

Campus Gender-Based Violence Prevention and Advocacy Practices: A Benchmarking Study

This is a PDF version of a survey that is being disseminated via Qualtrics, a web-based platform. It is provided for the convenience of survey participants. Written responses will not be accepted, and recipients do not have permission to disseminate the survey. This survey was developed by our research team: LB Klein, Michelle Bangen, Nathan Brewer, Adrienne Baldwin-White, Lauren Lichty, Mari Knuth-Bouracee, and Drew Rizzo with our expert advisory group of campus-based advocacy and prevention professionals and input from pilot testers. Please contact lbklein@unc.edu with additional questions about this study participation.

Note: This is a list of all possible survey questions. Depending on your responses to previous questions, you may not be asked all of the questions included below. If you have questions about this survey, please contact the study's principal investigator LB Klein at lbklein@unc.edu.

With this study, we hope to better understand gender-based violence prevention and advocacy programs on U.S. campuses. Any U.S. college or university staff who do gender-based violence prevention or survivor advocacy are eligible to take the following survey.

The survey questions refer to a specific college or university, not to you as a particular individual. You may not be able to answer all of the questions on your own. For instance, you may only do prevention programs and not advocacy. In these cases, we will allow you to share the survey with a colleague who oversees those programs.

Prior to starting the survey, it may be helpful for you to gather some information about your institution and programs. Therefore, we are including a [PDF of all possible survey questions](#). Although we have set up the survey to save in progress responses started on a particular computer or mobile device, we unfortunately cannot guarantee that you can enter and exit the survey without losing responses. Please allow 20-30 minutes to complete the full survey.

In an effort to maintain consistency in responses, please take a moment to review some common terms, as defined for the purposes of this study:

- Institution - college or university/institution of higher education
- Gender-based violence - an umbrella term for sexual assault, sexual harassment, dating and intimate partner violence, and stalking
- Prevention and awareness education - educational programming provided to prevent or raise awareness about gender-based violence, can be provided actively or passively (including poster campaigns) in-person or online
- Survivor advocacy - providing crisis intervention, information/referral, accompaniment, and ongoing support to survivors and their friends and loved ones

- Responsible employee - an employee of an institution who has the authority (or a student could reasonably believe has the authority) to take action to report incidents of gender-based violence and take action to address them and prevent their recurrence

If you would like to complete this survey, please click next.

Section A. Institution Overview

1a. What is your institution's name?

2a. In what state is your institution located? Please enter the two-letter state abbreviation:

3a. How would you describe your institution type? (select one)

- a. Private
- b. Public

4a. How would you describe your institution's setting? (select one)

- a. Rural
- b. Suburban
- c. Urban
- d. Other (please specify)

5a. How many students attend your institution? (numeric entry)

6a. How would you describe students' residency on your campus? (select one)

- a. Primarily nonresidential (Fewer than 25% of students live on campus)
- b. Primarily residential (25-49% of students live on campus)
- c. Highly residential (50% or more students live on campus)

7a. Do any of the following describe your institution? (select all that apply)

- a. Alaska Native- or Native Hawaiian-Serving Institution (ANNHI)
- b. Asian-American and Native-American Pacific Islander-Serving Institution (AANAPISI)
- c. Community College
- d. For-Profit College
- e. Graduate students only
- f. Hispanic-Serving Institution (HSI)

- g. Historically Black College or University (HBCU)
- h. Online only
- i. Predominantly White Institution (PWI)
- j. Religiously-affiliated
- k. Single Gender Institution (All Women's/All Men's College)
- l. Technical College
- m. Tribal College or University (TCU)
- n. None of these options describe my institution.

8a. Are gender-based violence prevention and advocacy housed in the same office on your campus? (select one)

- a. Yes, they form a standalone center or office with separate director level or higher positions
- b. Yes, they are located in the same office with other programs without a specific director level or higher position (ex. Office of Health Promotion, Counseling Center)
- c. No
- d. Other (please specify)

9a. Does your campus have a signed contract (i.e., memorandum of understanding - MOU) with a local rape crisis center or domestic violence organization?

- a. Yes, with the rape crisis center.
- b. Yes, with the domestic violence organization.
- c. Yes with an organization that serves as both a rape crisis center and domestic violence organization.
- d. We have an MOU with another organization. (please specify) (text box)
- e. We do not have any MOUs but we do have an informal relationship with a community organization.
- f. We do not have any MOUs or informal relationships with community organizations.

10a. Which of the following are provided by the community organization? (select all that apply)

- a. After-hours or back-up hotline support
- b. On-campus advocacy services
- c. Prevention education
- d. Technical assistance or training for campus staff or student volunteers
- e. Other (please specify)

Section B. Advocacy

1b. Are you able to answer detailed questions about your institution's survivor advocacy efforts?

- a. Yes
- b. No
- c. All of our campus survivor advocacy is provided by an external community organization.

2b. If not, please provide us with an email address for the person on your campus who would best be able to answer these questions. Then we will present you with other types of questions you may feel better positioned to answer. If you are not sure who this person would be or do not wish to include an email address, please type in N/A.

3b. How many full-time equivalent (FTE) are dedicated to survivor advocacy on your campus? If a position does both prevention and survivor advocacy, please estimate the portion specifically dedicated to survivor advocacy. *Example: For two full-time staff members enter 2.0. For one quarter of one staff member's time enter 0.25.* (numeric entry)

4b. The next three questions ask about the three levels in the reporting line above the survivor advocacy positions. Note: If you have already typed in the highest rank at your institution in a previous response, please type N/A in the next box.

Think of your highest ranked advocate. What is the title of that person's supervisor?

What is the title/office of the supervisor of the staff member listed above?

What is the title/office of the supervisor of the staff member listed above?

(Appears like a form. All three questions appear as one with a text box after each)

5b. How many hours per week do paid student staff provide survivor advocacy? *Examples: If you have two students who provide advocacy for 10 hours per week, enter 20. If you do not have paid student staff, enter zero.* (numeric entry)

6b. Approximately how many volunteer hours per week are devoted to providing survivor advocacy? Volunteerism includes student groups, course credit, and other unpaid work. *Examples: If you have 20 volunteers who take a 5 hour shift each week, enter 100. If you do not have volunteers who provide survivor advocacy enter 0.* (numeric entry)

7b. Who do survivor advocates serve? (select all that apply)

- a. Faculty
- b. Graduate and professional students

- c. Staff
- d. Undergraduate students
- e. Guests
- f. Other (please specify)

8b. How are survivor advocacy efforts funded? (select all that apply)

- a. Fundraising
- b. Office on Violence Against Women Campus Grant
- c. Other grants
- d. Private donations
- e. Student fees
- f. University funds
- g. Other (please specify)

9b. Which of the following describes your survivor advocates' ability to protect survivor information? (select all that apply)

- a. Survivor advocates are confidential due to their clinical license.
- b. Survivor advocates are confidential due to a state advocacy statute.
- c. Survivor advocates are confidential resources due to university designation.
- d. Survivor advocates must report the number of clients they serve at regular intervals (annually, monthly).
- e. Survivor advocates must send anonymous reports to the Title IX coordinator.
- f. Survivor advocates are responsible employees and/or must provide full reports to the Title IX coordinator at a specific interval (annually, monthly).
- g. Survivor advocates must provide the Title IX coordinator with timely reports that could trigger timely warnings.
- h. Other (please specify)

10b. What types of survivor advocacy services does your institution provide? (select all that apply)

- a. 24/7 hotline staffed by campus personnel
- b. Accompaniment to on-campus appointments
- c. Accompaniment to off-campus appointments
- d. Advising during Title IX/conduct processes
- e. Connection to a 24/7 hotline staffed by a community organization
- f. In-person appointments
- g. Support via text messages
- h. Support via online platform

- i. Systems advocacy (i.e., participation in efforts to change existing campus response, reporting, and survivor support processes)
- j. Therapy
- k. Other (please specify)

11b. Do survivor advocates provide services to respondents or students who have caused GBV-related harms? (select all that apply)

- a. Yes, we provide services for both reporting and responding students.
- b. Yes, but only if we are not already serving the reporting student.
- c. Yes, if we screen the respondent as a survivor of GBV.
- d. No, but there are other staff specifically dedicated to respondents.
- e. No, we refer respondents to counseling or other community services.
- f. Other (please specify)

12b. How do advocates keep notes and records? (select all that apply)

- a. We use an advocacy specific software (please name)
- b. We use a medical records/counseling records software (please name)
- c. We use a conduct or student affairs records software (please name)
- d. We use a computer spreadsheet or other document
- e. We use paper files
- f. We do not keep notes
- g. Other (please specify)

13b. During the 2018-2019 school year (August 2018-July 2019), approximately how many CLIENTS did all survivor advocates serve? *Example: If one advocate served 25 clients and another served 30 clients, enter 55.* (numeric entry)

14b. In the 2018-2019 school year (August 2018-July 2019), what was the average number of visits advocates had with each client? (numeric entry)

15b. Please describe any efforts taken by the institution to prevent the burnout and foster the self-care of the advocacy staff. (text entry)

16b. Is there anything else you would like to add about your institution's survivor advocacy efforts? (text entry)

Section C. Prevention and Awareness Education

1c. Are you able to answer detailed questions about your institution's GBV prevention and awareness efforts?

- a. Yes
- b. No
- c. All of our campus prevention efforts are provided by an external community organization.

2c. If not, please provide us with an email address for the person on your campus who would best be able to answer these questions. If you are not sure who this person would be or do not wish to include an email address, please type in N/A. (text entry)

3c. How many full-time equivalent (FTE) are dedicated to GBV prevention on your campus?
Example: For two full-time staff members enter 2.0. For one quarter of one staff member's time enter 0.25. (numeric entry)

4c. The next three questions ask about the three levels in the reporting line above the prevention positions.

Think of your highest ranked prevention staff member. What is the title of that person's supervisor? Note: If you have already typed in the highest rank at your institution in a previous response, please type N/A in the next box.

What is the title/office of the supervisor of the staff member listed above?

What is the title/office of the supervisor of the staff member listed above?

(Appears like a form. All three questions appear as one with a text box after each)

5c. How many hours per week do paid student staff facilitate prevention and awareness programming? *Example: If you have 10 paid peer educators who facilitate two 2-hour workshops per week, enter 40. If you do not have paid student staff, enter 0.* (numeric entry)

6c. Approximately how many volunteer hours per week are devoted to facilitating prevention efforts? *Example: If you have twenty student volunteers who facilitate about one hour of content a week, enter 20. If you do not have volunteers who assist with prevention efforts enter 0.* (numeric entry)

7c. For whom is prevention and awareness education offered? (select all that apply)

- a. Faculty
- b. Graduate and/or professional students
- c. Staff

- d. Undergraduate students
- e. Other (please specify)

8c. How are prevention and awareness efforts funded? (select all that apply)

- a. Fundraising
- b. Office on Violence Against Women Campus Grant
- c. Other grants
- d. Private donations
- e. Student fees
- f. University funds
- g. Other (please specify)

9c. Which of the following describes your prevention educators' ability to protect survivor information? (select all that apply)

- a. Prevention educators are confidential due to their clinical license.
- b. Prevention educators are confidential due to a state advocacy statute.
- c. Prevention educators are confidential resources due to university designation.
- d. Prevention educators must send anonymous reports to the Title IX coordinator.
- e. Prevention educators are only confidential while delivering prevention programs but otherwise must provide full reports to the Title IX Coordinator.
- f. Prevention educators are responsible employees.
- g. Other (please specify)

10c. About which of the following content areas does your prevention and awareness programming teach? (select all that apply)

- a. Alcohol's role in gender-based violence
- b. Bystander intervention
- c. Campus climate survey statistics
- d. Campus policy information
- e. Confidential resources
- f. Consequences of gender-based violence
- g. Consent and sexual communication
- h. Dynamics of intimate partner violence
- i. Dynamics of sexual assault
- j. Dynamics of sexual harassment
- k. Dynamics of stalking
- l. Gender dynamics
- m. Healthy relationships
- n. How to support a survivor

- o. Information about reporting and Title IX
- p. Intersection of race/racism and GBV
- q. Lesbian, gay, bisexual, transgender, and queer specific education
- r. Masculinity
- s. National or state statistics
- t. Power and control
- u. Rape myths/culture
- v. Sexuality education
- w. State laws
- x. Systems of oppression
- y. Victim-blaming
- z. Other (please specify)

11c. Does your institution provide prevention and awareness education for new members of the community? (select all that apply)

- a. Yes, for new undergraduate students
- b. Yes, for new graduate students
- c. Yes, for new faculty
- d. Yes, for new staff
- e. Other (please specify)
- f. We do not provide training to new students or employees.

12c. Is prevention and awareness education mandatory for incoming students? (select one)

- a. Yes
- b. No

13c. If it is mandatory, how is participation enforced? (select all that apply)

- a. Fines
- b. Registration hold for subsequent semester
- c. Students receive the information in a required academic course (i.e., first year seminar)
- d. Other (please specify)

14c. If it is mandatory, is an opt-out or alternative option provided for survivors? (select one)

- a. Yes
- b. No

15c. Do you provide ongoing prevention and awareness education to students? (select one)

- a. Yes, and at least some of it is mandatory for all continuing students.
- b. Yes, and it is mandatory for certain groups (please specify).

- c. Yes, and it is voluntary.
- d. No, we only provide prevention education to new students.

16c. Through what modalities does your institution provide prevention and awareness programming? (select all that apply)

- a. Courses for academic credit taught by academic faculty
- b. Courses for academic credit taught by prevention educators/staff
- c. Guest lectures
- d. In-person workshops
- e. Interactive theater
- f. Online modules
- g. Social marketing
- h. Social media
- i. Videos
- j. Other (please specify)

17c. Which of the following describes your institution's prevention and awareness programming? (e.g., online module, in-person workshop, interactive theater, social marketing campaign) (select one)

- a. We have created ALL of our own programming in-house.
- b. We have purchased or acquired ALL of our programming from other organizations.
- c. We have BOTH created our own programming and purchased/acquired programming from outside organizations.
- d. Other (please specify)

18c. Please select all prevention and awareness programs from external organizations that your institution used in the 2018-2019 school year (August 2018 - July 2019). (select all that apply)

- a. Agent of Change
- b. Bringing in the Bystander
- c. BOUT That Life
- d. Every Choice
- e. EverFi Online Modules
- f. Flip the Script
- g. Green Dot, Etc.
- h. Know Your Power
- i. InterACT
- j. Men's Program
- k. Mentors in Violence Prevention (MVP)
- l. No Zebras, No Excuses

- m. Not Anymore
- n. One Love Escalation Workshop
- o. RealConsent
- p. Red Flag Campaign
- q. Sex Signals
- r. Step Up!
- s. ThinkLuv
- t. Women's Program
- u. Other (please specify)

19c. Do any of your prevention and awareness programs provide opportunities for students to practice skills? (select one)

- a. Yes
- b. No
- c. Other (please specify)

20c. In the 2018-2019 school year, approximately how many students attended in-person prevention and awareness programming on your campus? (numeric entry)

21c. Have any of your campus gender-based violence prevention efforts been evaluated? (select one)

- a. Yes, at least one of our specific prevention programs has been evaluated.
- b. No, but we use programs that have been found to be effective at other institutions.
- c. No

22c. If yes, how have the prevention programs been evaluated? (select all that apply)

- a. Process evaluation (i.e. to determine whether the program is acceptable to participants, easy to deliver)
- b. Outcome evaluation (i.e. to determine the program effects in the outcome/s of interest)
- c. We ask questions related to our programming on our campus climate survey.
- d. We track the number of participants and number of programs delivered only.
- e. We do not evaluate our programs or track participants.
- f. Unsure

23c. By whom were the prevention programs evaluated? (select all that apply)

- a. By staff implementing the program
- b. By other campus staff
- c. By researchers at my institution
- d. By researchers at another institution

- e. By a local organization
- f. Other (please specify)

24c. How do prevention education efforts on your campus address the intersections between gender-based violence and other forms of oppression? (e.g., racism, sexism, ableism, heterosexism). (text entry)

25c. Please describe any prevention efforts in which your institution has engaged beyond providing educational programming. (e.g., structural and policy change). (text entry)

26c. Please describe any efforts taken by the institution to prevent the burnout and foster the self-care of prevention staff. (text entry)

27c. Please share any additional information you would like to add about your institution's prevention efforts. (text entry)

Section D. Closing

1d. Is there anything else that you would like to share about your institution's prevention and survivor advocacy efforts? (text entry)

2d. Do you work for multiple institutions and need to provide responses for a different institution?

- a. Yes (*send to beginning of survey*)
- b. No (*skip to end*)