ABOUT THE AUDIT

This resource was developed out of need to better align campus programs to best serve all students and meet the goals of prevention, advocacy, and intervention programs. Prevention, advocacy, and intervention (Title IX and conduct) programs provide the most student-centered and trauma-informed services when they work together, inform each other’s work, and support each other.

In other words, alignment is a best practice in the prevention of and response to campus sexual violence.

RE-THINKING OUR FRAMEWORKS FOR COLLABORATION

Often, collaboration between prevention efforts and response and/or intervention services are described in a linear model: preventionists help raise community awareness, and refer survivors to necessary advocacy or intervention services on campus during the course of their outreach work. While true, this does not holistically capture what we know of effective program collaboration models: trauma-informed models that center students, intentional collaboration & feedback efforts and ongoing evaluation. The model below, created by Oregon SATF, can help you visually conceptualize your audit process.

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HOW TO USE THIS RESOURCE

This audit was created to assist college personnel in evaluating the alignment of their sexual violence-related prevention, advocacy and intervention (Title IX or conduct) programs. This audit can be utilized by individual staff or programs, but is most effective when completed collaboratively by staff in all three program areas. SATF encourages users of this audit to view this as a starting place when evaluating their programs, and to seek additional areas of growth beyond what is listed here.

Below, you can see an example of one way to fill out the audit.

### KEY AREAS OF ALIGNMENT INCLUDED IN THIS AUDIT

- **Program Administration & Support** = Includes information about key areas of programmatic support necessary to these fields / disciplines, identifies areas of institutional and financial support.
- **Effective & Sustainable Partnerships** = Includes strategies for building and sustaining effective partnerships across sexual violence-focused disciplines on campus and the greater community.
- **Staff Training & Development** = Includes strategies for training of sexual violence-related disciplines on campus, including cross-training.
- **Policy Creation, Data & Information Sharing, Evaluation** = Includes strategies for sharing information across sexual violence-related disciplines, community partners, and the creation of campus policies and procedures.
- **Marketing & Community Education** = Includes strategies for marketing sexual violence-related resources to the greater campus community, stakeholders, and educational efforts on campus.

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This resource is not intended as legal advice, nor should it be treated as such.
GETTING STARTED

Before you begin, spend some time thinking about who does work in each of these areas on your campus. While the audit focuses on staff efforts, many campuses utilize volunteers to assist with their efforts. Take a minute to list out all the folks each program relies on to accomplish their goals, including any full- or part-time staff with dedicated FTE, paid student staff, volunteers (such as students, faculty, or staff who serve on committees or facilitate presentations), student organizations, community partners (for example, a local DVSA agency that provides a college-specific support group, or a prosecutor from the DA’s office who provides training to the Title IX team), and other campus departments/offices. While some of these questions focus specifically on paid/dedicated staff, it will be useful to think about your efforts holistically as you move through the audit.

Who does prevention work on campus?
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Who does advocacy work on campus?
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Who does intervention work on campus?
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ASSESSING FOR WORKPLACE STRESS, VICARIOUS TRAUMA, COMPASSION FATIGUE AND BURNOUT TO IMPROVE SUSTAINABILITY

Research shows that agencies that attend to employee and institutional wellness show less turnover, better workplace/job satisfaction and have more creative, dedicated employees. Professionals working in higher education that have increased proximity to traumatic or stressful content (those working in Title IX investigations, advocates, counselors, process advisors, preventionists, etc.) are at higher risk for experiencing vicarious trauma, compassion fatigue, and/or burnout.

Throughout this audit, we have incorporated questions that will help you to assess how workplace stress and proximity to trauma may be impacting your collaboration, alignment, and work with students.

As you go through the audit, you team may also find it helpful to address the following questions (adapted from materials created by the TEND academy):

- How significant are the effects of compassion fatigue, burnout and vicarious trauma for your organization?
- Are the symptoms of these stressors more or less prominent in different areas of your college/university?
- Can you sustain your current levels of stress symptoms and be a well-functioning organization?
- Have the stress symptoms increased or diminished over the past 5 years? Are you able to identify what factors have lead to this increase/decrease?
- What do you need to be able to address these factors in an effective and comprehensive way?

Key areas of the audit that identify the prevention of or response to compassion fatigue, vicarious trauma, workplace stress, and/or burnout are highlighted in YELLOW.

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<table>
<thead>
<tr>
<th>PROGRAM ADMINISTRATION &amp; SUPPORT</th>
<th>PREVENTION STAFF / EFFORTS</th>
<th>ADVOCACY STAFF / EFFORTS</th>
<th>INTERVENTION STAFF / EFFORTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program staffed with at least .5 FTE* dedicated specifically to this program and service. (*SATF’s recommended best practice is that each of these service areas should have at least one 1.0 FTE position for each program).</td>
<td></td>
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<tr>
<td>Has adequate staffing in order to fulfill the program’s publicized needs and services (i.e. staff to work ratio is reasonable, there are no vacant/unfilled positions).</td>
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<tr>
<td>Has clerical / administrative support for scheduling, ordering supplies, etc.</td>
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<tr>
<td>Staff in this program have regular, ongoing supervision meetings with the supervisor (assistant dean, VPSA, etc.) that they report to.</td>
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<tr>
<td>VPSA, dean, etc. of the department that includes these programs have received training in trauma-informed practices.</td>
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<tr>
<td>VPSA, dean, supervisor, etc. of the department that includes these programs feel comfortable articulating information about the programs on this sheet (can accurately and adequately describe their purpose, what they do, who is involved and how to contact them for referrals)</td>
<td></td>
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<tr>
<td>Program has dedicated funding stream / line items in department budget (does not share with other programs or services).</td>
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<tr>
<td>Staff in these programs have meaningful and consistent access to support services or supervision to debrief disclosures (either from survivors or after interviews with respondents, witnesses, etc.).</td>
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</tbody>
</table>

For more information, please contact Oregon SATF at taskforce@oregonsatf.org | 503.990.6541 | www.oregonsatf.org
## PROGRAM ADMINISTRATION (CONT.)

<table>
<thead>
<tr>
<th></th>
<th>PREVENTION STAFF / EFFORTS</th>
<th>ADVOCACY STAFF / EFFORTS</th>
<th>INTERVENTION STAFF / EFFORTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff in these program areas receive university-funded medical and counseling insurance benefits.</td>
<td></td>
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<tr>
<td>Staff in these programs have salaries commensurate with their roles, experience, and certifications that takes into account dynamics including: the emotional and psychological toll of the work, the standard of living in the area, the degrees held by individuals in the roles, and the experience (lived and professional) individuals bring.</td>
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<tr>
<td>Staff from these programs have access to upper-administration and/or key decision makers.</td>
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<tr>
<td>Supervisors of these programs have clear communication structures for staff to report challenges, successes, and other elements of their work.</td>
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<tr>
<td>Supervisors of these programs solicit staff feedback, and incorporate feedback into department or institutional planning, role responsibilities and how work is delegated to the extent that it is reasonable.</td>
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</tbody>
</table>
2 strategies from Program Administration & Support that require immediate attention (less than 6 months) are:

1. 
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2. 
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2 strategies from Program Administration & Support that require attention in the next year (12 months) are:

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2. 
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### EFFECTIVE & SUSTAINABLE PARTNERSHIPS

<table>
<thead>
<tr>
<th>PREVENTION STAFF / EFFORTS</th>
<th>ADVOCACY STAFF / EFFORTS</th>
<th>INTERVENTION STAFF / EFFORTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff feel comfortable articulating information about the other programs on this sheet (can accurately and adequately describe their purpose, what they do, who is involved and how to contact them for referrals).</td>
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<tr>
<td>Staff have scheduled meetings (at least monthly) with the specific purpose to discuss trends, gaps in service and strategies for improving SA/DV/IPV work on campus. This may be in the form of Campus SART or case-review teams.</td>
<td></td>
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<tr>
<td>Staff meets regularly as a team with other departments doing the same work (other prevention resources on campus, other conduct work, other student advocacy (such as ADA support advocates), etc).</td>
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<tr>
<td>Community members (i.e. local DVSA programs, community SARTS, youth access programs) etc. are included in this area’s program and service development.</td>
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<tr>
<td>Staff participates in Title IX case reviews (even if confidential/privileged, can participate while not sharing personally identifiable information).</td>
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<tr>
<td>Staff have connections with community officials important to this work, and who might serve as referral organizations for survivors and respondents (police, local DVSA agencies, state coalitions, etc).</td>
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</tbody>
</table>
2 strategies from *Effective & Sustainable Partnerships* that require immediate attention (less than 6 months) are:

1. ____________________________________________________________________________________________________________________

2. ____________________________________________________________________________________________________________________

2 strategies from *Effective & Sustainable Partnerships* that require attention in the next year (12 months) are:

1. ____________________________________________________________________________________________________________________

2. ____________________________________________________________________________________________________________________

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<table>
<thead>
<tr>
<th>STAFF TRAINING &amp; DEVELOPMENT</th>
<th>PREVENTION STAFF / EFFORTS</th>
<th>ADVOCACY STAFF / EFFORTS</th>
<th>INTERVENTION STAFF/EFFORTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff have received training on trauma-informed practices, including how to receive disclosures and provide empathetic responses / referrals.</td>
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<tr>
<td>Staff has received training on anti-oppression (including root-causes of violence, such as racism, heterosexism, ableism, etc.).</td>
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<tr>
<td>Staff have received training about comprehensive prevention strategies, and have the ability to accurately articulate 1) what the different levels of prevention look like (primary, secondary and tertiary) and 2) what those efforts look like in your campus community.</td>
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<tr>
<td>Staff have received training about the university’s advocacy services and how to make appropriate referrals to an advocate.</td>
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<tr>
<td>Staff receive annual training about the university’s Title IX process and procedures.</td>
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<tr>
<td>Staff receive annual / ongoing professional development or training opportunities in their given disciplines.</td>
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<tr>
<td>Staff have observed/participated in prevention presentations.</td>
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<tr>
<td>Staff have observed/participated in advocacy presentations.</td>
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<tr>
<td>Staff have observed/participated in Title IX or intervention presentations.</td>
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<tr>
<td>Staff trains other staff/faculty on their roles related to violence prevention/response</td>
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<tr>
<td>Supervisors of these areas assist staff to create individualized professional development plans, created together with the staff member</td>
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</table>
2 strategies from *Staff Training & Development* that require immediate attention (less than 6 months) are:

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2. ____________________________
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2 strategies from *Staff Training & Development* that require attention in the next year (12 months) are:

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<tr>
<th><strong>POLICY CREATION, DATA &amp; INFORMATION SHARING, EVALUATION</strong></th>
<th><strong>PREVENTION STAFF / EFFORTS</strong></th>
<th><strong>ADVOCACY STAFF / EFFORTS</strong></th>
<th><strong>INTERVENTION STAFF / EFFORTS</strong></th>
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</thead>
<tbody>
<tr>
<td>Shares non-personally identifiable, meaningful (relevant) program data with other agencies listed on this sheet to improve strategies, trainings and initiatives on a regular basis.</td>
<td></td>
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<tr>
<td>Program collects data from clients (students) regarding service usage and satisfaction (i.e. satisfaction surveys, focus-groups, etc.) AND shares that data in a non-personally identifiable manner with other programs listed on this sheet.</td>
<td></td>
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<tr>
<td>Policies pertinent to this service area are included in campus policy (i.e. bystander policies, amnesty policies, Title IX policies, etc.).</td>
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<tr>
<td>Staff have input on agency campus climate survey process, including access to final campus climate survey data.</td>
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<tr>
<td>Staff assists in writing or providing feedback on prevention policy / procedures (i.e. how referrals are made, what happens when there is a disclosure, etc.).</td>
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<tr>
<td>Staff assists in writing or providing feedback on advocacy policy / procedures.</td>
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<tr>
<td>Staff assists in writing or providing feedback on policy / procedures for Title IX investigations and adjudications.</td>
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<tr>
<td>Work from programs included on this sheet is highlighted (sharing successes, data, ongoing initiatives, etc.) at least annually at division or other similar gatherings.</td>
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<tr>
<td>Staff from these programs are recognized amongst the division or their staff in meaningful ways (successes highlighted, work that is important to the staff member is shared and celebrated, etc.).</td>
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</table>
2 strategies from *Policy Creation, Data & Information Sharing and Evaluation* that require immediate attention (less than 6 months) are:

1. __________________________________________________________________________________________
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2. __________________________________________________________________________________________
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2 strategies from *Policy Creation, Data & Information Sharing and Evaluation* that require attention in the next year (12 months) are:

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<tr>
<th>MARKETING &amp; COMMUNITY EDUCATION</th>
<th>PREVENTION STAFF / EFFORTS</th>
<th>ADVOCACY STAFF / EFFORTS</th>
<th>INTERVENTION STAFF/EFFORTS</th>
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<tbody>
<tr>
<td>Accurate information about this program (including current contact information for staff, hours, how community members can access program services or initiatives) is available via university website.</td>
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<tr>
<td>Program website is “discoverable” within 3 clicks on university website (students, staff and faculty members do not need to click on more than 3 links or pages in order to access this program’s information).</td>
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<tr>
<td>Includes information about prevention efforts / contact information on their program’s website.</td>
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<tr>
<td>Includes information about advocacy services on their program’s website.</td>
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<tr>
<td>Includes information about intervention services on their program’s website.</td>
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<tr>
<td>Information about this program is included in mandatory training for new faculty and staff to heighten their awareness for assisting student survivors.</td>
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<tr>
<td>Provides specific training for confidential services on campus (confidential advisors, campus advocates, clergy, counselors, and therapists, medical staff, etc.) about their program’s purpose and services.</td>
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<tr>
<td>Participates in the planning and implementation of awareness month activities on campus (i.e Sexual Assault Awareness Month)</td>
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<tr>
<td>Partners with student organizations that host educational programming.</td>
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<tr>
<td>Assists in the planning and implementation of educational programs for incoming students.</td>
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<tr>
<td>Assists in the planning and implementation of ongoing educational programs for returning students.</td>
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</table>
2 strategies from Marketing & Community Education that require immediate attention (less than 6 months) are:

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2 strategies from Marketing & Community Education that require attention in the next year (12 months) are:

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**Oregon SATF Agency Audit : Best Practices in Collaboration for Preventionists, Advocates & Intervention (Title IX) Staff : QUICK AUDIT**

*Practitioners can use this page as a quick 5-minute audit of strategies to better align sexual violence-related programs and services on their campus.*

<table>
<thead>
<tr>
<th>PREVENTION</th>
<th>ADVOCACY</th>
<th>INTERVENTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Able to articulate purpose and services provided by other program areas on this sheet.</td>
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<tr>
<td>Includes information about other program areas (prevention, advocacy and/or response) on their website for referral purposes.</td>
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</tr>
<tr>
<td>Meets regularly as part of a multi-disciplinary team to conduct case reviews, identify areas of improvement, and share data/trends.</td>
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<tr>
<td>Staff have received training on trauma-informed practices, including how to receive disclosures and provide empathetic responses / referrals.</td>
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<tr>
<td>Meet regularly with other campus stakeholders involved in prevention/response work related to sexual &amp; interpersonal violence.</td>
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<tr>
<td>Staff have completed cross-training (training related to the other two program areas on this sheet).</td>
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</tr>
<tr>
<td>Staff has received training on anti-oppression (including root-causes of violence, such as racism, heterosexism, ableism, etc.).</td>
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<tr>
<td>Actively participates in the creation of (and/or providing feedback for) policies created by the other two programs on this sheet.</td>
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</tr>
<tr>
<td>Participates in the campus-climate survey planning, distribution and data review process.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program collects data from clients (students) regarding service usage and satisfaction (i.e satisfaction surveys, focus-groups, etc.) AND shares that data in a non-personally identifiable manner with other programs listed on this sheet.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>