 family dinner per floor in each first-year residence hall within the first 6 weeks of the semester, through a collaboration between Student Wellness and the First Year Experience program in the Department of Housing and Residential Education.
7. Increase reach of prevention education to distance education students.
8. Conduct a needs assessment and pilot a violence prevention program for undergraduate, graduate, and professional students with disabilities.
9. Develop and distribute a violence prevention toolkit for graduate and professional students and post-docs that addresses their multiple roles (student, staff, teacher, researcher) in collaboration between the Graduate and Professional Student Federation, The Graduate School, Office of Postdoctoral Affairs, professional schools, Student Wellness, and Human Resources.
10. Increase access to violence prevention and response information to faculty and instructors.
11. Ensure mandatory ongoing, comprehensive implicit bias education for all faculty, staff, and students.

Systems & Structures

12. Release an annual statement from Chancellor about current campus efforts to prevent violence and related policies.
13. Update or establish Memorandums of Understanding (MOU) with Compass Center and the Orange County Rape Crisis Center (OCRCC) around prevention annually.
14. Conduct a needs assessment on necessity of translating prevention resources into languages beyond English.
15. Disseminate Party Smart information to all students (undergraduate, graduate, and professional students, student organizations, residential and off-campus students) through a partnership between university departments and Student Government.
16. Retain an external evaluator to collect, analyze, and share campus-wide data on the need for and impact of prevention programs from undergraduate and graduate students every other year, through a partnership between faculty and prevention staff in Student Wellness.
17. Retain an external evaluator to collect, analyze, and share campus-wide data on the knowledge, attitudes, beliefs, behaviors, and experiences of faculty and staff every other year. In partnership with Human Resources,
18. Review and update the Policy Statement on Gender Inclusive Language.
19. Ensure that all new employees receive information at their orientation and annually about relevant policies, through the leadership of Human Resources, Equal Opportunity & Compliance, and other relevant offices.
20. Incentivize faculty and staff participation in violence prevention trainings in partnership between Human Resources and supervisors.
21. Ensure prioritization and completion of these recommendations and establish an organizational structure for prevention across UNC by charging a Violence Prevention Advisory Group.

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Charge

The charge of the Violence Prevention Task Force was to develop a five-year strategic plan to reduce gender-based violence, including sexual violence, interpersonal violence, and stalking. This report reflects the focus on increasing access to prevention initiatives and empowering the community to take responsibility for primary prevention: strategies that take place before violence has occurred to prevent initial perpetration or victimization.¹

Vice Chancellors Winston Crisp (Student Affairs) and Felicia Washington (Workforce Strategy, Equity, & Engagement) charged the Task Force in Spring 2015. They tasked Kelli Raker, Coordinator for Violence Prevention Programs in Student Wellness, and Jenn Scott, Title IX Program Coordinator in Equal Opportunity & Compliance, to lead the group. In early October 2016, Jenn Scott accepted a new position as the Clery Compliance Specialist in the Department of Public Safety, resigning her role as co-chair of the Task Force while remaining a member of the group.

Under the Clery Act, Title IX of the Education Amendments of 1972, and Title IV of the Higher Education Act, college campuses are required to engage in broad based prevention of gender-based harassment and violence.

We know that effective, evidence-based prevention can stop the detriment of violence to individuals and our communities. As such, this Task Force has crafted a philosophy of prevention which aims to help inform and explain the group's recommendations as well as guide community members in determining whether their prevention work aligns with the broader campus prevention strategy.

This report reflects our values and our vision. We envision a campus where people feel safe and included as their authentic selves.

These recommendations aim to bring us closer to that vision and to the mission of the University to lead change to improve society and help solve the world's greatest problems.

¹ <https://www.cdc.gov/ViolencePrevention/pdf/SVPrevention-a.pdf> p.3

Members

The Task Force met from April 2015 to December 2016. Undergraduate students, graduate students, faculty, and staff representing various departments and organizations across campus were intentionally included in this Task Force.

Prevention Task Force Members, December 2016

- **Kelli Raker (Chair)**, Coordinator for Violence Prevention Programs, Student Wellness
- **Aaron Bachenheimer**, Associate Dean of Students and Director, Office of Fraternity & Sorority Life and Community Involvement
- **Adrienne Cromwell**, Director of Advising, Study Abroad Office
- **Alison Spannaus**, Associate Director, New Student & Carolina Parent Programs
- **Amy Gauthier**, Senior Associate Director, Department of Housing & Residential Education
- **Cindy Fraga**, Assistant Professor, School of Social Work
- **Claire Poindexter & Kaila Eckstein**, Co-Chairs, One Act student organization
- **Cricket Lane**, Assistant Athletic Director for Student-Athlete Development, Athletics
- **Elizabeth Davidson & Anna Taylor**, Co-Chairs, Project Dinah
- **Emily Gaspar**, Assistant Dean of Students, Office of the Dean of Students
- **Erin Hamilton**, Director of Education Programs, Compass Center for Women and Families
- **Jenn Scott**, Clery Compliance Specialist, Department of Public Safety
- **Leslie Lerea**, Associate Dean, Student Affairs, The Graduate School
- **Manny Hernandez**, Graduate and Professional Student Federation representative
- **Noreen Esposito**, Clinical Associate Professor, Representative from Faculty Council
- **Rachel Valentine**, Director of Prevention Programs, Orange County Rape Crisis Center
- **Sam Green**, Vice President of Student Government
- **Sharbari Dey**, Education Coordinator, Office of Diversity and Multicultural Affairs
- **Shelley Gist**, Coordinator for Student Programs, Carolina Women's Center
- **Terri Phoenix**, Director, LGBTQ Center
- **Tiffany Bailey**, Director, Accessibility, Resources and Service

Special thanks to these additional members who participated throughout the process:

- **Anne Zhou**, Co-Chair, Project Dinah, 2015
- **Becky Gunter**, Director of Advising, Study Abroad Office
- **Emily Burrill**, Associate Professor, Department of Women's and Gender Studies
- **Jake Ford**, Co-Chair, One Act Steering Committee, 2015-2016
- **Julia Stroup**, Co-Chair, One Act Steering Committee, 2015-2016
- **Kayla Peck**, Graduate and Professional Student Federation representative, 2016
- **Kyle Villemain**, Vice President of Student Government, 2014-2015
- **Linda Chamiec-Case**, Director of Education Programs, Compass Center for Women and Families, 2015-2016
- **Rachel Gogal**, Vice President of Student Government, 2015-2016
- **Shelby Dawkins-Law**, Graduate and Professional Student Federation representative, 2015
- **Tanya Shields**, Associate Professor, Department of Women's and Gender Studies

Additional thanks to current staff in violence prevention and response who did not formally serve on the Task Force, but provided valuable feedback throughout our process and/or attended many Task Force meetings.

- **Ameë Wurzburg**, Sexual Violence Prevention Program Manager, Student Wellness
- **Hannah Saggau**, Violence Prevention Intern, Student Wellness
- **Joey Honeycutt**, Program Assistant for HAVEN, Equal Opportunity & Compliance
- **Mark Collins**, Program Assistant for the Men’s Project, Student Wellness
- **Nikhil Umesh**, Program Assistant for Violence Prevention, Student Wellness
- **Olivia Bass**, Program Assistant for Violence Prevention, Student Wellness
- **Will McInerney**, Program Assistant for the Men’s Project (2015-2016), Student Wellness

Our Process

The Task Force developed their action steps from the recommended [Public Health Approach to Violence Prevention from the CDC](#).

The Task Force met its goal by:

- Reviewing best practices and national guidance
- Reviewing data about the campus climate and current resources
- Writing a prevention philosophy to guide recommendations
- Identifying ways to support and expand current awareness raising and prevention activities, with goals set for year 1 (2016-2017), year 3, and year 5
- Brainstorming, prioritizing, benchmarking, and writing evidence-supported recommendations in this report for new initiatives as guided by relevant campus climate data and best practices

Best Practices and National Guidance

Throughout the process, the Task Force reviewed guiding documents from national leaders in violence prevention and response, including but not limited to the American College Health Association, CAS Standards, the Center for Disease Control & Prevention (CDC), the World Health Organization (WHO), the White House Council on Women and Girls, and Futures Without Violence. A full list of sources can be found in [Appendix I](#).

The Task Force considered federal compliance standards under the Clery Act, which:

- “Require institutions to provide to incoming students and new employees and describe in their annual security reports primary prevention and awareness programs. These programs must include: a statement that the institution prohibits the crimes of dating violence, domestic violence, sexual assault, and stalking, as those terms are defined in these final regulations; the definitions of these terms in the applicable jurisdiction; the definition of “consent,” in reference to sexual activity, in the applicable jurisdiction; a description of safe and positive options for bystander intervention; information on risk reduction; and information on the institution's policies and procedures after a sex offense occurs.

- “Require institutions to provide, and describe in their annual security reports, ongoing prevention and awareness campaigns for students and employees. These campaigns must include the same information as the institution's primary prevention and awareness program.”²

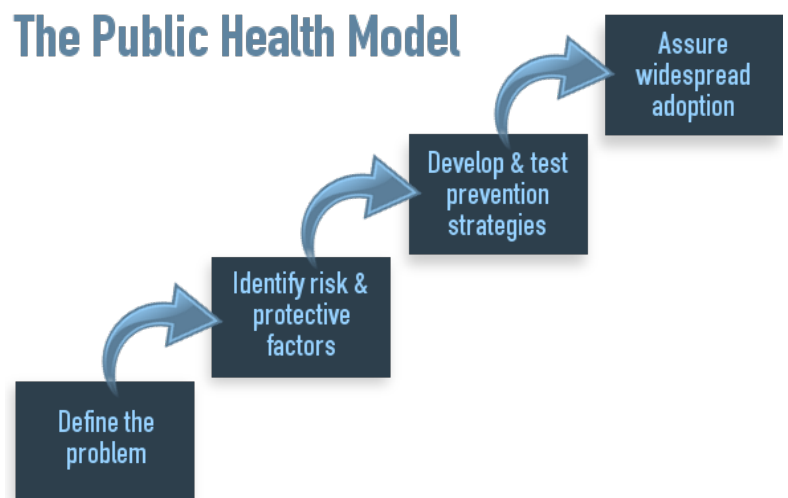
UNC-Chapel Hill received a customized Feedback Report from EverFi in 2016 called the Campus Sexual Assault Prevention Feedback report. This report was based on a survey and interview with prevention staff in Student Wellness in 2015 and 2016, and the data were compared to other campuses nationwide.

The Task Force also reviewed the previous work of other committees, working groups, and task forces at the University in order to build on the previous efforts of faculty, staff and students, as listed in [Appendix II](#). Several members of the Violence Prevention Task Force served concurrently on the Hazing Prevention Coalition, led by Aaron Bachenheimer and Bobby Kunstman, which provided opportunities for cross-collaboration on these issues.

Prevention efforts which focus on structural and environmental changes have great potential to impact many issues of health and safety, including alcohol and substance misuse/abuse, sexual violence, interpersonal violence, stalking, and hazing. Given the overlap of risk and protective factors, prevention of all these issues needs to address social environments which negatively impact students’ health and safety.

In developing recommendations, the Task Force researched prevention efforts at various peer institutions. Where we did not have a sufficient evidence base, we drew on other related fields and adapted as appropriate.

Our recommendations are grounded in theories of prevention as described in the literature and from public health.³



² https://www.federalregister.gov/documents/2014/10/20/2014-24284/violence-against-women-act#print_view

³ PreventViolenceNC <http://preventviolencenc.org/get-started/developing-a-prevention-strategy>

Data about Campus Climate and Current Resources

The Task Force received training about prevention in order to develop a common language and understanding, and discussed our vision for prevention. Then, we reviewed the data from our own campus in order to develop recommendations that based on UNC-Chapel Hill's needs. As the University implements these recommendations, we anticipate seeing changes in these data over time.

The Task Force Co-Chairs compiled the data in a progress report and submitted it to the Vice Chancellors Winston Crisp (Student Affairs) and Felicia Washington (Workforce Strategy, Equity, & Engagement) in January 2016.

This report included:

- A comprehensive inventory of prevention efforts at UNC-CH from 2013-2015
- A summary of personnel and the corresponding funding sources dedicated to prevention
- Identified strengths and areas for growth in current prevention efforts through the lens of the risk and protective factors for preventing violence as outlined by the CDC
- A summary of data sources and findings on the prevalence and incidence of violence and bystander intervention at UNC-CH
- A description of social and cultural norms within the Carolina community and within sub-populations of the community that prevent or enable perpetration of violence

Major findings:

- The current Program Inventory includes more than 70 programs.
 - Themes included an emphasis on undergraduate students, and less population specific options for graduate students and professional staff.
 - Training programs with the most comprehensive content and outcome evaluation are currently optional for students, faculty, and staff, leading to low commitment or not reaching the individuals who could most benefit from them.
 - Noted strengths include consistently well-trained staff and several programs that are theory driven and of sufficient dosage to impact attitude or behavior change.
 - Noted areas of growth included increasing focus on programs that address the interpersonal and community levels of violence prevention, as the majority of current programming seems to focus on the individual.
- Currently, temporary state and federal grants or gift funds funds the majority of staff engaged in prevention. In Student Wellness, this includes 2.5 FTE professional staff members, plus all undergraduate peer educators and interns. State funds or student fees provide for the remaining staff time.
- Data about victimization and perpetration of sexual violence among undergraduate and graduate students at The University of North Carolina at Chapel Hill (UNC-CH) are gathered through several mechanisms, including student self-reporting in local and national surveys as well as anonymous reports and reports to university personnel or law enforcement.
 - Compared to victimization data, there is minimal data collected on perpetration of violence among undergraduate, graduate, and professional students.

- There are minimal current data available about victimization and perpetration of sexual violence, interpersonal violence, and stalking among faculty, staff, and postdoctoral scholars.
- The Carolina community and sub-populations of our community have social and cultural norms that both prevent or enable perpetration of sexual and interpersonal violence. These norms contribute to the following risk and protective factors for individuals, relationships, organizations, and our community⁴

Risk factors:

- Societal/cultural norms supportive of violence
- Media violence
- Societal income inequality
- Weak health, educational, economic, and social policies/laws
- Harmful norms around masculinity and femininity
- High alcohol outlet density
- Diminished economic opportunities / high unemployment rates
- Poor neighborhood support and cohesion
- Social isolation/lack of social support
- Poor parent/child relationships
- Family conflict
- Associating with delinquent peers
- Witnessing violence
- Lack of non-violence social problem-solving skills
- Substance use
- Psychological/mental health problems

Protective factors:

- Sense of self-efficacy
- Good emotional health / empathy
- Problem solving and conflict resolution skills
- Coordination of resources and services among community agencies
- Community support / connectedness
- Connection/commitment to school

Some norms can be more easily changed or addressed through consistent and comprehensive education, programs, policy and structure. Increasing protective factors and reducing risk factors for perpetration is an important component of primary prevention.

⁴ https://www.cdc.gov/violenceprevention/pdf/connecting_the_dots-a.pdf p.8-9

Prevention Philosophy

The Task Force wrote the following prevention philosophy to guide our recommendations.⁵

Sexual violence, interpersonal violence, and stalking are complex problems that require multi-layered solutions. Prevention should seek to change the underlying conditions and structures that enable violence, including systems of oppression. Prevention efforts must seek to address each of the many factors that contribute to violence, to reduce risk factors, and to promote protective factors.

The Socio-Ecological Model provides an excellent public health based framework for addressing sexual violence, interpersonal violence, and stalking. The model encourages intervention at 4 levels: individual, relationship, community and society. The Violence Prevention Task Force at UNC-Chapel Hill recommends a comprehensive prevention strategy that includes prevention initiatives and early intervention aimed at each of the levels of this model, including:

- Addressing attitudes, beliefs, perceptions, and behaviors that contribute to violence through education, skill building, curriculum infusion, and other evidence-based best practices.
- Supporting healthy group norms and promoting bystander intervention to reduce perpetration across the population.
- Conveying clear expectations for conduct to students, faculty, staff, and visitors to the campus community.
- Creating and disseminating comprehensive policies and procedures addressing each type of violent behavior, and instituting training programs to ensure that the campus community is aware of how to adhere to those policies and procedures.
- Providing a range of support services for victims/survivors, including mental health services, crisis counseling, comprehensive and compassionate support, protective measures, and opportunities to hold offenders accountable.
- Addressing risk reduction while remaining ever mindful that perpetrators alone are responsible for violence and that risk reduction strategies can never fully eliminate the risk of victimization.

Prevention must include the perspectives of a diverse group of community members, including survivors and members of marginalized groups who disproportionately experience violence. These recommendations are intended to be inclusive and wide-reaching, since violence affects everyone, as well as specifically aimed at reducing violence among vulnerable populations as determined by our campus's data.

We recognize that change is difficult and at times uncomfortable, but it is important that everyone at UNC-Chapel Hill recognizes the role that they can play in prevention.

⁵ This philosophy includes information adapted from the following sources:

Preventing Violence and Promoting Safety in Higher Education Settings: Overview of a Comprehensive Approach,
The Higher Education Center for Alcohol and Other Drug Abuse and Violence Prevention
<http://oregonsatf.org/wp-content/uploads/2012/05/preventing-violence-promoting-safety-highered.pdf>

Sexual Violence Prevention, Center for Disease Control and Prevention
<http://www.cdc.gov/violenceprevention/sexualviolence/prevention.html>

Developing Recommendations

Current Initiatives

The Task Force recognized that significant prevention work has been built on our campus over the last ten years. The individuals responsible for current prevention initiatives provided guidance for the Task Force members regarding future directions for these strategies, which were combined with the ideas from Task Force members into the final recommendations for current initiatives below. Goals were set for year 1 (current year: 2016-2017, assuming no additional resources), year 3 (2018-2019), and year 5 (2020-2021).

New Initiatives

Task Force members brainstormed ideas for new initiatives based on best practices, the campus climate data, and the needs of sub-communities on campus. Members engaged in benchmarking with other universities around some of these recommendations; others will require additional follow up from a formal group or administrator in order to implement.

Building on the Work of the HRASU Working Group

The Task Force chose to include and endorse several of the recommendations reflected in the [High-Risk Alcohol and Substance Use Working Group Report, December 2015](#) and the new [Campus Alcohol Policy](#) which became effective August 1, 2016.

We support the findings of the Working Group which note the important of social environments in shaping the experiences of UNC-Chapel Hill students: “Environmental management is a proven public health strategy that aims to change the environment from one that inadvertently facilitates high-risk drinking to one that actively deters high-risk drinking. This change can be accomplished through a combination of policy change, policy enforcement, changes to the physical environment, and changes to the campus culture, all of which help create large-scale, campus-wide impact. Changing the environment makes it harder and less socially acceptable for students to engage in high-risk drinking and easier for them to choose a safer, healthier option. ... Environmental management is closely tied to primary prevention efforts, which focus on preventing high-risk drinking in the entire student population.”⁶

We look forward to the full implementation of all recommendations from that report which aims to foster safe and healthy environments. The Task Force specifically wants to highlight the following recommendations due to the high rate of alcohol and other drug facilitated sexual assault:⁷

Education:

- 3.5: Implement a mandatory “University 101” first-year course with a specific focus on transition to the collegiate environment that would include information regarding critical issues for new students (e.g., alcohol; interpersonal violence and sexual assault; sustaining physical,

⁶ https://alcohol.unc.edu/files/2015/10/HRASA_Working-Group-Report-FINAL.pdf p. 18-19

⁷ https://alcohol.unc.edu/files/2015/10/HRASA_Working-Group-Report-FINAL.pdf

mental, and emotional health; and academic integrity), identification and development of resiliency skills, and resource awareness. This initiative could expand on additional course offerings in LFIT or EDUC 130: Navigating the Research University, but should be scaled to include all first-year students.

- 3.6: Expand or enhance current education and training programs that focus on Bystander Intervention with emphasis on higher risk populations (e.g., first-year students, student-athletes, fraternity/sorority and other student organization related groups).

Prevention

- 1.1: Implement an evidence-based campus social norms marketing campaign to promote expectations of healthy behaviors and address myths and misperceptions about campus alcohol culture and practices (e.g., “everybody drinks”).
- 3.1: Provide enhanced resources for increased evening and late night programming as an alternative to parties and social events having a central focus on alcohol.
- 4.3: Adopt a University policy barring the possession or service of “hard” alcohol (i.e., alcoholic beverages other than beer and wine) on University premises other than the Carolina Inn and the Alumni Center (both of which are properly permitted by state authorities).

Intervention

- 1.4: Create clear and consistent messaging and educational opportunities regarding medical amnesty and the Good Samaritan law to reduce barriers for seeking help for self or others.

Accountability:

- 2.4: Advocate for and hold student organizations responsible for enforcing University and organizational risk management policies relating to alcohol.

Recommendations

The following recommendations are divided into two categories: those which build upon current initiatives and recommendations, and those which require new strategies and resources. Year 1 is the current year (2016-2017) and reflects efforts by the individuals and offices responsible for these initiatives.

Current Initiatives

A. One Act

One Act is a comprehensive bystander intervention strategy coordinated by the Sexual Violence Prevention Program Manager in Student Wellness with support from one Program Assistant for Bystander Intervention. The program is supported through Rape Prevention Education grant, Office of Violence Against Women Campus Grant, and Student Wellness programming funds. The One Act and One Act for Greeks skills trainings are led by peer educators and a full-time or graduate student staff member. One Act for Greeks is tailored specifically for members of social fraternities and sororities. These trainings give students the knowledge, skills, and confidence to recognize the early warning signs of violence and take preventive action in your everyday life. The trainings are complemented by events and campus-wide messages which support pro-social bystander intervention.



- Overall Program
 - Year 1: Prepare for fall 2017 reapplication of Rape Prevention Education grant funds for the Sexual Violence Prevention Program Manager position. Post 2 additional bus posters on Chapel Hill Transit which feature students sharing their “One Act.”
 - Year 3: Establish ongoing financial support of Program Assistant and undergraduate peer educator positions; Increase pay for Sexual Violence Prevention Program Manager and re-categorize into Coordinator position, to be equal to other Coordinators in Student Wellness and require a master's degree; Fund Sexual Violence Prevention Program Manager position by University rather than grant funding.
 - Year 5: Adjust curriculum to reduce length of One Act trainings due to growth of other initiatives on campus.
- Expand One Act training to reach graduate and professional students
 - Year 1: Capstone team in the Health Behavior (MPH) program will explore the needs of graduate students as they relate to all wellness topics. Initiate development of a handout on bystander intervention tools for graduate students.
 - Year 3: Depending on the results of the needs assessment and in partnership with the Graduate and Professional Student Federation and the Graduate School, pilot bystander intervention training for graduate students and international student population; Secure staff and peer educators for implementation.
 - Year 5: Incorporate bystander intervention training into graduate and professional student orientations.
- Increase capacity to reach more fraternity and sorority students with One Act for Greeks
 - Year 1: Advertise and host 1-2 open-call trainings per semester to reach smaller organizations and Panhellenic women; Incorporate Greek Alliance Council/National

- PanHellenic Council-specific scenarios; Increase number of peer educators who are members of fraternities and sororities; Support IFC mandate to train all new members of IFC fraternities annually.
- Year 3: Develop GAC/NPHC tailored program; Continue to increase number of peer educators who are fraternity/sorority members.
- Year 5: Broaden content in curriculum to include interpersonal violence and stalking in One Act for Greeks. Include bystander intervention content in risk management training. Have all new fraternity- and sorority-affiliated students receive bystander intervention content when they get oriented to fraternity and sorority life.
- Increase number of peer educators to support increased capacity
 - Year 1: Formalize peer educator recruitment by implementing application and interview process; Increase number of male-identified peer educators; Increase outreach to groups focused on needs of students of color; Host weekly peer educator meetings with professional development information
 - Year 3: Recruit and train graduate-level peer educators for implementation of bystander intervention training for graduate students; Increase or sustain number of peer educators who are students of color; Partner with UNC Men's Project and related campus programs to recruit and retain male-identified peer educators.
 - Year 5: Increase partnerships with offices across campus to recommend and encourage students to apply to become peer educators.

Justification: Bystander intervention is a national best practice according to the CDC and fulfills federal requirements under the Clery Act. Teaching violence prevention skills and educating campus leaders is part of a comprehensive approach.⁸ Bystander intervention skills can increase protective factors of sense of self-efficacy and problem solving and conflict resolution skills.

With additional staff and resources, the program can develop socioculturally relevant curricula to reach new populations. The UNC High Risk Alcohol and Substance Use Working Group identified that bystander intervention emphasized with high-risk populations, such as fraternities and sororities.⁹ Futures Without Violence recommends that training on gender-based violence is sensitive to the needs of international students.¹⁰ The 2015 AAU Campus Climate data indicates that graduate students experience violence while at UNC Chapel Hill, indicating that additional skills are needed.¹¹

The CDC recommends that permanent staff positions be sustained “without temporary grant funding to ensure prevention is sustained and supported. It is even more beneficial to have more than one prevention position in a campus structure so that there are multiple voices for prevention.”¹²

Resources Needed:

- University permanent-funded full time, part time, and undergraduate staff to support current program

⁸ http://www.pcar.org/sites/default/files/resource-pdfs/campus_readiness_manual_2-12_final.pdf

⁹ https://alcohol.unc.edu/files/2015/10/HRASA_Working-Group-Report-FINAL.pdf p. 23

¹⁰ <https://www.futureswithoutviolence.org/userfiles/file/PublicCommunications/beyondtitleIXfinal.pdf> p. 5-6

¹¹ <http://safe.unc.edu/create-change/aa-survey/>

¹² <https://www.cdc.gov/violenceprevention/pdf/campusvprevention.pdf>, p. 12

- New funding for 1 Program Assistant (20 hours/week) to work on graduate student initiative
- New funding for graduate student peer educators for graduate student initiative
- New programming funds for printing, advertising, and food to support the program as capacity increases

B. HAVEN

HAVEN is coordinated by the Title IX Program Coordinator and Program Assistant for HAVEN in the Equal Opportunity & Compliance Office, and is also facilitated by staff in the Carolina Women’s Center, the Office of the Dean of Students, Diversity & Multicultural Affairs, New Student and Carolina Parent Programs, and Student Wellness. It provides



undergraduate students, graduate and professional students, faculty, staff, and postdoctoral scholars with tools to be an ally to someone who has experienced sexual or interpersonal (relationship) violence or stalking. The three-hour training emphasizes the importance of listening, responding compassionately, and connecting survivors to resources on campus and in the community.

- HAVEN facilitators
 - Year 1: Start developing a facilitators manual to be finished in year 2; Hire new Title IX Program Coordinator to oversee HAVEN program; Schedule training for current facilitators on the new manual.
 - Year 3: Increase the number of HAVEN facilitators to at least 10; establish permanent funding for the HAVEN Program Assistant position and supplies in Equal Opportunity & Compliance; explore compensation or incentives for facilitators and additional program assistant or FTE.
- HAVEN for students
 - Year 1: Conduct HAVEN trainings for 3+ fraternities/sororities; Conduct at least one session of HAVEN training for Study Abroad that was piloted in 2015; Partner with Honor System to schedule training for Honor Court members; Partner with Athletics to schedule training for Student-Athlete Advisory Committee (SAAC) members; Continue to encourage graduate and professional students to attend either HAVEN for students or HAVEN for faculty and staff depending on their roles within the University.
 - Year 3: Provide HAVEN trainings for students studying abroad annually; Partner with Department of Housing and Residential Education to provide training to all Resident Advisors; Establish a policy for individuals who sign up but do not attend the training.
 - Year 5: Increase capacity to be able to provide more trainings to student groups who request HAVEN.
- HAVEN for faculty and staff
 - Year 1: Train 200 additional staff and faculty. Adapt curriculum in order to train all UNC Police officers in May/June 2017 with a modified curriculum which speaks to their role as police officers.
 - Year 3: Conduct a needs assessment to evaluate the groups to target for participation and develop a plan for outreaching and scheduling workshops for those groups. Pilot trainings with specific groups (e.g. housekeeping) with tailored scenarios.

Justification: The CDC¹³ and Futures Without Violence¹⁴ recommend that campus staff and faculty are trained on trauma-informed response and campus practices for responding to disclosures. Increasing skills provided in HAVEN can increase protective factors of good emotional health and empathy as well as coordination of resources and services among community agencies.

Resources Needed:

- Consistent funding for current part time Program Assistant in Equal Opportunity & Compliance
- Additional funding for second Program Assistant in Equal Opportunity & Compliance specifically focused on faculty and staff training and outreach
- Supervision from a full-time staff person in Equal Opportunity & Compliance (previously done by the Title IX Program Coordinator position, which is currently vacant)

C. Safe Zone

Safe Zone is a program designed to create a network of visible allies to people who identify as part of the diverse LGBTQ+ community. The four-hour educational session provides information and resources related to sexual orientation, gender identity, and gender expression. Safe Zone is coordinated by the Assistant Director of the UNC LGBTQ Center and led by a pool of trained facilitators. The LGBTQ Center also sponsors a specialized Safe Zone training specifically geared towards graduate and professional students, instructors, postdocs, and faculty as well as the Safe Zone Gender Identity & Gender Expression training that provides basic knowledge about transgender and intersex communities.



- Safe Zone facilitators
 - Year 1: Train an additional 5 volunteer Safe Zone facilitators. Recruit and train 10 additional Speaker's Bureau members. Explore options for compensation for facilitators and speaker's bureau.
 - Year 3: Have one FTE dedicated to coordinating the Safe Zone program as 100% of their duties. Train 5 volunteer Safe Zone facilitators. Recruit and train 30 Speaker's Bureau members.
 - Year 5: Maintain strong pool of facilitators.
- Safe Zone training
 - Year 1: Train an additional 500 staff, faculty, and students as Safe Zone allies. Prepare to train all DPS officers in May/June 2017.
 - Year 3: Train additional 1500 undergraduate students, graduate and professional students, postdoctoral scholars, staff, and faculty as Safe Zone allies.
 - Year 5: Develop and implement a self-paced accessible online Safe Zone module with built in evaluation.

¹³ <https://www.cdc.gov/violenceprevention/pdf/campusvprevention.pdf> p. 16

¹⁴ <https://www.futureswithoutviolence.org/userfiles/file/PublicCommunications/beyondtitleIXfinal.pdf> p.6

Justification: Futures Without Violence notes that colleges/universities should base prevention efforts on the experiences of individuals on campus, especially those who may be marginalized, underrepresented, or especially vulnerable, such as LGBTQ individuals.¹⁵ High rates of victimization of transgender, genderqueer and gender non-conforming, lesbian, gay, and bisexual students, as well as students with disabilities and American Indian/Alaskan Native students, per the 2015 AAU Campus Climate Survey data.¹⁶ The CDC suggests that campuses can work to counter messages and attitudes that adhere to traditional gender norms.¹⁷ Safe Zone training can increase protective factors of empathy, community support and connectedness, and reduce risk factors for perpetration regarding harmful norms around masculinity and femininity.

Resources Needed:

- Additional funding for one FTE (Coordinator) specifically focused on the Safe Zone program
- Additional funding to pay facilitators pool

D. Sustaining Healthy Relationships Online Module

The Sustaining Healthy Relationships online module was created by the UNC LGBTQ Center with support from Student Wellness. While the information is applicable to people of all sexual orientations and gender identities, these modules are centered on the experiences of Lesbian, Gay, Bisexual, Transgender/Trans*, Intersex, Queer, Questioning, Two Spirit, and Same Gender Loving communities. This course explores the unique challenges faced by people who are involved in same-sex relationships or where one or more person(s) identifies as transgender.



- Year 1: Increase use of the module through advertisements during RVAM and SAAM.
- Year 3 / Year 5: Transition current module from Comevo to reduce costs.

Justification: Futures Without Violence notes that prevention efforts should be tailored to specific communities, such as LGBTQ people.¹⁸ High rates of victimization of transgender, genderqueer and gender non-conforming, lesbian, gay, and bisexual students, as well as students with disabilities and American Indian/Alaskan Native students, per the 2015 AAU Campus Climate Survey data.¹⁹

Resources Needed:

- Funding to create custom module sustained by the University rather than outside contractor
- Staff time to maintain, update, and evaluate curriculum

¹⁵ <https://www.futureswithoutviolence.org/userfiles/file/PublicCommunications/beyondtitleIXfinal.pdf> p. 5

¹⁶ <http://safe.unc.edu/create-change/aau-survey/>

¹⁷ <https://www.cdc.gov/violenceprevention/pdf/campussvprevention.pdf> p.8

¹⁸ <https://www.cdc.gov/violenceprevention/pdf/campussvprevention.pdf> p. 11

¹⁹ <http://safe.unc.edu/create-change/aau-survey/>

E. Raise the Bar

Raise the Bar involves both outreach/education to local bars on drug facilitated sexual assault (DFSA) and also a bystander intervention training specifically for bar staff giving them the tools to recognize and intervene when they see warning signs of drug facilitated sexual assault. It is coordinated by a Program Assistant in Student Wellness with support from the Coordinator for Violence Prevention Programs, and is implemented in collaboration with the Carolina Women’s Center, the Orange County Rape Crisis Center, Chapel Hill Police Department, and the Downtown Chapel Hill Partnership.



- Year 1: Conduct outreach program twice each semester. Train at least 1 bar manager to assist with trainings. Increase assessment from process to outcome evaluation of the training. Continue to partner with OCRCC to include volunteers from the community.
- Year 3: Collaborate with Downtown Chapel Hill Partnership to bring training to all businesses with a liquor license in downtown Chapel Hill and Carrboro (1.5 miles/campus). Assess need for training within geographical limits. Implement train-the-trainer program to meet capacity.
- Year 5: Transition training component to an accessible online module.

Justification: Bystander intervention is a national best practice according to the CDC. By changing one of the environments in the community where students socialize, risk factors related to substance use and high alcohol outlet density can be reduced. The CDC suggests that colleges can work with partners in the community to increase enforcement of laws to reduce underage drinking and overservice.²⁰

Resources Needed:

- Funds for online module development

F. RVAM & SAAM Community Calendars

Each semester, the Program Coordinator for Students in the Carolina Women’s Center and the Communications Specialist for Equal Opportunity & Compliance coordinate a calendar of events for Relationship Violence Awareness Month (RVAM, in October) and Sexual Assault Awareness Month (SAAM, in April).

- Year 1: Continue to coordinate a campus-wide calendar for each month. Increase the number of faculty included in the planning committee.
- Year 3: Increase programming in January for Stalking Awareness Month and coordinate a campus-wide calendar, in addition to RVAM and SAAM. Increase programming targeted towards graduate and professional students and faculty/staff. Designate a pool of money that student groups can apply for to assist them with their awareness events for all 3 months.
- Year 5: Partner with faculty to infuse programming into syllabi and course expectations.

Justification: Futures Without Violence recommends that colleges/universities encourage and support student-led activities that protest, bring awareness to, or work to reduce the incidence of gender-based

²⁰ <https://www.cdc.gov/violenceprevention/pdf/campusvprevention.pdf> p.16

violence on campus.²¹ Community calendars can change societal/cultural norms supportive of violence, a risk factor for perpetration. It can also increase community support and connectedness and engage new partners in prevention work.

Resources Needed:

- Pool for funds for student groups to apply to use, and process for distributing funds

G. Delta Advocates

The Delta Advocates program trains and supports students in the fraternity and sorority community to provide an empathetic and informed response to survivors of sexual and interpersonal violence. Delta Advocates provide a non-judgmental environment where their peers can freely discuss their experiences, and get connected to support and reporting resources on campus and in the community. Delta Advocates provide awareness raising and educational programs to their chapter and the UNC community. The program is a collaboration between the Carolina Women’s Center, Student Wellness, Equal Opportunity & Compliance, and the Office of Fraternity & Sorority Life & Community Involvement.



- Year 1: Conduct a needs assessment regarding creating a similar program for fraternity men; Increase participation by Greek Alliance Council & National PanHellenic Council groups by working with the Office of Diversity & Multicultural Affairs and the Center for Student Success and Academic Counseling to identify potential champions of the work; conduct a longitudinal study with the 2017 cohort in partnership with the school of social work.
- Year 3: Secure longer-term funding and staff for expanding program and continuing assessment. Depending on needs assessment, expand curriculum to include fraternity men. Expand the scope of Delta Advocates to include coordination of prevention programming for affiliate organizations. Conduct a needs assessment to see if there is sufficient interest by general student body to serve as peer advocates and if our community has capacity to expand program while also meeting volunteer advocacy needs of OCRCC and Compass Center.
- Year 5: Permanent funding for programs secured.

Justification: Futures Without Violence recommends that colleges/universities support on-campus peer groups with training in the prevention of and response to sexual misconduct, stalking and intimate partner violence.²² Mobilizing fraternity men to engage in prevention efforts as well as provide an empathetic response to survivors is recommended by the CDC.²³ The UNC High Risk Alcohol and Substance Use Working Group identified that bystander intervention emphasized with high-risk populations, such as fraternities and sororities.²⁴ Delta Advocates training can increase protective factors of good emotional health and empathy as well as individuals’ sense of self-efficacy.

²¹ <https://www.futureswithoutviolence.org/userfiles/file/PublicCommunications/beyondtitleIfinal.pdf> p. 6

²² <https://www.futureswithoutviolence.org/userfiles/file/PublicCommunications/beyondtitleIfinal.pdf> p. 6

²³ <https://www.cdc.gov/violenceprevention/pdf/campusvprevention.pdf> p. 15

²⁴ https://alcohol.unc.edu/files/2015/10/HRASA_Working-Group-Report-FINAL.pdf p. 23

Resources needed:

- Dedicated funds for current and future program
- Funding for staff to support program administration
- Additional research and information on successful interventions with fraternity men

H. Navigating Gender

The Navigating Gender workshop is currently provided by the Program Coordinator for Faculty & Staff in the Carolina Women's Center and the Assistant Director for Education in Multicultural Affairs.

- All Years: Continue partnership and offer this session as requested. Increase marketing and availability of program to campus.

Justification: The CDC suggests that campuses can work to counter messages and attitudes that adhere to traditional gender norms.²⁵ Harmful norms around masculinity and femininity is a risk factor for perpetration.

Resources Needed:

- Continued staff time

I. UNC Men's Project

The UNC Men's Project is an initiative that seeks to increase men's involvement in gender equity and violence prevention efforts. The program is coordinated by a part-time Program Assistant in Student Wellness and supported by the Coordinator for Violence Prevention Programs in Student Wellness and the Program Coordinator for Students in the Carolina Women's Center.



- Year 1: Expand program to 1 year length in order to increase member retention and promote student leadership and accountability; Add information about connection between alcohol use/abuse and masculinities; Train interested members to facilitate one-time Masculinities 101 workshops to peers to broadly increase male student engagement about issues of gender and violence; Pilot Masculinities 101 curriculum; Partner with Center for Student Success and Academic Counseling for a Coffee & Conversations event.
- Year 3: Utilize assessment data in order to fund and recruit a full-time Program Manager. Develop adaptation of the cohort experience for specific populations, such as for fraternity men, men of color, student-athletes, and/or graduate students, as identified by data.
- Year 5: Host two or more cohorts each year of 20-25 students each.

Justification: These measures will increase the capacity and overall reach of the program; boost the presence of violence prevention initiatives targeted around issues of masculinity on campus; support positive norms around masculinity; increase peer leadership and accountability within the UNC Men's

²⁵ <https://www.cdc.gov/violenceprevention/pdf/campusvprevention.pdf> p.8

Project; and align UNC with CDC recommendations to engage men in violence prevention strategies.²⁶ The High Risk Alcohol and Substance Use Working Group recommended that UNC Chapel Hill “Explore opportunities for linking information regarding high-risk drinking behavior to other health- or safety-related initiatives, such as interpersonal violence, hazing, and sexual assault, drugs and other substances, and promotion of good mental, emotional, and physical health.”²⁷

Resources Needed:

- Funding for current staff starting in 2018, or funding for a full-time staff person at that time

J. Bulletin Boards

The Carolina Women’s Center and [Student Wellness](#) offer support for student-led violence prevention programs through pre-made bulletin boards and consulting with groups.

- Years 1-5: Increase usage by Resident Advisors of the Bulletin Boards created by Carolina Women’s Center and Student Wellness to at least one board per building per semester. Partner with the First Year Experience and Discover sopho[MORE] initiatives to identify specific months for posting the boards and communicate consistent expectations across all residential communities.

Justification: Bulletin boards are developed by content experts and provide consistent messaging for the RAs to utilize. RAs can focus on developing a design to communicate the information, but maintain the accuracy of the content. Consistent messaging is one part of changing the risk factor of societal/cultural norms supportive of violence.

Resources Needed:

- No additional resources

K. [RAD Self-Defense](#)

Rape Aggression Defense (RAD) classes are currently offered by the Crime Prevention Officer in the Department of Public Safety, a nationally certified instructor. RAD teaches women realistic self-defense tactics and techniques. While there is a RAD program for men, there has been insufficient interest to run the program at UNC in recent years.

- Year 1: Ensure that all participants of self-defense classes receive information about UNC's support and reporting options. Continue to lead 1 RAD class each semester and 8-10 short self-defense seminars. Begin conversations with educators from OCRCC, Equal Opportunity & Compliance, and Student Wellness about collaborating with DPS to introduce the training and violence prevention to participants. By Summer 2017, partner with LGBTQ Center



²⁶ <https://www.cdc.gov/violenceprevention/pdf/campusvprevention.pdf> p. 15

²⁷ https://alcohol.unc.edu/files/2015/10/HRASA_Working-Group-Report-FINAL.pdf p. 26

to include statement on self-defense class information that transgender and gender non-binary folks are welcome to attend RAD. Continue to research best available self-defense programs.

- Year 3: Host a train-the-trainer to expand pool of instructors, with goal to increase up to four full RAD for women classes each semester in addition to short workshops. Include HAVEN training for all RAD instructors. Find funding to pay for training and pay instructors for their time.
- Year 5: Continue hosting self-defense classes as requested by community. Partner with faculty members on campus to conduct evaluation and determine short and long term impact of the program on participants.

Justification: Risk reduction programs are required by federal mandates. The American College Health Association (ACHA) recommends that risk reduction programs be offered alongside primary prevention programs and focus on empowerment. Skilled trainers are key, and risk reduction programs should be trauma-informed.²⁸ Self-defense programs can increase the protective factor of sense of self-efficacy.

Resources Needed:

- Funds for train the trainer program
- Funding to pay instructors for their time

L. One Love Escalation Workshop

The Escalation Workshop created by the One Love Foundation includes a 90-minute film and discussion about relationship violence, and is currently facilitated by undergraduate students.



- Year 1: Continue to train Delta Advocates and Athletics student leaders to lead workshops across campus, using adapted training to avoid victim blaming language and consistent use of “unhealthy” and “abusive” relationship terminology.
- Year 3: Train coaches to implement workshop with student athletes. Train additional undergraduate and graduate peer educators, such as One Act or Healthy Heels Ambassadors in Student Wellness, to facilitate curriculum. Develop evaluation measures for workshop facilitators and participants.

Justification: The workshop is well-received by undergraduate students, though the film is limited in that it depicts a heterosexual, white, middle-class couple. The workshop is listed on the Culture of Respect’s emerging practices list.²⁹

Resources Needed:

- No additional resources

²⁸ https://www.acha.org/documents/resources/guidelines/Addressing_Sexual_Violence.pdf

²⁹ <http://cultureofrespect.org/colleges-universities/programs/>.

M. New Student & Transfer Orientation Sessions & Online Modules

The Office of New Student & Carolina Parent Programs (NSCPP) coordinates sessions for new incoming undergraduate students each summer, reaching all incoming (new and transfer) students annually. Sessions on violence prevention and response have been led by Equal Opportunity & Compliance, Student Conduct, the Office of the Dean of Students, and Student Wellness staff.



- In person sessions:
 - Year 1: Utilize feedback from summer 2016 sessions to improve and expand content and participant engagement for 2017. Research best practices nationally. Share feedback from NSCPP's assessment with campus partners; get buy-in from leadership at all levels regarding changes to curriculum for Summers 2017 and 2018.
 - Year 3 / Year 5: As University 101 course is piloted and implemented, update orientation curriculum as needed.
- Online Modules:
 - All Years: Continue to implement and evaluate an online module such as EverFi Haven: Understanding Sexual Assault with all incoming undergraduate students (new and transfers). Consider expansion to graduate and professional students through graduate-level specific module, such as EverFi Haven Plus, in partnership with the Graduate School, professional schools, and the Graduate and Professional Student Federation.

Justification: Haven: Understanding Sexual Assault is listed as a “promising direction” on the Culture of Respect’s program list.³⁰ Futures Without Violence recommends mandatory training for students, online or in-person, on gender-based violence. They also recommend, and the Clery Act requires, that colleges/universities inform all students of their rights and responsibilities regarding sexual violence, interpersonal violence, and stalking.^{31 32} Content on providing an empathetic response can help increase protective factors related to sense of self-efficacy and good emotional health/empathy. Orientation can increase protective factor related to community support and connectedness, as well as connection and commitment to school.

Resources Needed:

- Continued funding for undergraduate student module
- Additional funding for a graduate student module

N. Accessibility of All Programs

Review all Prevention materials to be sure that they have an accessibility statement

- Year 1: Implement existing accessibility statement on all webpages, advertisements, and event registrations for prevention programs and ensure trainings are hosted in accessible buildings.

³⁰ <http://cultureofrespect.org/colleges-universities/programs/>

³¹ <https://www.futureswithoutviolence.org/userfiles/file/PublicCommunications/beyondtitleIXfinal.pdf> p.5-6

³² <https://www.federalregister.gov/documents/2014/10/20/2014-24284/violence-against-women-act>

Propose budget line items for accessibility and accommodations. Ensure all videos have closed captioning.

- Year 3: Partner with Equal Opportunity and Compliance and Accessibility Resources and Service to develop and implement an annual training curriculum for prevention staff on how to provide common accommodations in workshops. Update all curricula to utilize universal design concepts. Annually review all online modules for accessibility and update as needed.
- Year 5: Annually review all prevention materials for accessibility.

Justification: Increase access to all students.

Resource needed:

- Collaboration with Accessibility Resources & Service and Equal Opportunity & Compliance staff.
Funding for accommodations as needed

[A note on other initiatives not listed here:](#)

One of our community's strengths are the many awareness raising opportunities, such as one-time events without written curriculum or consistent implementation; these events are not able to be included in this report due to their ever-changing nature.

Additionally, some current educational initiatives were not included in this section, due to limitations outside the control of the Task Force such as staff turnover. When possible, goals (one, three, and five year) for these initiatives should be developed and written, and submitted as an appendix to this report. These goals would assist our community in having a clear picture of all prevention and education efforts as well as dedicating necessary resources for comprehensive prevention.

Programs which were listed in our campus's Program Inventory, but not included in this report:

- One-time awareness raising programs and events
- Annual or biannual events
- Academic courses across many departments
- Equal Opportunity & Compliance's online module for all faculty, staff, and students about the Policy on Prohibited Discrimination, Harassment, and Related Misconduct
- Equal Opportunity & Compliance's Heels United for a Safe Carolina
- Pre-departure orientation for all students studying abroad

New Initiatives

Programs & Education

1. Design, implement and evaluate evidence-based campus social norms marketing campaigns under a new campus-wide committee comprised of faculty, staff, and students, and in collaboration with Heels United for a Safe Carolina.

- This committee should report to both Student Affairs and Workforce Strategy, Equity, and Engagement.
- Campaigns should promote expectations of healthy behaviors (such as bystander intervention and components of healthy relationships and positive communication), address myths and misperceptions about alcohol and sex, consent, sexual violence, sexual exploitation, stalking, and interpersonal violence.
- Campaigns require significant assessment of the norms across campus prior to implementation, the testing of messages and designs, and coordination with other community campaigns to ensure buy-in. For example, social norms campaigns must be coordinated with the Equal Opportunity & Compliance Office's promotion of resources, reporting options, and policy information, as well as the Town Gown Social Norms Working Group's efforts on reducing high risk drinking.
- Campaigns would ideally also connect to University-wide programs and communications, such as through Relationship Violence Awareness Month (RVAM) in October, Stalking Awareness Month in January, and Sexual Assault Awareness Month (SAAM) in April, as well as websites such as safe.unc.edu.

Justification: This population-based strategy can help change unhealthy norms supportive of violence and strengthen healthy norms, and reaches students during their whole time at UNC. Promoting social norms that protect against violence is recommended by the CDC.³³ WHO recommends changing cultural and social norms that support violence through a social norms approach to health promotion.³⁴ Additionally, Futures Without Violence recommends that colleges/universities have a public education/social media campaign informed by campus data and evaluation research.³⁵

The High Risk Alcohol and Substance Use Working Group recommended that UNC "explore opportunities for linking information regarding high-risk drinking behavior to other health- or safety-related initiatives, such as interpersonal violence, hazing, and sexual assault, drugs and other substances, and promotion of good mental, emotional, and physical health."³⁶

2. Implement a mandatory for-credit "University 101" first-year course with ideally sections no larger than 25 undergraduate students, under the leadership of a Coordinator and Advisory Group.

- The Coordinator would serve as a liaison between the faculty committee reviewing General Education Requirements and the Advisory Group.

³³ <https://www.cdc.gov/violenceprevention/pdf/sv-prevention-technical-package.pdf> p. 15

³⁴ http://www.who.int/violence_injury_prevention/violence/norms.pdf

³⁵ <https://www.futureswithoutviolence.org/userfiles/file/PublicCommunications/beyondtitleIfinal.pdf> p.6

³⁶ https://alcohol.unc.edu/files/2015/10/HRASA_Working-Group-Report-FINAL.pdf p. 26

- The course would focus on transition to the collegiate environment and include information regarding critical issues for new undergraduate students (alcohol, interpersonal violence and sexual violence, sustaining holistic physical, mental, and emotional health, academic integrity), identification and development of resiliency skills, social norms, and awareness of campus and local resources.
- The Advisory Group should include a violence prevention content consultant, as well as representation from New Student & Carolina Parent Programs.
- This initiative could expand on additional course offerings in LFIT or EDU 130: Navigating the Research University, but should be scaled to include all first-year undergraduate students. In Fall 2016, a pilot session on healthy relationships was added to the EDU 130; information and activities were well-received by both students and instructors.
- The Advisory Group would determine the timeline for piloting and scaling to reach all undergraduate students.
- A separate section of the course should be adapted for transfer students.
- A separate section of the course should be adapted for graduate students and offered (rather than required) to interested students, keeping in mind the higher percentage of international students in the graduate and professional student population.

Justification: This recommendation was previously suggested by the High-Risk Alcohol and Substance Abuse Working Group Report.³⁷ Futures Without Violence recommends that colleges/universities recognize that an overload of information early in the year often results in very little being retained and understood, so additional follow up throughout the year is necessary.³⁸

This class would create a longer orientation process for all students to assist with their transition. It would also allow the summer New Student and Transfer Orientations to focus on orienting undergraduate students to campus, while complex resources and transition issues can be addressed in the course in a continuous onboarding process. University 101 courses as found at other institutions have been found to assist students in making connections on campus, which aids in retention efforts. This type of course compliments academic efforts and allows faculty to focus on specific course content. Depending on the structure, it can also encourage peer leadership and engages the entire community in supporting incoming student success, which serve as protective factors against perpetration.

This class can also assist with increasing the protective factor of community support and connectedness.

3. Increase undergraduate and graduate student leader involvement in violence prevention.

- Through a partnership among Student Government, Student Life & Leadership in the Carolina Union, and Campus Recreation, incentivize student leaders from registered student organizations and club sports to participate in violence prevention trainings (One Act, HAVEN, and Safe Zone), as capacity in these trainings allow, as part of the Excellence in Action co-curricular transcript.

³⁷ https://alcohol.unc.edu/files/2015/10/HRASA_Working-Group-Report-FINAL.pdf p.21

³⁸ <https://www.futureswithoutviolence.org/userfiles/file/PublicCommunications/beyondtitleIXfinal.pdf> p.5

- Infuse principles of violence prevention and community connectedness into Student Life & Leadership's Functional Leadership series.
- Charge Student Life & Leadership in the Carolina Union to review the practice of non-discrimination policies in student groups.

Justification: Increase reach of current programs on campus to student leaders who can spread the information and messages to their organizations. Connects to Student Affairs Excellence in Action co-curricular transcript on studentlife.unc.edu. Increases protective factor of community support and connectedness.

4. Communicate violence prevention efforts to prospective students and parents by training assistant coaches, Athletics recruiting staff, visitation coordinators, and Admissions Ambassadors about prevention and response efforts and highlighting student leadership in violence prevention in Admissions materials.

- Tour guides and recruitment staff are the face of the University and can answer questions about the campus culture for prospective students. Talking points can include current prevention efforts, expectations around bystander intervention, statistics for UNC and national data, and response resources.
- Sharing opportunities for leadership experiences in violence prevention will support expansion of prevention efforts and highlight progress.
- Additional training for Head Coaches and all Athletics staff would provide support for recruiting staff.
- Assess capacity to expand this recommendation to recruitment of graduate students.

Justification: This communication can increase accurate information to incoming students and parents and support healthy social norms around violence. It can also demonstrate community values to incoming students and parents and set expectations for bystander intervention. Providing prevention messages on campus tours is recommended by the CDC.³⁹ Futures Without Violence recommends informing parents of institutional policies before their child enters the college/university.⁴⁰

5. Add a module on violence prevention for the Multicultural Advisors program in the Department of Housing & Residential Education.

- Violence prevention staff would develop a curriculum in partnership with the First Year Experience (FYE) Coordinator in the Department of Housing and Residential Education, which includes knowledge and awareness as well as activities for the RAs.
- This module serves as a train-the-trainer curriculum for Multicultural Advisors, who then present to their staff team of Residential Advisors.
- This module can include healthy relationships activities that will support RAs on their staff team and their personal lives.
- RAs may feel empowered to facilitate conversations around healthy relationships and the full spectrum of problematic behaviors with their residents.

³⁹ <https://www.cdc.gov/violenceprevention/pdf/campusvprevention.pdf> p. 16

⁴⁰ <https://www.futureswithoutviolence.org/userfiles/file/PublicCommunications/beyondtitleIXfinal.pdf> p.6

Justification: Positive peer relationships are an important protective factor for violence prevention. Promotes healthy relationship norms that protect against violence. The CDC recommends teaching skills to individuals around healthy dating and intimate relationships.⁴¹

6. Include violence prevention information in Resident Advisor's first floor meeting agenda and 1 family dinner per floor in each first-year residence hall within the first 6 weeks of the semester, through a collaboration between Student Wellness and the First Year Experience program in the Department of Housing and Residential Education.

Justification: Promotes healthy relationship norms and community support and connectedness that protect against violence. Seeks to change risk factor of associating with delinquent peers.

7. Increase reach of prevention education to distance education students.

- In partnership with the Registrar, staff in Student Wellness should identify distance education students each semester and send a targeted email to invite them to complete online Haven: Understanding Sexual Assault module.
- In that email, include information about what prevention and response resources are available to them even when not physically located on campus (similar to study abroad students).

Justification: This initiative fulfills compliance requirement to offer education to all students. Since distance education students are using online formats already, this format may be more amenable to them. The online module includes bystander intervention, which promotes social norms that protect against violence, and information on supporting victims/survivors. EverFi Haven: Understanding Sexual Assault is listed as a "promising direction" on the Culture of Respect's program list.⁴²

8. Conduct a needs assessment and pilot a violence prevention program for undergraduate, graduate, and professional students with disabilities.

- In partnership with Accessibility Resources & Services, assess the needs of students with disabilities as it relates to violence prevention and response.
- Develop and test an intervention for students with disabilities.

Justification: High rates of victimization of students with disabilities per 2015 AAU Campus Climate Survey⁴³ and specifically recommendation by the EverFi Sexual Assault Diagnostic Inventory report. Futures Without Violence recommends that training for students is sensitive to particular needs of students with disabilities.⁴⁴ May increase protective factors related to sense of self-efficacy and problem solving and conflict resolution skills.

⁴¹ <https://www.cdc.gov/violenceprevention/pdf/sv-prevention-technical-package.pdf> p.19

⁴² <http://cultureofrespect.org/colleges-universities/programs/>

⁴³ <http://safe.unc.edu/create-change/aau-survey/>

⁴⁴ <https://www.futureswithoutviolence.org/userfiles/file/PublicCommunications/beyondtitleIXfinal.pdf> p.5-6

9. Develop and distribute a violence prevention toolkit for graduate and professional students and post-docs that addresses their multiple roles (student, staff, teacher, researcher) in collaboration between the Graduate and Professional Student Federation, The Graduate School, Office of Postdoctoral Affairs, professional schools, Student Wellness, and Human Resources.

- This toolkit will include prevention programs which are open to them (One Act, HAVEN, Men's Project, Delta Advocates, Safe Zone, Mental Health First Aid).
- The toolkit will also include response resources, since some students have experienced violence prior to coming to UNC, and may experience it while at UNC.
- Toolkit may also be useful to graduate and professional students' supervisors.

Justification: While current prevention initiatives are available to graduate and professional students, we do not have initiatives specifically tailored specifically for graduate and professional students. Not only is it a federal mandate that we offer programs to all students, graduate student Teaching Assistants work with and support undergraduate students. By intentionally including graduate and professional students, we will be able to positively impact more members of our community. Futures Without Violence recommends that colleges/universities make clear how policies apply to students who are employed by the college/university.⁴⁵ This recommendation may boost protective factor of coordination of resources and services among community agencies.

10. Increase access to violence prevention and response information to faculty and instructors.

- Create a button or page on Sakai and invite all Faculty and Teaching Assistants each semester.
- Page would include prevention information, a sample syllabus statement (currently on safe.unc.edu), and link to safe.unc.edu.
- Prevention information would include options for guest lectures, link to possible events to encourage students to attend for class credit (updated regularly), upcoming in-person trainings for faculty and staff, online training opportunities, opportunities for curriculum infusion, and relevant messages.
- This information could be combined with efforts around alcohol and substance use, as recommended by the High Risk Alcohol and Substance Use Working Group.⁴⁶

Justification: The EverFi Sexual Assault Diagnostic Inventory (SADI) identified that faculty and staff have questions about what students are learning, what their role is, what the campus message is, and how they can help. Futures Without Violence recommends encouraging faculty and staff to promote healthy relationships and community responsibility on campus and in their classrooms, including discouraging sexism and offensive language.⁴⁷ This information may help change societal/cultural norms supportive of violence and increase coordination of resources and services among community agencies. For faculty and instructors who are also survivors of violence themselves, this information may be helpful personally and provide them support resources.

⁴⁵ <https://www.futureswithoutviolence.org/userfiles/file/PublicCommunications/beyondtitleIXfinal.pdf> p.8

⁴⁶ https://alcohol.unc.edu/files/2015/10/HRASA_Working-Group-Report-FINAL.pdf p. 24

⁴⁷ <https://www.futureswithoutviolence.org/userfiles/file/PublicCommunications/beyondtitleIXfinal.pdf> p.6

11. Ensure mandatory ongoing, comprehensive implicit bias education for all faculty, staff, and students.

- Identify an individual to coordinate efforts among Human Resources, Diversity and Multicultural Affairs, Accessibility Resources and Service, and the LGBTQ Center to create and implement implicit bias training (e.g., implicit bias in hiring and promotions, implicit bias in the classroom, implicit bias in advising and mentoring, implicit bias in conduct referrals and processes) for all faculty, staff, and students.
- In-person implicit bias training would build on the current online module on the Policy on Prohibited Discrimination, Harassment, and Related Misconduct.
- Utilize the following sources to inform the increase of implicit bias education for faculty, staff, graduate and professional students, and undergraduate students: (1) needs identified in campus climate data, (2) current workshop curricula and evaluations, and (3) research and best practices.
- Track completion of training for faculty and staff, and tie into their evaluations and explore options for providing merit-based raises based on training completion.
- Investigate feasibility of a Faculty Learning Community focused on implicit bias through the Center for Faculty Excellence (CFE) to increase classroom management skills in reducing microaggressions and increasing students' sense of belonging. This training offered through CFE should also be available to graduate student teaching assistants and teaching fellows, in partnership with The Graduate School.
- Continue to offer Carolina Conversations spaces to encourage intergroup dialogue.

Justification: High rates of victimization of transgender, genderqueer and gender non-conforming, lesbian, gay, and bisexual students, as well as students with disabilities and American Indian/Alaskan Native students, per the 2015 AAU Campus Climate Survey data.⁴⁸ Harmful norms around masculinity and femininity and lack of social support are risk factors for perpetration of teen dating violence, intimate partner violence, sexual violence, and bullying. Community support and connectedness can serve as a protective factor against perpetration. The CDC recommends promoting social norms, especially gender norms, which protect against violence.⁴⁹

Systems & Structures

12. Release an annual statement from Chancellor about current campus efforts to prevent violence and related policies.

- The Chancellor has previously released information about the Policy on Prohibited Discrimination, Harassment, and Related Misconduct and response resources, but not included prevention efforts.
- The University announces the release of the Annual Security Report each October, which includes prevention information.

⁴⁸ <http://safe.unc.edu/create-change/aau-survey/>

⁴⁹ http://www.cdc.gov/violenceprevention/pdf/connecting_the_dots-a.pdf;
<https://www.cdc.gov/violenceprevention/pdf/sv-prevention-technical-package.pdf>

- Regular announcements from the most senior administrators at the University about awareness months on these issues demonstrates a commitment to continuous awareness and prevention. These months include: October – Relationship Violence Awareness Month; January – Stalking Awareness Month; April – Sexual Assault Awareness month.

Justification: This is recommended by the American College Health Association (ACHA)⁵⁰, Futures Without Violence⁵¹, and the CDC.⁵²

13. Update or establish Memorandums of Understanding (MOUs) with Compass Center and the Orange County Rape Crisis Center (OCRCC) around prevention annually.

- The MOU should include information about what prevention work is happening from each member, and how the organizations work together.
- MOUs should be shared publicly, such as on the safe.unc.edu website.

Justification: MOUs are recommended by the CDC in order to ensure communication between agencies. An MOU between OCRCC and Student Wellness is currently required for the RPE grant, but has only been updated in grant renewal years. MOUs clarify partnerships, which “can strengthen, coordinate, and align prevention efforts.”⁵³ This recommendation helps boost protective factor of coordination of resources and services among community agencies.

14. Conduct a needs assessment on necessity of translating prevention resources into languages beyond English.

- The needs assessment can determine if translation of written prevention resources into languages other than English is needed. Based on communications with Human Resources, Diversity & Multicultural Affairs, Accessibility Resources and Service, and the Office of International Students and Scholars, we anticipate that these languages may include Spanish, Mandarin, Hindi, Burmese, Karen, Korean, Persian, and Arabic. The needs assessment can also determine the need for American Sign Language translation at in-person events, and closed captioning in videos.
- The needs assessment can determine estimated cost for translation annually.
- Based on the findings, the Task Force recommends that we encourage individuals and departments who implement prevention initiatives to partner with an expert, such as the English as a Second Language Specialist in the Writing Center, Human Resources, Diversity & Multicultural Affairs, and the Office of International Students and Scholars to implement translation.

Justification: Ensures that prevention resources and campaigns are accessible to their target population. The American College Health Association notes that prevention should “Recognize the way that diversity

⁵⁰ http://www.acha.org/ACHA/Resources/Preventing_Sexual_Violence_Toolkit.aspx

⁵¹ <https://www.futureswithoutviolence.org/userfiles/file/PublicCommunications/beyondtitleIXfinal.pdf> p. 6

⁵² <https://www.cdc.gov/violenceprevention/pdf/campusvprevention.pdf> p. 12

⁵³ <https://www.cdc.gov/violenceprevention/pdf/campusvprevention.pdf> p. 12

*of cultures influences the participants' interpretation of messages."*⁵⁴ The World Health Organization notes how different cultural and social norms influence violence.⁵⁵

15. Disseminate Party Smart information to all students (undergraduate, graduate, and professional students, student organizations, residential and off-campus students) through a partnership between university departments and Student Government.

- This information should provide health and wellness guidelines that support the policies and practices that promote safety, related to topics such as alcohol and drugs, guest management, hazing, communication with neighbors, etc.
- Information should be shared in the above described University 101 course.
- Party Smart information is currently located on the [OFSL-CI website](#); this information needs to be reviewed and updated, and then moved to a centralized location (such as [alcohol.unc.edu](#)) which can make it clear that it applies to all students and student organizations.
- Information can also be cross-promoted at [safe.unc.edu](#), departmental websites, Student Government, and student organizations.

*Justification: Centralized information can make it clear that these guidelines apply to all student organizations, not just fraternities and sororities. The CDC recommends policies which reduce access to alcohol on campus.*⁵⁶ *Substance use is a risk factor for perpetration.*

16. Retain an external evaluator to collect, analyze, and share campus-wide data on the need for and impact of prevention programs from undergraduate and graduate students every other year, through a partnership between faculty and prevention staff in Student Wellness.

- Assessing the impact of prevention programs should include questions related to: the training and education received; perpetration of sexual violence, interpersonal violence and stalking; bystander intervention experiences; sexual violence, interpersonal violence, and stalking victimization and services accessed, including barriers to accessing services, for sexual violence, interpersonal violence, and stalking; mental health & substance use/abuse; and demographic information.
- Concerns were raised by students on the Task Force related to the level of trust between Equal Opportunity & Compliance and the student population.
- Using a team-based approach will leverage the strengths within our community as well as the external expertise.
- Conducting the survey every other year and analyzing the data regularly will provide information about the current student population without overburdening respondents and contributing to survey fatigue.

Justification: Data about the above topics (other than perpetration) has previously been collected in separate surveys and using different survey items over the last decade. Perpetration data is particularly

⁵⁴ https://www.acha.org/documents/resources/guidelines/Addressing_Sexual_Violence.pdf p.3

⁵⁵ http://www.who.int/violence_injury_prevention/violence/norms.pdf p.5

⁵⁶ <https://www.cdc.gov/violenceprevention/pdf/campusvprevention.pdf> p.16

critical in order to develop programs that prevent violence. A consistent study with the ability for long-term analysis is critical to understanding the impact of prevention programs on campus, and would provide useful information for continuous quality improvement of prevention initiatives. Sharing the results of that data back with the campus is critical to increasing and maintaining trust within the community. Climate surveys are a promising practice and recommended by the Department of Justice,⁵⁷ the White House,⁵⁸ the American College Health Association,⁵⁹ and Futures Without Violence.⁶⁰

17. Retain an external evaluator to collect, analyze, and share campus-wide data on the knowledge, attitudes, beliefs, behaviors, and experiences of faculty and staff every other year, in a partnership with Human Resources.

- This survey would build on the recent campus climate survey and include questions related to: the training and education received; perpetration of sexual violence, interpersonal violence and stalking; bystander intervention experiences; victimization and services accessed, including barriers to accessing services; mental health & substance use/abuse; and demographic information.
- Where possible, items on this survey could be connected to past and ongoing faculty/staff survey efforts.

Justification: Little data about the above topics have previously been collected. Climate surveys are a promising practice and recommended by the Department of Justice and have been conducted for several decades on a wide range of topics related to diversity, such as the Higher Education Research Institute's Faculty Survey.⁶¹ This data would inform future prevention initiatives and assess impact of current initiatives. Sharing the results of that data back with the campus is critical to increasing and maintaining trust within the community.

18. Review and update the [Policy Statement on Gender Inclusive Language](#).

- The Office of Ethics & Integrity should be directed to oversee this task.
- The policy should be updated to clarify who is responsible for the reviewing and enforcing the policy, and how violations of the policy can be reported.
- The reviewers should seek input from across campus in regards to updating the policy. For example, the policy should encourage the use of the singular they/them pronoun in formal writing and publications.
- Once the policy is updated to indicate who enforces it, that office or individual should be directed to assess its use on campus.
- Provide training in-person to all incoming undergraduate, graduate, and professional students about the policy, such as through all English 105 sections, or the new University 101 course, and Graduate School Orientation.

⁵⁷ <https://www.justice.gov/ovw/protecting-students-sexual-assault#campusclimate>

⁵⁸ https://www.whitehouse.gov/sites/default/files/docs/report_0.pdf p. 7

⁵⁹ https://www.acha.org/documents/resources/guidelines/Addressing_Sexual_Violence.pdf p. 5

⁶⁰ <https://www.futureswithoutviolence.org/userfiles/file/PublicCommunications/beyondtitleIXfinal.pdf> p.6

⁶¹ <http://heri.ucla.edu/heri-faculty-survey/>

- Encourage faculty to share this policy on their syllabus.
- Share [information from The Writing Center](#) widely.

Justification: This policy assists with creating an inclusive community for all students, with specific relevance for female, transgender and gender non-binary students. It also can challenge the risk factor of harmful norms around masculinity and femininity. The American College Health Association recommends creating policies that reflect an expectation of respect and nonviolence.⁶²

19. Ensure that all new employees receive information at their orientation and annually about relevant policies, through the leadership of Human Resources, Equal Opportunity & Compliance, and other relevant offices.

- Information should include:
 - Policy on Prohibited Discrimination, Harassment, & Related Misconduct
 - Campus Alcohol Policy
 - Policy Statement on Gender Inclusive Language
 - Violence in the Workplace Policy
 - The employee’s status as private or confidential, and if “Responsible Employee”
 - Tips for supporting a survivor and resources on campus-
 - Trainings offered on campus
- Information should go to all temporary and permanent staff as well as faculty, instructors, and postdoctoral scholars

Justification: Establishes expectations and values for our community, which can challenge unhealthy norms supportive of violence. The CDC⁶³ and Futures Without Violence⁶⁴ recommend that campus staff and faculty are trained on trauma-informed response and campus practices for responding to disclosures.

20. Incentivize faculty and staff participation in violence prevention trainings in partnership between Human Resources and supervisors.

- Faculty and staff may be encouraged to complete trainings if their participation is tracked on their annual evaluation and if they receive merit-based raises based on this participation.
- Trainings included:
 - HAVEN for faculty/staff
 - Safe Zone
 - Green Zone
 - Diversity 101
 - Preventing Unlawful Harassment in the Workplace
 - Mental Health First Aid
 - Conflict Resolution
- Completion of the mandatory Title IX online module should be noted on evaluations as well.

⁶² http://www.acha.org/ACHA/Resources/Preventing_Sexual_Violence_Toolkit.aspx

⁶³ <https://www.cdc.gov/violenceprevention/pdf/campusvprevention.pdf> p. 16

⁶⁴ <https://www.futureswithoutviolence.org/userfiles/file/PublicCommunications/beyondtitleIXfinal.pdf> p.6

- A communications campaign which highlights faculty and staff who have completed the trainings and the value they found in the trainings would support this initiative.
- Centralization of completion of trainings would assist in implementing this recommendation.
- Developing new training offerings such as skills in mediation or de-escalation are also encouraged.

Justification: Shows commitment from senior leadership as recommended by American College Health Association⁶⁵ and encourages participation in trainings without mandating them. The CDC⁶⁶ and Futures Without Violence⁶⁷ recommend that campus staff and faculty are trained on trauma-informed response and campus practices for responding to disclosures. This recommendation can help boost protective factor of community support/connectedness as well as coordination of resources and services among agencies.

21. Ensure prioritization and completion of these recommendations and establish an organizational structure for prevention across UNC by charging a Violence Prevention Advisory Group.

- Members will be people who are implementing prevention work directly. The group will establish goals and desired outcomes for prevention and monitor progress in order to establish a centralized framework with decentralized service delivery.
- The group will communicate regularly with other working groups and committees on campus to maximize efficiencies.
- The group will periodically update the inventory and make available a summary of all initiatives related to violence prevention, and regularly review emerging best practices and assess their applicability to UNC-Chapel Hill.
- This group will report to the Vice Chancellors for Student Affairs and Workforce Equity, Strategy, and Engagement.
- Biannually, the group will revisit prevention philosophy, create a report on the progress made, and solicit feedback from community.

Justification: The CDC recommends that campuses “identify champions who can make and keep prevention visible.”⁶⁸ A vision and structure for engaging campus partners over time is recommended by the CDC.⁶⁹ This group would ensure that prevention has a clear, consistent message, help avoid duplication of services and maximize collaboration, and provide transparency to the campus community on progress of the group. The American College Health Association recommends maintain an ongoing multidisciplinary committee.⁷⁰

⁶⁵ https://www.acha.org/documents/resources/guidelines/Addressing_Sexual_Violence.pdf p. 5

⁶⁶ <https://www.cdc.gov/violenceprevention/pdf/campusvprevention.pdf> p. 16

⁶⁷ <https://www.futureswithoutviolence.org/userfiles/file/PublicCommunications/beyondtitleIXfinal.pdf> p.6

⁶⁸ <https://www.cdc.gov/violenceprevention/pdf/campusvprevention.pdf> p.10

⁶⁹ http://www.pcar.org/sites/default/files/resource-pdfs/campus_readiness_manual_2-12_final.pdf p. 59

⁷⁰ https://www.acha.org/documents/resources/guidelines/Addressing_Sexual_Violence.pdf p. 5

Implementation & Evaluation

The success of these recommendations depends upon a dedication by the University to prevention of violence as well as ongoing evaluation and assessment of the impacts of these efforts. According to the CDC, evaluation is a “key to sustaining prevention efforts” because it informs decision making related to “program activities, staffing, partnerships, and resource development.”⁷¹

This report contains a significant number of recommendations. Some are relatively simple, while others will require considerable planning and resources. Current initiatives are already in place and operational, while new initiatives will require time to enact. It is hoped that this report will be received with the urgency that the problem requires, though exact timelines for new initiatives have yet to be determined. We suggest that the Advisory Group be tasked with developing timelines, estimating resources, and overseeing evaluation of new initiatives.

To that end, the Task Force offers the following recommendations for effective implementation and assessment of its comprehensive plan.

- Charge the Violence Prevention Advisory Group.
- Identify and implement recommendations with low resource investment in order to effect some change quickly.
- Identify and dedicate financial and human resources to longer-term recommendations.
- Encourage communication between groups implementing the High Risk Alcohol and Substance Abuse Working Group’s recommendations and the future Hazing Prevention Coalition recommendations, in order to reduce duplication and increase efficiencies and impact.
- Adopt an institutional commitment to assess all prevention initiatives, including recommendations in this document, and their impact on the campus community and sub-communities.
- Develop and implement an assessment plan using a logic model can determine the effectiveness of prevention efforts and measure success of these initiatives.
- Continually assess future campus needs that take into account impacts of the recommendations identified in this report and leverage existing or potential opportunities for additional study and research.
- Dedicate resources to expand the Gender-based Violence Research group’s annual summit and convene a multi-disciplinary summit of UNC-Chapel Hill faculty members, researchers, student leaders, and professional staff. We have a wealth of individuals and departments who are engaged in the research, evaluation, assessment, and implementation of studies or programs related to violence prevention and response, and should regularly discuss research findings and their possible application to campus, as well as the potential for future research opportunities.
- Share successes with the UNC Chapel Hill community, the UNC General Administration and other UNC system institutions.

⁷¹ http://www.pcar.org/sites/default/files/resource-pdfs/campus_readiness_manual_2-12_final.pdf p. 83

Additional Ideas Related to Response and Support for Survivors

Effective education and prevention will increase the number of students who seek support after experiencing violence.

Throughout the Task Force's process, members generated ideas related to responding to incidents and survivors of violence. As described in our [Prevention Philosophy](#), providing support services for survivors, including mental health services, crisis counseling, and comprehensive and compassionate support, is critical to prevention.

Given the charge of the Task Force and the expertise of current members, we did not discuss these ideas in depth. We are including these suggestions so that departments with a direct charge to work on these issues can review them and take necessary action steps.

Increase Awareness of and Access to Response and Advocacy Resources

- Investigate methods to identify incoming undergraduate, graduate, and professional students who enter UNC already having experienced violence, and provide them with resources and options available during their tenure as a member of the community. One option could be through adding question(s) on Campus Health Services' Health History Form.
- Increase the number of safe housing spaces available annually and increase awareness of safe housing options.
- Increase awareness of P2P bus services and how to access them. Train bus drivers on bystander intervention and how to respond to and report passengers' experiences of harassment.
- Increase mental health programming to reduce stigma for help-seeking behaviors.
- Increase awareness of response resources to student-athletes.
- Get response resources into bathrooms of residence halls.
- Increase resources and information for family members and parents about how to respond to and support survivors of violence.
- Update the standard information emails sent by the Gender Violence Services Coordinators in the Carolina Women's Center and Response and Report Coordinators in Equal Opportunity & Compliance to include a statement around providing accommodations for people with disabilities who are interested in accessing services.
- Review the reporting and adjudication process for all parties to consider what accommodations can be made, such as multiple forms of communication, to ensure process is accessible for participants with disabilities.
- Clarify which response resources are available to distance education students, even if they are not physically on campus (similar to study abroad information), on safe.unc.edu.
- Clarify which response resources are available to graduate students, professional students, and post-doctoral scholars on safe.unc.edu and quick reference guide.
- Clarify which processes and resources apply to individuals who hold multiple roles at the University, such as graduate students who are also teaching or research assistants or full-time-staff who are also enrolled in a course.
- Share trends noticed by Equal Opportunity and Compliance with violence prevention staff monthly. Continue violence prevention monthly reports on programs and initiatives to EOC.
- Update the Policy on Prohibited Discrimination, Harassment, & Related Misconduct to indicate that violence prevention staff in Student Wellness are not Responsible Employees.

Expand and Improve Response and Advocacy Services

- Expand sexual assault nurse examiners beyond “Women’s Health” in Campus Health Services to another clinic within CHS, or rename “Women’s Health,” so that male-identified, transgender, and gender non-binary students can more easily access them.
- Provide training for Honor Court members regarding the Policy on Prohibited Discrimination, Harassment, and Related Misconduct, trauma, and the intersection of sexual and interpersonal violence with other forms of misconduct, such as alcohol and drug use/misuse/abuse, property damage, and physical violence.
- Develop a pool of professionally trained confidential advocates in addition to the Gender Violence Services Coordinators who serve as victim advocates for all members of the community under all violations of the Policy on Prohibited Discrimination, Harassment, and Related Misconduct (discrimination and harassment based on all protected statuses).

Develop Services for Responding Parties

- Develop, implement and evaluate educational interventions for individuals found responsible under Policy on Prohibited Discrimination, Harassment, and Related Misconduct whose violations do not rise to the level of removal from campus, or who are allowed to return to campus after a separation.

Appendix I: References

Addressing Sexual and Relationship Violence on College and University Campuses from American College Health Association Guidelines, 2016

https://www.acha.org/documents/resources/guidelines/Addressing_Sexual_Violence.pdf

Assessing Campus Readiness for Prevention, Pennsylvania Coalition Against Rape, 2013

http://www.pcar.org/sites/default/files/resource-pdfs/campus_readiness_manual_2-12_final.pdf

Beyond Title IX: Guidelines for Preventing and Responding to Gender-based Violence in Higher Education, Futures Without Violence, 2012

<https://www.futureswithoutviolence.org/userfiles/file/PublicCommunications/beyondtitleIXfinal.pdf>

Connecting the Dots: An Overview of the Links Among Multiple Forms of Violence from CDC Division of Violence Prevention & Prevention Institute

http://www.cdc.gov/violenceprevention/pub/connecting_dots.html

Culture of Respect, Sexual Assault Prevention Programs, 2016

<http://cultureofrespect.org/colleges-universities/programs/>

Not Alone: The First report of the White House Task Force to Protect Students from Sexual Assault, 2014

https://www.whitehouse.gov/sites/default/files/docs/report_0.pdf

Rape and Sexual Assault: A Renewed Call to Action from The White House Council on Women and Girls, 2014

https://www.whitehouse.gov/sites/default/files/docs/sexual_assault_report_1-21-14.pdf

Sexual Violence on Campus: Strategies for Prevention, CDC National Center for Injury Prevention & Control, 2016

<https://www.cdc.gov/violenceprevention/pdf/campussvprevention.pdf>

Sexual Violence Prevention: Beginning the Dialogue from the Center for Disease Control and Prevention (CDC), 2004

<http://www.cdc.gov/ViolencePrevention/pdf/SVPrevention-a.pdf>

Sexual Violence Related Programs and Services CAS Contextual Statement from the CAS Professional Standards for Higher Education, 2016

Shifting the Paradigm: Primary Prevention of Sexual Violence Toolkit from American College Health Association, 2008

http://www.acha.org/ACHA/Resources/Preventing_Sexual_Violence_Toolkit.aspx

World Health Organization, *Violence prevention the evidence: Changing cultural and social norms that support violence*, 2009

http://www.who.int/violence_injury_prevention/violence/norms.pdf

Appendix II: UNC Reports

The Task Force also reviewed the work of other committees, working groups, and task forces at the University in order to build on the previous efforts of faculty, staff and students. This review included:

- High-Risk Alcohol and Substance Abuse Working Group Report, December 2015.
https://alcohol.unc.edu/files/2015/10/HRASA_Working-Group-Report-FINAL.pdf
- Findings & Recommendations of the Town/Gown Collaborative to Reduce the Negative Impacts of High Risk Drinking, September 2014.
https://static1.squarespace.com/static/50454623e4b0b97fe5aa64c5/t/57a8a2506a4963e386781925/1470669398112/Town-Gown+Full+Report_final.pdf
- University of North Carolina 2013-14 UNC Campus Security Initiative Report to the President
https://www.northcarolina.edu/sites/default/files/unc_campus_security_initiative_report_to_the_president.pdf
- Campus Climate Regarding Sexual Orientation, Gender Identity, and Gender Expression: A Report Issued by the Provost's Committee on LGBT Life by Terri Phoenix, September 2012.
<http://provost.unc.edu/files/2012/09/campusclimatereport.pdf>