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

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

This set of standards has an accompanying Self-Assessment Guide (SAG) available for purchase from www.cas.edu for use in program evaluation.

CAS MISSION STATEMENT

CAS, a consortium of professional associations in higher education, promotes the use of its professional standards for the development, assessment, and improvement of quality student learning, programs, and services

CAS STANDARDS AND GUIDELINES

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

OVER FORTY YEARS OF PROFESSIONAL SERVICES

The Council for the Advancement of Standards in Higher Education (CAS) has been the pre-eminent force for promoting standards in student affairs, student services, and student development programs since its inception in 1979. For the ultimate purpose of fostering and enhancing student learning, development, and success and in general to promote good citizenship, CAS continues to create and deliver a dynamic and credible book of professional standards and guidelines and Self-Assessment Guides that are designed to lead to a host of quality-controlled programs and services. These standards respond to real-time student needs, the requirements of sound pedagogy, and the effective management of over 45 functional areas, consistent with institutional missions. Individuals and institutions from more than 40 CAS member organizations comprise a professional constituency of over 115,000 professionals.

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

Please direct your questions to the CAS Executive Director (executive_director@cas.edu or 202-862-1400).
SEXUAL VIOLENCE-RELATED PROGRAMS AND SERVICES
CAS Contextual Statement

Introduction
Sexual Violence-Related Programs and Services (SV-RPS) operate under the assumption that (a) all students deserve to learn in an environment free from violence and (b) students cannot learn if they do not feel safe. College campuses are, generally, statistically safer than the communities in which they are located, yet sexual violence is a particular risk for the 18-24 age group (especially college women) in both the United States and Canada (DeKeseredy & Kelly, 1993; Fisher, Cullen, & Turner, 2000; Krebs, Lindquist, Warner, Fisher, & Martin, 2007). Research continues to demonstrate a steady trend of college-aged individuals in the United States who have experienced sexual violence (Black et al., 2011; Centers for Disease Control and Prevention [CDC], 2009). Colleges and universities need to have established Sexual Violence-Related Programs and Services, policies and protocols in order to respond to incidents of sexual violence and also to prevent and reduce the risk of its occurrence.

In the context of these standards, CAS uses the term sexual violence to include the following: physical sexual acts perpetrated against a person's will or where a person is incapable of giving consent (e.g., due to the person's age or use of alcohol or other drugs, or because a disability prevents the person from having the capacity to legally consent). This definition includes rape, sexual assault, sexual battery, sexual abuse, and sexual coercion, and may also include incidents of sexual harassment, stalking, domestic, dating and intimate partner violence during which any of these occur but are not, in and of themselves, necessarily sexual violence. Sexual violence can be committed by institutional employees, other students, or third parties. All such acts are prohibited by law and policy, including Title IX; criminal law; and institutional policies, as well as by the laws in virtually all U.S. states.

In the context of these standards, CAS uses the term survivor to describe a person who has lived through one or more experiences of sexual violence.

In the context of these standards, CAS uses the term complainant to describe a person who formally reports to institutional authorities that they have been the target of sexual violence; and uses the term respondent to describe a person who has been accused of, and may or may not be found responsible for, sexual violence.

Historical Context
Historians of sexual violence activism in the United States suggest that the call to action on college and university campuses stems from a much longer history of the rape crisis movement in the post-Civil War era (Greensite, 2009). The movement to address sexual violence on college campuses was largely in response to an increase in the number of survivors willing to report incidents on campus, not necessarily to police or senior administrators, but to student affairs professionals and academic advisors.

SV-RPS begun on some college campuses in the early 1970s were frequently associated with health care, health promotion/education, or women’s advocacy centers. Forward thinking staff and student volunteers who ran these programs developed their early expertise from students’ own experiences and the experiences of their friends. In the early days, research literature to guide sexual violence response practices was scarce; it was not until Burgess and Holmstrom (1974) coined the term rape trauma syndrome that advocates and counselors had a meaningful, theoretical framework to understand the experiences of sexual violence survivors.

At the time, campus advocates partnered with community rape crisis centers to provide needed support services and education. Those at the forefront of the movement lobbied for the first campus-based rape
crisis center at the University of Maryland in 1972, a women’s studies program and rape crisis center at the University of Pennsylvania in 1973, and campus-wide prevention programs for the University of California system in 1976 (Heldman & Brown, 2014).

The 1980s brought increasing attention to the issue of campus sexual violence. Receiving media attention for the first time in 1985, Ms. Magazine published “Date Rape: A Campus Epidemic” which featured the groundbreaking research of Dr. Mary Koss. This three-year study of more than 7,000 students at 35 schools would challenge the misconceptions that rape was an act perpetrated by strangers, and that the vast majority of sexual assaults were being committed by someone known to the survivors. Then, in the spring of 1987, the Santa Monica Rape Treatment Center experienced a sudden increase in the number of survivors seeking support for sexual assaults occurring on college campuses. This surge in survivors seeking support resulted in a report entitled “Sexual Assault on Campus: What Colleges Can Do” (Adams & Abarbanel, 1988) intended to assist colleges and universities in establishing effective prevention, education and assistance programs for survivors of sexual violence. As the 1980s came to a close, Robin Warshaw (1988) published I Never Called It Rape, a book of personal accounts from survivors around the country that confirmed Koss’s research (Heldman & Brown, 2014).

By the mid-1990s many campuses began to address dating and domestic violence. Even at that time however, many institutions refrained from providing assistance or programs on domestic and dating violence because of the common misperception that this type of violence only happened in heterosexual, marital relationships and not in the dating or casual context that better characterized the experiences of the general undergraduate population (Bogal-Allbritten & Allbritten, 1991). Since that time, society has developed a more complex understanding of violence in relationships with the term intimate partner violence (CDC, 2009) used to reference any acts of physical, psychological, emotional, or economic harm, or threats of harm against a current or former partner with or without sexual intimacy between those involved, including harm against individuals in same-sex relationships.

In recent decades, misperceptions about who commits acts of sexual violence and in what context they occur still persist. These misconceptions promulgate stranger rape as the common scenario on campus and in the broader community (Lisak & Miller, 2002; McMahon, 2011). However, most acts of campus sexual violence are not committed by a stranger, but rather by individuals who are known to the survivor. Additionally, research continues to establish that the “undetected rapist”—the male who commits repeated acts of sexual violence which often go unreported—is likely responsible for the majority of campus sexual violence (Abbey & McAuslan, 2004; Lisak & Miller, 2002).

Legislation

Federal legislation, regulations and sub-regulatory guidance have influenced SV-RPS around the United States and in Canada over recent decades. The following bulleted list provides a snapshot of the various acts, guidance and other materials that have impacted the evolving climate around sexual violence on U.S. campuses:

- **1972**: Congress passed into law Title IX of the Education Amendments of 1972 (Title IX) which prohibits discrimination on the basis of sex for federally funded education programs and activities.
- **1990**: The Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (also known as the Campus Security Act or the Clery Act), was signed into law. It required institutions of higher education to annually report certain incidents of crime to the DOE.
- **1992**: The Clery Act was amended to include the Campus Sexual Assault Victim’s Bill of Rights that requires all colleges and universities receiving federal funding to promulgate sexual assault policies that provide victims with a set of basic rights, such as access to counseling and other services. The amendments also mandated that colleges and universities develop and offer programs specifically aimed at preventing sexual assault.
• **1994:** Congress passed the *Violence Against Women Act* (VAWA). Federal funds were made available five years later through campus grants to prevent violence against women.

• **1997:** OCR produced the “Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students or Third Parties” which was grounded in the legal authority that sexual harassment of students can be a form of sex discrimination covered by Title IX.

• **2001:** OCR produced the “Revised Sexual Harassment Guidance: Harassment of Students by School Employees, Other Students or Third Parties” which served as an update to the 1997 document to reflect subsequent Supreme Court cases relating to sexual harassment in schools. In all other regards, the document remained the same, in that it reinforces that schools should recognize and respond effectively to the sexual harassment of students as a condition of receiving federal financial assistance.

• **2010:** The Center for Public Integrity published a report entitled “Sexual Assault on Campus: A Frustrating Search for Justice.” The report was the culmination of a two-year study examining how institutions of higher education handled cases of sexual assault through the surveying of 152 campus crisis clinics and services, interviews with 50 former and current college student survivors, data analysis of 10 years’ worth of Title IX complaints and Clery violations filed through the DOE.

• **2011:** OCR released a “Dear Colleague Letter” which offered sub-regulatory guidance that the requirements of Title IX pertaining to sexual harassment are also applicable to sexual violence. The letter went on to discuss Title IX requirements as they relate to student-on-student sexual harassment, including sexual violence, and explained institutional responsibility to take immediate and effective steps to stop sexual violence and to take proactive efforts to prevent it from happening again.

• **2013:** Congress passed the *Violence Against Women Reauthorization Act* (VAWA) which contains language from the drafted Campus SaVE Act in section 304. This legislation introduced new federal requirements for colleges and universities and resulted in a number of amendments to the Clery Act. At the same time, President Obama created a task force on campus sexual assault; Congress introduced laws which would require institutions to increase their vigilance of and services to campuses; and state leaders in Virginia and elsewhere across the country focused more resources to combat this threat.

• **2014:** OCR published a frequently asked questions document which clarified their 2011 “Dear Colleague Letter;” VAWA, in which section 304 contains campus provisions, went into effect on October 1, 2014. In the Spring of this year the Office of the President released its White House “Not Alone” website (www.notalone.gov) aimed at supporting survivors of sexual violence on campus which contains additional non-binding guidance and support including a policy checklist, Title IX Coordinator job description, interim and support measures for survivors, and definitions of prohibited conduct to help institutions achieve success in addressing the complex issues surrounding sexual violence on campus. In the Fall the White House Task Force announced a companion public service campaign “It’s On Us” (itsonus.org) largely aimed at engaging college men, intended to change campus culture and encourage individuals to prevent sexual violence before it happens.

• **2015:** By the summer of 2015, the amendments to the Clery Act, as outlined in section 304 of VAWA, went into effect and required colleges and universities to do the following: maintain statistics regarding the number of incidents of dating violence, domestic violence, sexual assault, and stalking; disclose “unfounded” crime reports in campus annual security reports; revise the definition of rape according to the Federal Bureau of Investigation (FBI) definition; revise the categories of bias for the purposes of Clery reporting to include gender identity and to separate ethnicity and national origin; describe ongoing prevention and awareness programs and their evaluation as well as those targeting incoming students and new employees; describe each type of disciplinary proceeding, including all steps (e.g., how to file a complaint), timelines and decision-making processes; list all possible sanctions for a finding of responsibility; outline all
protective and interim measures available following a report; and provide a prompt, fair, and equitable process for both the complainant(s) and respondent(s).

Canadian Context
Prior to 1983, Canadian law and legal processes significantly influenced a survivor’s decision to report sexual violence and to pursue legal action. The following bulleted list provides a snapshot of the various changes that have impacted the evolving climate around sexual violence on Canadian campuses:

- Until 1983, crimes of sexual assault were gender-specific; there were separate offenses for indecent assault of a male and female, as defined in the Criminal Code.
- In 1983 and again in 1992, the Criminal Code was amended to eradicate myths and stereotypes inherent in the legal process.
- The current Criminal Code does not distinguish between rape and sexual assault. The passage of Bill C-127 introduced a three-tier definition of sexual assault characterized by the degree of seriousness (defined by level of physical violence associated with the crime).
- In March 2015, the Ontario government released its action plan related to sexual violence and the Council of Ontario Universities (COU) released its framework for sexual violence policies and protocols.

Policies at Institutions of Higher Education
Sexual violence is commonly believed to be the most underreported form of violence. The U.S. Department of Justice found that fewer than 5% of female college students who are sexually assaulted report the matter to school authorities or law enforcement (Karjane, Fisher, & Cullen, 2005). Research demonstrates a variety of factors that contribute to low levels of reporting. The college campus is often characterized by high levels of victimization and a pervasive cultural acceptance of rape myths which create an environment where survivors often feel disempowered and alienated, particularly in the wake of sexual violence (ACHA, 2006). Therefore, it is particularly important that campuses are transparent about identifying and training mandatory reporters and the availability of confidential campus and community-based options. Additionally, institution-wide policies, including specific written protocols for offices and departments across campus can be an effective approach to enhancing transparency and consistency as necessary for full campus community engagement. Such intentionally designed policies serve as a statement of an institution’s commitment to preventing and responding to acts of sexual violence.

While federal legislation in both the U.S. and Canada has dedicated much of its guidance to creating a climate supportive of reporting sexual violence, it also encourages campuses to employ conduct processes that ensure all parties involved in reports of sexual violence on campus are treated in an integrated and consistent manner, are treated with dignity and respect, and that prompt responsive action is taken to stop, prevent recurrence, and address the effects of sexual violence. This need for fair, prompt and equitable processes is further highlighted by a growing number of students who have filed complaints and/or sued their respective institutions for what they have deemed to be biased and ineffective campus conduct processes. Balancing the rights and responsibilities of the complainant(s), respondent(s), and the institution is challenging for campuses, particularly with regard to protecting confidentiality while also maintaining campus safety.

As a result of increased federal attention to sexual violence on college campuses in the U.S. and Canada, more and more institutions are creating new positions (e.g., Title IX Coordinator), new offices (e.g., Violence Prevention and Response), and/or programs (e.g., employee training) dedicated to the issue. Recent legislation has heightened campus attention to compliance; the CAS standards for SV-RPS seek to challenge institutions to approach the issue of sexual violence from a broader perspective through sustainable, community-wide, evidence-informed strategies that draws upon the rich history of those working to prevent and address sexual violence for many decades. SV-RPS standards also challenge
colleges and universities to move beyond strategies that reduce the risk for victimization to a broader approach to ending sexual violence.

**Prevention**

All levels of prevention are necessary to stop the occurrence of sexual violence. The goal of prevention is to change the social climate so that sexual violence is not tolerated and root causes for its occurrence are eliminated. Comprehensive prevention consists of well-timed and well-executed strategies that incorporate sociopolitical analysis of the anti-rape movement, a multidimensional systematic approach to increasing awareness, and promoting healthy behaviors central to public health and safety. Prevention strategies include assessment of campus climate (including normative attitudes, perceptions and behaviors related to sexual violence); application of the current research to provide evidence-informed approaches; training students, staff, and faculty to intervene appropriately and effectively; community organizing around gender equality issues; policy creation and revision to reflect gender equity; and norms clarification that support healthy, consensual relationships.

**Reducing risk of victimization.** Strategies for reducing the risk of victimization are the most common form of sexual violence education on campuses (O'Donohue, Yeater, & Fanetti, 2003), yet they also may inadvertently promote deeply engrained victim-blaming attitudes and perceptions. These strategies have a philosophic and programmatic focus on decreasing incidents of sexual violence through activities that focus on steps a person can take to protect themselves, what friends can do to help reduce the risk of sexual violence among their peers, and bystander intervention strategies which try to change attitudes and beliefs about sexual violence and increase the likelihood that someone will intervene in the future. It is important that these strategies are informed by the best available evaluation and evidence to minimize the risk for victim-blaming.

**Reducing risk for perpetration.** Strategies for reducing the risk for perpetration are also critical in preventing sexual violence. Studies have demonstrated that at least 10% of male college students have perpetrated sexual violence in the preceding year (Abbey & McAuslan, 2004; Thompson, Koss, Kingree, Goree, & Rice, 2011; White & Smith, 2004). Risk factors for perpetration, such as attitudes toward gender roles and sexual activity, peer influences and norms related to sexual activity, acceptance of rape myths and rape-supportive beliefs, and high-risk alcohol use (Harrell et al., 2009), contribute to a greater likelihood of male perpetration. Identifying and targeting these factors and particular high-risk male populations may further reduce risk for perpetration, both at the institutional level and at earlier stages of adolescent development (Abbey & McAuslan, 2004; Carr & VanDeusen, 2004; Kingree & Thompson, 2015).

**Alcohol and sexual violence.** The majority of sexual assaults on campus involve alcohol (Krebs et al., 2007). The *Campus Sexual Assault Study* (Krebs et al., 2007) indicates that frequency of high-risk drinking (4 or more drinks in one sitting) is positively correlated with experiences of incapacitated sexual assault since entering college. Therefore, it is critical that efforts to address high-risk alcohol use incorporate implications for sexual violence prevention for reducing the risk of both victimization and perpetration and to ensure that policies (e.g., amnesty policies), protocols (e.g., campus safety official response systems), and procedures (e.g., conduct review boards) are informed by the relationship between alcohol and sexual violence. Regardless of the circumstances, high-risk alcohol use is not an excuse for sexual violence. Concerns also exist regarding the use of other drugs to facilitate incapacitation and sexual violence.

**Summary**

Although Sexual Violence-Related Programs and Services provide expertise on campus sexual violence, this work cannot be successfully undertaken without the active support and participation at all levels of
the institution. Coordinated prevention and response should include campus and community-based services and resources, and should engage students, staff, faculty, and administrators.

Note: CAS does not espouse specific legal and student conduct language and encourages campuses to consult state, provincial and federal law and institutional policies for clear definition of terms.

REFERENCES


Office of the President. (2014). *NotAlone*. Retrieved from [https://obamawhitehouse.archives.gov/1is2many/notalone](https://obamawhitehouse.archives.gov/1is2many/notalone)


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SEXUAL VIOLENCE-RELATED PROGRAMS AND SERVICES
CAS Standards and Guidelines

Guiding Principle: Students and Their Environments

Part 1. MISSION

1.1 Programs and Services Mission

The mission of Sexual Violence-Related Programs and Services (SV-RPS) must be to end sexual violence on campus and to engage the campus community in creating a safe, supportive, and responsive environment for all members affected when sexual violence occurs.

SV-RPS must develop and define its mission.

The SV-RPS mission must be consistent with the mission of the department, college, division, institution, and applicable professional standards.

The SV-RPS mission must be appropriate for the institution’s students, designated clients, and other constituents.

Whether centralized or decentralized in its administration, SV-RPS must advance its mission.

1.2 Mission Statement

SV-RPS must implement, disseminate, regularly review, and update its mission statement.

Mission statements must reference student learning, development, and success.

Part 2. PROGRAM AND SERVICES

2.1 Program and Services Goals

Sexual Violence-Related Programs and Services (SV-RPS) must be guided by a set of written goals and objectives that are directly related to the stated mission.

The SV-RPS goals must be aligned with institutional priorities and expectations of the functional area.

SV-RPS must regularly develop, review, evaluate, and revise its goals.

SV-RPS must communicate goals and progress toward achievement to appropriate constituents.

2.2 Program Information and Services

SV-RPS must provide relevant information, services, and resources consistent with its mission and goals.

SV-RPS must provide, directly or through collaboration, a range of crisis intervention, advocacy, education, training, and prevention programs and services that meet the needs of the institutions and individuals they serve including survivors, complainants, respondents, and all members of the campus community.
SV-RPS must provide information and resources to survivors about the broad range of options available to them, including but not limited to:

- pursing action in the criminal justice system
- pursuing action through the code of conduct
- obtaining emergency and follow-up health care
- accessing counseling services
- receiving advocacy assistance with living, work, and academic concerns

SV-RPS must provide referrals to counseling and other key services to survivors, complainants, and respondents.

SV-RPS must provide access to emergency support at all times, even during non-business hours.

SV-RPS must inform all individuals of their rights, including complainants and respondents, and ensure that they have all the information needed to make informed decisions about what is right for them.

SV-RPS must inform all parties of the limits of their confidentiality and provide them with information regarding confidential support services.

Licensed professional counselors and pastoral counselors who are designated by SV-RPS as confidential reporting sources must be exempt from mandatory reporting requirements.

SV-RPS must employ supportive and survivor-centered care that avoids victim-blaming attitudes, practices, and beliefs.

SV-RPS should provide services that address the diverse responses that survivors, complainants, and respondents experience.

SV-RPS must provide and/or facilitate access to the range of available services as a way of supporting the choices made by the survivor, regardless of whether the survivor chooses to seek disciplinary and/or legal action.

SV-RPS must provide services to respondents to assure compliance with laws regarding equal treatment of both the complainant and respondent.

Policies should define sexual assault, dating violence, domestic violence, intimate partner violence, sexual harassment and stalking.

Policies should contain rules and regulations for faculty, staff, and student conduct, as well as all possible sanctions for unacceptable behavior, the rights and responsibilities of complainant(s) and respondent(s), and procedures for responding to reports of sexual violence.

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

SV-RPS must determine protocols for response and support.

SV-RPS protocols should be created so that response to a report of sexual violence is organized, seamless, and survivor-centered.
SV-RPS protocols should ensure that complainants and respondents get timely, respectful treatment in a supportive manner.

SV-RPS protocols should be distributed to all involved in responding to reports of sexual violence.

SV-RPS protocols should comply with all laws and regulations.

SV-RPS protocols should address

- training requirements for all faculty and staff, especially those in key student contact areas and campus law enforcement and security personnel
- the use and role of advocates when sexual violence is suspected or known to have occurred
- mandated reporting and who mandated reporters are for purposes of Clery Act compliance, Title IX compliance, and/or other governmental mandates
- who, how and when different individuals and offices should be notified of a report of sexual violence, including information sharing with outside entities (e.g., media, parents and relatives, campus community)
- providing services to students who do not wish to report the crime to law enforcement or campus authorities
- procedures for reporting to institutional and law enforcement authorities based on legal requirements, including avenues for confidential as well as anonymous reporting
- procedures for investigating reports of sexual violence
- the role of campus law enforcement and security personnel and procedures to be followed when investigations involve local law enforcement or prosecutor's office
- who keeps records, what information should and should not be documented, and who has access to these records
- development of a coordinated communication plan amongst all individuals, institutional entities and community services involved in responding to a report of sexual violence
- development of communication plans between the institution and complainant(s) and the institution and respondent(s)
- procedures for special populations such as students who are minors and international students
- availability of medical and mental health services
- procedures for collecting forensic and medical evidence
- availability of legal support for both the complainant and respondent
- the role of external organizations such as local shelters or services, if any
- housing policies for on-campus students who need to be relocated
- institutional withdrawal policies to allow flexibility for meeting survivor needs
- student conduct procedures for those found responsible for acts of violence, including how a report will be investigated
- statement regarding the fact that both complainant and respondent will be treated equally and fairly
- procedures for the implementation of sanctions and consequences for respondents found responsible for violations of institutional policy around sexual violence
- a comprehensive list of all possible sanctions for students found responsible for perpetrating sexual violence

SV-RPS must develop and implement strategies for outreach and promotion.

SV-RPS must educate the campus community on issues of sexual violence and about the current campus climate related to these issues. These issues include, but are not limited to
• sexual assault
• dating violence
• intimate partner violence
• stalking
• sexual harassment

SV-RPS must focus special attention to the training needs of personnel in roles most likely to interact with survivors, complainants, and respondents.

SV-RPS training for the campus community must cover SV-RPS policies and protocols as well as information about the nature of these crimes, legal responsibilities of individuals and groups, and other important elements of prevention.

SV-RPS should engage in prevention efforts to eliminate sexual violence. Prevention efforts should be multifaceted and include diverse approaches to issues and learning styles.

SV-RPS prevention efforts should educate participants about
• sexual violence
• the impact of gender roles on sexual violence
• healthy relationships and consent
• conflict resolution
• respect for personal boundaries
• how sexual violence affects individuals, communities, relationships, and society
• myths and stereotypes associated with sexual violence

SV-RPS prevention programs may engage men on campus to promote a healthy concept of masculinity as well as to develop allies that stand up against sexual violence.

SV-RPS programs to prevent perpetration and victimization should be designed to address and improve knowledge and attitudes that correspond to the origins of sexual violence. These may include
• adherence to societal and cultural norms supportive of sexual violence
• attitudes toward gender roles and sexual activity
• acceptance of rape myths and rape-supportive beliefs

SV-RPS prevention programs should help participants to build skills for respectful interactions and empower participants to become agents of change.

SV-RPS must provide the campus community with direct training, in-service programs, and updates about changes to relevant policy and law on a regular basis.

SV-RPS must make training available for faculty, staff, and students regarding mandatory reporting requirements and what is considered a confidential role.

2.3 Program Structure and Framework

SV-RPS must have clearly stated, current, relevant, and documented
• goals and outcomes
• policies and procedures
• responsibilities and performance expectations for personnel
• organizational charts demonstrating clear channels of authority
SV-RPS must be purposefully structured and resourced to balance efficiency and effectiveness and to achieve programmatic and student learning and development outcomes.

SV-RPS should examine the primary purpose of their programs and develop the appropriate approach that reflects their institutional needs while assuring compliance with laws, regulations, policies, procedures and guidelines, and a commitment to creating a campus free of sexual violence.

Regardless of organizational structures, SV-RPS must work in close consultation and collaboration with others with expertise and resources to meet the needs and interests of students and designated clients.

SV-RPS must collaborate with colleagues and departments across the institution to promote student learning, development, and success.

SV-RPS must collaborate with faculty, staff, and students to
- implement policies regarding sexual violence that serve as a statement of the institution’s commitment to preventing and responding to acts of sexual violence
- monitor the use and enforcement of these policies
- obtain institutional support for SV-RPS during the creation and enforcement of these policies

2.4 Program Design

SV-RPS must be intentionally designed to
- achieve predetermined student learning and development outcomes
- incorporate research and theories on student learning, development, and success
- respond to needs of individuals, constituents, and populations with distinct needs
- ensure access for students and designated clients

SV-RPS must address the needs and experiences of individuals across all social and personal identities.

Part 3. STUDENT LEARNING, DEVELOPMENT, AND SUCCESS

3.1 Program Contribution to Student Learning, Development, and Success

Sexual Violence-Related Programs and Services (SV-RPS) must contribute to students’ formal education, which includes both curricular and co-curricular experiences.

SV-RPS must contribute to students’ progression and timely completion of educational goals.

SV-RPS must help students and designated clients prepare for their careers and meaningful contributions to society.

SV-RPS must work with the institution to identify relevant and desirable student success outcomes.

SV-RPS must identify relevant and desirable student learning and development outcomes.

SV-RPS must implement strategies and tactics to achieve these outcomes.
3.2 Student Learning and Development Domains and Dimensions

SV-RPS must align predetermined student learning and development outcomes with the CAS learning outcomes model or other recognized student learning and development models.

SV-RPS must align predetermined student learning and development outcomes with the institutional framework for student outcomes.

The CAS student learning and development outcomes model includes six broad categories (called domains), meant to identify the aspects of learning experienced by students through engaging with programs, disciplines, or other learning opportunities. The domains are further clarified through dimensions. The dimensions of student learning and development allow for a more focused assessment approach and opportunities for alignment with institutional mission and priorities.

Domain: knowledge acquisition, integration, construction, and application

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

Domain: cognitive complexity

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

Domain: intrapersonal development

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

Domain: interpersonal competence

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

Domain: humanitarianism and civic engagement

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

Domain: practical competence

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

[Learning and Development Outcomes: See the Council for the Advancement of Standards Student Learning and Development Outcomes (www.cas.edu/learningoutcomes) for examples of outcomes related to these domains and dimensions.]

3.3 Assessment of Student Learning and Development
SV-RPS must assess the student learning and development outcome domains and dimensions relevant to the functional area.

SV-RPS must provide evidence of the extent to which student learning and development outcomes are achieved.

SV-RPS must provide evidence of the extent to which student success outcomes are achieved.

SV-RPS must use evidence to create strategies for improving student learning, development, and success.

Part 4. ASSESSMENT

4.1 Establishing a Culture of Assessment

Sexual Violence-Related Programs and Services (SV-RPS) must develop assessment plans and processes that document progress toward achievement of mission, goals, outcomes, and objectives.

SV-RPS must design assessment plans that incorporate an ongoing cycle of assessment activities.

SV-RPS must have fiscal, human, professional development, and technological resources to develop and implement assessment plans.

4.2 Program Goals, Outcomes, and Objectives

SV-RPS must identify goals, outcomes, and objectives to guide its work.

SV-RPS should collaborate with other departments to assess relevant campus climate concerns related to sexual violence issues.

SV-RPS must identify assessment methods that will allow for the collection of relevant data on its goals, outcomes, and objectives.

When collaborating with other departments on assessment activities, these activities must be consistent with the SV-RPS mission and assessment plan.

4.3 Assessment Plan and Process

SV-RPS must structure assessment initiatives using the steps of the assessment cycle:
- set program goals, outcomes, and objectives
- develop and implement assessment plan
- review and interpret findings
- develop a plan for data use, continuous improvement, and reassessment
- implement an improvement plan
- review and monitor changes that have been made

SV-RPS must implement the assessment process with methods that reflect universal design principles.

SV-RPS must employ ethical practices in the assessment process.
SV-RPS must implement assessment processes in a way that is culturally responsive, inclusive, and equitable.

SV-RPS must engage students, faculty, staff, administrators, and other relevant constituents in assessment activities.

4.4 Gathering Evidence

SV-RPS must identify priorities for assessment, including both formative and summative approaches.

SV-RPS must employ multiple methods and measures of data collection.

SV-RPS must develop manageable processes for gathering, interpreting, and evaluating data.

SV-RPS must adhere to institutional policies related to data access and management.

SV-RPS must ensure measures and methods are rigorous and reflect characteristics of validity, reliability, and trustworthiness.

4.5 Review and Interpret Findings

SV-RPS must use methods to analyze and interpret data that correspond with objectives and questions considered within overall assessment goals.

SV-RPS must disaggregate data to address the objectives and questions considered in the assessment project.

4.6 Reporting Results and Implementing Improvement

SV-RPS must use assessment results to demonstrate student learning, development, and success.

SV-RPS must use assessment results to demonstrate effectiveness and continuous improvement.

SV-RPS must use evidence from assessment activities to inform decision-making and planning for continuous improvement.

SV-RPS must monitor improvements implemented based on assessment results.

SV-RPS must apply results for future planning.

SV-RPS must inform constituents of assessment results and how data have been used for continuous improvement.

*Guiding Principle: Advocating for Diverse, Equitable, and Inclusive Communities*

**Part 5. ACCESS, EQUITY, DIVERSITY, AND INCLUSION**

5.1 Inclusive and Equitable Educational and Work Environments
Within the context of each institution’s mission and in accordance with institutional policies and applicable codes and laws, Sexual Violence-Related Programs and Services (SV-RPS) must create and maintain educational and work environments for students, faculty, staff, administrators, designated clients, and other constituents that are welcoming, accessible, inclusive, equitable, and free from bias or harassment.

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

5.2 Organizational Aspects of Access, Equity, Diversity, and Inclusion

SV-RPS must provide equitable access to facilities and resources for all constituents.

SV-RPS must respond to the needs of all constituents when establishing hours of operation and developing methods for delivering programs, services, and resources.

SV-RPS must identify and address actions, policies, and structures within its operation that perpetuate systems of privilege and oppression.

5.3 Advocating for Access, Equity, Diversity, and Inclusion

SV-RPS must advocate for accessible facilities and resources, and address issues that impede access.

SV-RPS must advocate for inclusion, multiculturalism, and social justice within the institution.

SV-RPS must enact culturally responsive, inclusive, respectful, and equitable practices in the provision of services.

SV-RPS must develop plans for ongoing professional development on cultural competence and workplace inclusion.

5.4 Implementing Access, Equity, Diversity, and Inclusion

SV-RPS must establish goals for access, equity, diversity, and inclusion.

SV-RPS must address the characteristics and needs of diverse constituents when establishing and implementing culturally relevant and inclusive programs, services, policies, procedures, and practices.

SV-RPS must provide services to individuals of all identities and address culturally-specific needs.

SV-RPS must ensure that personnel are trained in diversity, equity, access, and inclusion and are held accountable for applying the training to its work.

SV-RPS personnel should demonstrate sensitivity toward the experiences and privacy of survivors, complainants, and respondents, regardless of their identities.
SV-RPS must have an established protocol for, and foster expectation of, bias incident reporting.

Personnel within SV-RPS must cultivate understanding of identity, culture, self-expression, and heritage.

Personnel within SV-RPS must promote respect for commonalities and differences among people within their historical and cultural contexts.

When educational and/or workplace accommodations are requested, SV-RPS must provide individuals with an interactive process to determine reasonable accommodations.

*Guiding Principle: Organization, Leadership, and Human Resources*

**Part 6. LEADERSHIP, MANAGEMENT, AND SUPERVISION**

**6.1 Leadership**

Sexual Violence-Related Programs and Services (SV-RPS) leaders must model ethical behavior and demonstrate alignment with institutional mission, goals, and ethical practices.

SV-RPS leaders must model a fair and balanced approach when responding to incidents of sexual violence.

Leaders with organizational authority for SV-RPS must provide management and supervision as well as lead strategic planning and program advancement.

SV-RPS leaders must:
- create a vision for the functional area
- communicate goals
- model and expect commitment
- build teams, coalitions, and alliances
- influence others to contribute to the effectiveness and success of the unit
- advance diversity, equity, access and inclusion goals in the workplace
- incorporate data and information in decision making
- develop a risk management plan for the organization
- incorporate sustainable practices in the design of programs, services, and facilities
- develop and empower new leaders from within the organization
- collaborate with colleagues and departments across the institution
- adhere to organizational constraints

SV-RPS leaders must promote cooperation from other units in providing services for complainants and respondents (e.g., law enforcement and counseling services).

SV-RPS leaders must advance the functional area by:
- advocating for and actively promoting the functional area’s mission and goals
- communicating with constituents about current issues affecting the profession
- identifying and addressing individual, organizational, and environmental conditions that foster or inhibit mission achievement
- facilitating discussion and decisions regarding program advancement
• advocating for representation in strategic planning processes at departmental, divisional, and institutional levels

SV-RPS leaders must work with other departments to send a message that sexual violence of any kind is not acceptable.

SV-RPS leaders must encourage campus administration to be a critical voice concerning sexual violence, and to advocate for fair and balanced policies and processes for complainants and respondents.

6.2 Management

SV-RPS managers must
• be empowered to demonstrate effective management
• plan, allocate, and monitor the use of fiscal, physical, human, intellectual, and technological resources
• develop plans for scholarship, leadership, and service to the institution and the profession
• engage diverse perspectives from within and outside the unit to inform decision making

6.3 Supervision

SV-RPS supervisors must
• incorporate institutional policies and procedures in the development of strategies for recruitment, selection, professional development, supervision, performance planning, succession planning, evaluation, recognition, and reward of personnel
• consult with institutional HR personnel to access and receive education and training that influence successful performance of personnel
• provide feedback on personnel performance
• identify and resolve workplace conflict
• follow institutional policies for addressing complaints
• provide reports and activity updates to management
• work with personnel to develop plans for scholarship, leadership, and service to the profession and institution
• provide supervision and support so that personnel may complete assigned tasks

6.4 Strategic Planning

SV-RPS leaders, managers, and supervisors must facilitate ongoing strategic planning processes that
• facilitate continuous development, implementation, assessment, and evaluation of program effectiveness and goal attainment congruent with institutional mission and ongoing planning efforts
• support ongoing assessment activities that improve student learning, development, and success
• utilize philosophies, principles, and values that guide the work of the functional area
• promote environments that provide opportunities for student learning, development, and success
• develop, adapt, and improve programs and services in response to the needs of changing environments, populations served, and evolving institutional priorities
• engage many diverse constituents and perspectives from within and outside the unit to inform the development and implementation of the planning process
• result in a vision and mission that drive short- and long-term planning
• set goals and objectives based on the needs of the populations served, intended student learning and development outcomes, and program outcomes

Part 7. HUMAN RESOURCES

7.1 Staffing and Support

Sexual Violence-Related Programs and Services (SV-RPS) must identify the level of staffing necessary to achieve its mission and goals.

SV-RPS must be staffed by individuals qualified to accomplish its mission and goals. Personnel include full-time and/or part-time faculty, staff, administrators, and paraprofessionals (e.g., student employees, interns, graduate assistants, and volunteers).

SV-RPS must have access to technical and support personnel to accomplish its mission.

SV-RPS professional personnel either must hold an earned graduate or professional degree in a field relevant to their position or must possess an appropriate combination of educational credentials and related work experience.

7.2 Employment Practices

SV-RPS must establish procedures and expectations for personnel recruitment, selection, training, supervision, performance, and evaluation.

SV-RPS leaders must
• ensure that all personnel have written position descriptions
• regularly review position descriptions
• maintain copies of up-to-date resumes/curriculum vitae for all currently employed personnel
• implement recruitment and selection/hiring strategies that demonstrate a deliberate effort to diversify the workforce
• develop promotion practices that are fair, inclusive, proactive, and non-discriminatory

SV-RPS leaders must establish, in partnership with personnel and aligned with institutional policies, work arrangements (e.g., schedules, remote work) that achieve department objectives.

Personnel within SV-RPS must have written performance goals, objectives, and outcomes for each performance cycle to be used to plan, review, and evaluate work and performance. The performance plan must be updated regularly to reflect changes during the performance cycle.

Results of individual personnel evaluations must be used to recognize personnel performance, address performance issues, implement individual and/or collective personnel development and training programs, and inform the assessment of SV-RPS.

7.3 Personnel Training and Development
SV-RPS personnel must receive training when hired and professional development throughout their employment.

SV-RPS personnel must engage in continuing professional development activities to keep abreast of the research, theories, legislation, policies, and advancements that affect its programs and services.

SV-RPS personnel must be knowledgeable about changes in relevant laws and practices.

In the U.S., relevant laws and practices may include, but are not limited to:

- Family Educational Rights and Privacy Act (FERPA)
- the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Campus Security Act) and newly revised regulations (2014)
- Title IX of the Education Amendments of 1972 (Title IX) plus sub-regulatory guidance issues in 2011 and 2014
- the Violence Against Women Act (VAWA) Reauthorization and, specifically, Section 304 which deals with campus sexual assault and related issues and has amended the Clery Act
- the U.S. Department of Education Office for Civil Rights
- The Department of Justice Office of Violence Against Women
- existing and forthcoming material from the White House

SV-RPS must provide personnel with appropriate professional development opportunities or resources that facilitate individual professional development goals and improve competence, skills, and leadership capacity.

SV-RPS personnel must have access to resources and receive specific training on policies, procedures, and laws related to:

- the programs and services they support
- privacy and confidentiality
- student records and sensitive institutional information
- systems and technologies necessary to perform their assigned responsibilities
- sexual misconduct, harassment, and workplace violence

SV-RPS must make training available for positions for whom confidentiality is expected or required by law.

SV-RPS personnel must be trained on how to recognize and address systems of oppression in the workplace and facilitate a welcoming, inclusive work environment.

SV-RPS personnel must be trained on how and when to refer those in need of additional assistance to qualified personnel, and must have access to a supervisor for assistance in making these judgments.

SV-RPS leaders must ensure that personnel are knowledgeable about and trained in safety, emergency procedures, identifying threatening conduct or behavior, crisis prevention, response, and reporting.

7.4 Paraprofessional Personnel

Paraprofessionals working in SV-RPS must be enrolled in an appropriate field of study and/or have relevant experience.
Paraprofessionals working in SV-RPS must be carefully selected, trained, supervised, and evaluated by personnel who possess applicable educational credentials, work experience, and have supervisory experience.

SV-RPS leaders must accommodate the dual roles paraprofessionals may have as both student and employee.

SV-RPS leaders must
- adhere to parameters of paraprofessionals’ job descriptions
- articulate intended student learning and development outcomes in student employee job descriptions
- adhere to agreed-upon work hours and schedules
- offer flexible scheduling options as needed by the student employee
- work with paraprofessionals to determine suitable compensation if circumstances necessitate additional hours

Part 8. COLLABORATION AND COMMUNICATION

8.1 Collaboration

Sexual Violence-Related Programs and Services (SV-RPS) personnel must collaborate and consult with institutional leaders, faculty, individuals, and departments essential to the success of the program.

SV-RPS must collaborate with individuals, groups, communities, and organizations to
- establish, maintain, and promote understanding and effective relations
- garner support and resources
- meet the needs of students, designated clients, and other constituents
- achieve program and student outcomes
- engage diverse populations to enrich the educational environment
- disseminate information about programs and services
- solve problems pertinent to the student population, designated clients, or the organization

SV-RPS must build and maintain strong, mutually beneficial working relationships with administrative, co-curricular, and academic departments across the institution as well as with community organizations to create a campus environment intolerant of sexual violence, especially as directed towards marginalized individuals and groups, and to strengthen the campus’s comprehensive response to sexual violence.

SV-RPS must collaborate with on- and off-campus partners to create institutional policies, procedures, and programs to work toward the elimination of sexual violence on campus and the provision of effective sexual violence-related support services.

SV-RPS should provide technical assistance and capacity building to departments across the institution in order to facilitate the institutionalization of policies, structures and practices in those departments, reflecting their commitment to a sexual violence-free campus.

SV-RPS must refer students, designated clients, and other constituents to appropriate resources when assistance is needed beyond the functional area’s scope.
8.2 Communication

SV-RPS must provide relevant information, services, and resources that explain its mission and goals.

SV-RPS must develop and implement strategies for outreach and promotion.

SV-RPS policies and protocols must be widely disseminated and communicated in a variety of methods to staff, faculty, and students.

SV-RPS promotional and descriptive information must be accurate and free of deception and misrepresentation.

8.3 Procedures and Guidelines

SV-RPS must have and follow procedures and guidelines consistent with institutional policy for
- communicating with the media
- distributing information through print, broadcast, and online sources
- the use of social media
- contracting with external organizations for delivery of programs and services
- developing relationships with donors
- dissemination of relevant information in a timely manner to all constituents

Guiding Principle: Ethical Considerations

Part 9. ETHICS, LAW, AND POLICY

9.1 Ethical Statements

Sexual Violence-Related Programs and Services (SV-RPS) must review and adopt appropriate standards of ethical practice including those of applicable professional associations.

SV-RPS must have clearly defined and documented ethical statements addressing
- conflicts of interest, or appearance thereof, by personnel in the performance of their work
- management of institutional funds
- acceptance, in gratis, of cash or merchandise in accordance with institutional advancement reporting policies
- solicitation of gifts, in accordance with institutional advancement reporting policies
- research and assessment with human participants or animal subjects
- confidentiality of research and assessment data
- personnel, student, and other designated clients’ rights and responsibilities
- disclosure of information in student, personnel, and other designated clients’ records

9.2 Ethical Practice

SV-RPS personnel must employ ethical decision making in the performance of their duties.
SV-RPS personnel must recognize and avoid conflicts of interest that could adversely influence their judgment or objectivity and, when unavoidable, recuse themselves from the situation.

SV-RPS personnel must be honest, objective, and impartial in their interactions.

SV-RPS must demonstrate responsibility for sound and ethical assessment, research, evaluation, and program review.

SV-RPS must encourage and provide a forum for personnel to address and report unethical behavior.

SV-RPS must address issues surrounding scholarly integrity.

SV-RPS personnel must perform duties within the scope of their position, training, expertise, and competence.

SV-RPS must promise confidentiality only if it can be guaranteed.

SV-RPS personnel must make referrals when issues presented exceed the scope of their position.

9.3 Legal Obligations and Responsibilities

SV-RPS must comply with laws, regulations, policies, and procedures that relate to its respective responsibilities and that pose legal obligations, limitations, risks, and liabilities for the institution as a whole.

In accordance with governmental laws, institutional policy, and standards of good professional practice, SV-RPS personnel who are concerned about students’ well-being must ensure that they are referred to appropriate resources.

SV-RPS must have a process for accessing legal advice needed for personnel to carry out their assigned responsibilities.

SV-RPS must not discriminate based upon institutional policies, codes, or governmental laws.

SV-RPS must purchase or obtain permission to use copyrighted materials and instruments. References to copyrighted materials and instruments must include appropriate citations.

9.4 Policies and Procedures

SV-RPS must have written policies and procedures on operations, transactions, or tasks that have legal implications.

SV-RPS must determine policies for disclosure of incidents to family members and other individuals in accordance with relevant laws and practices.

SV-RPS must have and follow a timeline for reviewing policies and procedures. The creation and revision of policies and procedures must be informed by available evidence, and policies and procedures that inform the management of higher education.
SV-RPS must have policies and procedures consistent with institutional policy for responding to threats, emergencies, and crisis situations.

9.5 Communication of Ethical and Legal Obligations

SV-RPS must educate new personnel to relevant ethical standards, statements of ethical practice, and related institutional policies and procedures.

SV-RPS must inform its users of ethical and legal obligations and limitations emanating from codes and laws or from licensure requirements.

SV-RPS personnel must provide students, designated clients, and constituents with information about student privacy rights and personnel’s disclosure obligations.

SV-RPS must create ongoing opportunities to explore and examine basic ethical beliefs important to the functional area.

SV-RPS must inform personnel about internal and external governance organizations that affect the functional area.

SV-RPS must inform personnel about professional liability insurance options and refer them to external sources if the institution does not provide coverage.

9.6 Addressing Harassment and Hostile Environments

SV-RPS personnel must neither participate in nor condone any form of harassment or activity that demeans persons or creates an intimidating, hostile, or offensive environment.

SV-RPS must adhere to institutional policies and procedures regarding sexual misconduct, harassment, and workplace violence.

Guiding Principle: Learning-Conducive Structures, Resources, and Systems

Part 10. FINANCIAL RESOURCES

10.1 Funding

Sexual Violence-Related Programs and Services (SV-RPS) must have the funding that is necessary to accomplish its mission and goals.

SV-RPS should advocate for permanently allocated institutional funding for the continued operation and staffing of its programs and services.

SV-RPS must determine with administrative leadership what funding is necessary.

10.2 Financial Planning

In establishing and prioritizing funding resources, SV-RPS must conduct comprehensive analyses to determine

- unmet needs of the unit
- relevant expenditures
• external and internal resources
• impact on students and the institution

SV-RPS must use the budget as a planning tool to reflect commitment to the mission and goals of the functional area and of the institution.

SV-RPS financial reports must provide an accurate financial overview of the organization and provide clear, understandable, and timely data upon which personnel can plan and make informed decisions.

10.3 Financial Management

SV-RPS must manage funds in accordance with established governmental laws and institutional policies, procedures, and guidelines.

SV-RPS must demonstrate responsible stewardship and use of fiscal resources.

SV-RPS must have procedures and guidelines consistent with institutional policy for applying to and managing funds from external resources.

SV-RPS must be provided with the institutional and financial resources to assist with professional development of personnel.

SV-RPS procurement procedures must
• be consistent with institutional policies
• ensure that purchases comply with laws and codes for usability and access
• ensure that the institution receives value for the funds spent
• consider information available for comparing the ethical and environmental impact of products and services purchased

Part 11. TECHNOLOGY

11.1 Systems Management

Sexual Violence-Related Programs and Services (SV-RPS) must have current technology to support the achievement of its mission and goals.

SV-RPS should pursue technology applications that increase their ability to provide services to survivors.

SV-RPS must incorporate accessibility features into technology-based programs and services.

SV-RPS must ensure that personnel and constituents have access to training and support for technology use.

SV-RPS should be aware of methods in which technology can be used by individuals to perpetrate acts of sexual aggression, gain access to and/or control over potential targets for sexual violence. Examples include
• unwanted communication via e-mails, text messages, and chat requests
• tracking individuals via global positioning systems (GPS)
• covertly installing spyware on a person’s computer
• unauthorized posting of pictures
• information or messages in Internet chat rooms or on websites, including social networking sites

SV-RPS must back up data on a cycle established in partnership with the institution's information technology department.

SV-RPS must implement a replacement plan and cycle for all technology with attention to sustainability.

11.2 User Engagement

SV-RPS must use technology to enhance the delivery of programs and services for all constituents.

SV-RPS must ensure that technology addresses constituent needs.

SV-RPS should undertake efforts to maintain the privacy of individuals who access the program's website. These efforts may include providing instructions on how to erase one's internet history and cookies, as well as providing a quick escape button in the event that someone should walk in on another person while they are accessing the website.

SV-RPS must employ technologies that facilitate user interaction.

SV-RPS must provide secure remote access.

11.3 Compliance and Information Security

SV-RPS must have policies on the appropriate use of technology that are clear and easily accessible.

SV-RPS must comply with governmental codes and laws and with institutional technology policies and procedures.

SV-RPS must provide a secure platform when conducting financial transactions, in accordance with industry best practices.

11.4 Communication

SV-RPS must have updated websites that provide information to all constituents in accessible formats.

SV-RPS websites should state the limits of confidentiality.

SV-RPS must use technology that allows users to communicate sensitive information in a secure format.

SV-RPS personnel should take into account the ability to maintain confidentiality and safety when using technology.
SV-RPS use of social media and networks as well as other communication methods such as text messaging and blogging should be conducted with privacy in mind.

SV-RPS must evaluate relevant social media platforms and techniques for communication, and implement those that best meet constituent needs.

SV-RPS must evaluate multiple modes of communication including, but not limited to, phone, text, and web chat.

**Part 12. FACILITIES AND INFRASTRUCTURE**

**12.1 Design of Facilities**

Sexual Violence-Related Programs and Services (SV-RPS) facilities must be located in suitable spaces designed to support the functional area’s mission and goals.

SV-RPS must create and maintain an environment that assures confidentiality, privacy, and trust.

SV-RPS facilities must be intentionally designed to engage various constituents, promote learning, and provide accessible and safe spaces.

SV-RPS should have a location and layout that minimizes unintended interaction between complainants and respondents and which offers adequate privacy to protect their identities.

SV-RPS should have training facilities with proper technology and space for student groups, such as peer educators, to meet and conduct business.

**SV-RPS facilities must be designed to protect the security and privacy of records and ensure the confidentiality of sensitive information and conversations.**

SV-RPS facilities should be equipped to provide spaces for counseling and other confidential conversations, which might include soundproofing or other efforts to protect confidentiality.

If counseling or other private meetings are held regularly, SV-RPS facilities should include a reception area with a private waiting room.

**SV-RPS must incorporate universal design principles.**

**SV-RPS facilities must be designed and constructed to be energy-efficient and sustainable.**

**12.2 Work Space**

SV-RPS personnel must have equipped and well-maintained workspaces designed to support their work and responsibilities.

SV-RPS personnel must be able to safeguard the privacy of their work.

**12.3 Equipment Acquisition**

When acquiring capital equipment, SV-RPS must take into account expenses related to regular maintenance and life cycle costs.
SV-RPS must incorporate sustainable practices when purchasing equipment.

12.4 Facilities and Equipment Use

SV-RPS facilities and equipment must be inspected on an established cycle and be in compliance with codes, laws, and established practices for accessibility, health, safety, and security.

SV-RPS must promptly report broken, malfunctioning, defective, unusable, or faulty facilities and equipment to the entity responsible for maintenance.

SV-RPS must develop sustainable practices for facilities use.

SV-RPS must assess the effectiveness of its facilities to ensure they are meeting facilities and equipment goals.

SV-RPS personnel must advocate for appropriate, consistent, and fair assignment of facilities and equipment.

General Standards revised in 2018;
SV-RPS (formerly Sexual Assault and Relationship Violence Prevention Programs) content developed/revised in 2012 & 2015

The SV-RPS Standards and Guidelines should be considered in conjunction with the SV-RPS Contextual Statement, CAS Glossary of Terms, and CAS Guiding Principles.