Building Coordinated Community Response Teams to Address Domestic Violence, Dating Violence, Sexual Assault, and Stalking on Campus:

A Toolkit for Institutions of Higher Education

Fall 2020

Acknowledgements

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OVW was created in response to the passage of the Violence Against Women Act (VAWA) in 1994 to provide federal leadership in developing the national capacity to reduce violence against women and administer justice for, and strengthen services to, survivors of domestic violence, dating violence, sexual assault, and stalking. Since 1998 the OVW Campus Program has been supporting colleges and universities by building their capacity for implementing comprehensive, coordinated responses to reduce domestic violence, dating violence, sexual assault, and stalking.

This toolkit is designed to provide institutions of higher education with effective strategies for developing a coordinated community response to address domestic violence, dating violence, sexual assault, and stalking (DVSAS) on campus. These strategies are based on the work of Campus Program grantees that received financial support through the Department of Justice, OVW Grants to Reduce Domestic Violence, Dating Violence, Sexual Assault and Stalking on Campus Program (Campus Program).

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A Toolkit for Institutions of Higher Education

Introduction

In this section we will...

- Learn how to use this toolkit;
- Understand the definition of a Coordinated Community Response Team (CCRT);
- Explore the institutional context for campus CCRTs; and
- Assess the readiness of your campus to implement a CCRT.

How to Use this Toolkit

This toolkit is intended to provide support for institutions of higher education seeking to develop a Coordinated Community Response (CCR) approach to addressing domestic violence, dating violence, sexual assault, and stalking (DVSAS) on campus. The primary strategy for a CCR approach is the formation of a campus-based Coordinated Community Response Team (CCRT). This toolkit is designed to assist colleges and universities in creating and sustaining CCRTs on campus, both for campuses who are building their CCRT from scratch, as well as campuses with established CCRTs. Each section highlights a vital component of a successful CCRT, as well as activities that can help guide your campus's CCRT development, maintenance, and sustainability over time.

What is a Coordinated Community Response Team? (and What it is Not!)

In broad terms, a coordinated community response (CCR) is an approach communities or institutions use to achieve a shared goal or vision across various disciplines. Specific to the Office on Violence Against Women (OVW), a CCR is a multi-faceted approach to addressing violence against women within a community, system or institution. This multi-faceted approach is inclusive of prevention, intervention, treatment, and response. Within a community or system, leadership from various organizations, programs, or sectors (e.g., rape crisis centers, domestic violence shelters, law enforcement, criminal courts, corrections, forensics, health care, mental health, social services, non-profits, probation, crime labs, schools, legal services, community centers, child advocacy centers, etc.) come together to develop shared goals and objectives to address violence against women along the continuum of prevention, intervention, treatment, and response. It's a holistic approach to solving a problem in a community, or system.

A campus Coordinated Community Response Team (CCRT) is a multidisciplinary team of campus and community partners who meet regularly to assess, plan, monitor, and evaluate campus prevention and response efforts within the context of their institution. The model is based on a simple yet powerful premise: an effective and comprehensive strategy to address domestic violence, dating violence, sexual assault, and stalking on college campuses requires the engagement and active participation from key stakeholders across campus and throughout the community. In other words, a CCRT is a working group that provides high-level oversight to the institutional response to DVSAS on campus. CCRTs serve as the institutional body of expertise related to DVSAS issues on campus, and engage with institutional leadership in order to guide and inform decision-making on institutional policy, response, and prevention efforts related to DVSAS on campus.

The role of the campus CCRT includes but is not limited to the following tasks:

- Engaging key partners (from on and off campus) to develop and oversee all aspects of the campus prevention and response to DVSAS;
- Developing, implementing, reviewing, and revising protocols, policies, and procedures for addressing DVSAS;
- Prioritizing policy development and system changes as goals to institutionalize efforts to effectively address DVSAS;
- Ensuring that all prevention and intervention efforts are consistent and mutually reinforcing;
- Evaluating compliance of policies including the Clery Act, Title IX, and other relevant state law and federal policies;
- Involving community partners on an ongoing basis (e.g. state, tribal or territorial domestic violence and/or sexual assault coalitions, victim service providers and culturally specific organizations) in program planning, policy development, training, curriculum development and event sponsorship;
- Coordinating opportunities for cross-training to improve the CCRT's knowledge in responding to these crimes;
- Infusing a healthy masculinity framework into the work of the CCRT;
- Ensuring both prevention and intervention strategies are culturally relevant and inclusive of historically marginalized or underrepresented communities; and
- Developing and overseeing a communications strategy that maximizes engagement with the campus community across different departments, offices, and organizations.

It is important to recognize that the CCRT is not a Title IX compliance team or emergency response team that responds to individual incidents. While each of these efforts are collaborative in nature and work to establish relevant policies or protocols, the focus and purpose of their work vastly differs. Title IX teams exist to ensure institutions are abiding by their legal responsibilities to provide equitable access to education. An emergency response team (e.g. Sexual Assault Response Team) is typically activated when critical incidents occur. These teams are generally established to ensure that victims are provided the full range of services they may need and to support effective response. These teams differ from a CCRT in that the CCRT looks holistically at the university/college environment, focusing its efforts on creating an overall campus culture where DVSAS is not tolerated.

Successful CCRTs:

Engage administrative leadership;

Prioritize relationships and process;

Focus on systemic change (vs one-time events);

Practice transparency and collective decision-making;

Create a comprehensive communications strategy; and

Affirm a steady pace for the accomplishment of work.

Understanding the Institutional Context for Coordinated Community Response Teams

Research and practice confirm[1] that the engagement of multiple entities is required to make the kind of broad cultural shifts necessary to meet the needs of survivors, hold offenders accountable and prevent future incidents of DVSAS. There is an existing body of research that helps us understand the value of coordinated community response to DVSAS at the community level[2]. Coordinating bodies have been found to successfully:

- Create institutional change (e.g. revise and implement institutional policies, procedures, and protocols related to DVSAS);
- Create systems change (e.g. improve collaboration and response amongst various departments that serve survivors of DVSAS);
- Increase the knowledge and capacity of team members in regards to DVSAS; and
- Empower team members to create change related to DVSAS within their home departments.

When applying the principles of CCRTs to colleges and universities, we must also take into account the unique campus context in which we are operating. Higher education is an inherently hierarchical system that is broadly reflective of the power systems present in US culture[3]. Typically, there is a leadership structure where power is administered from the top down, making it difficult for collaborative bodies such as CCRTs to make decisions on behalf of the institution[4]. Whereas community-based CCRTs are often composed of independent agencies that have the authority to represent and/or make decisions on behalf of their organizations, campus CCRTs are composed of individuals with varying levels of decision-making authority within the same institutional hierarchy. Further, institutions of higher education are made up of many offices and areas that often work in isolation from one another[5]. The siloed nature of campus departments may lead to conflicting or competing messaging in prevention programming and a lack of a consistent, coordinated response across campus for survivors.

Change within areas, and across campus as a whole, can be difficult without working in partnership[6]. By working together, the members of the CCRT model shared leadership as an alternative to traditional, hierarchical leadership structures.[7] Wide engagement in the CCRT brings many minds to the table as well as their collective resources and circles of influence to initiate, implement and sustain change.

> ***The Means is the End***
>
> The CCRT *is the intervention.* By inviting a broad community of stakeholders to the table that includes but is not limited to DVSAS experts, team members work together across professional, personal, and identity-based differences to transform the campus culture. The CCRT models a shared power structure by asking campus and community members to break down silos and work together differently to establish and carry out a vision for change.

Assessing Readiness for the Coordinated Community Response Team

Understanding your campus's readiness for change is a critical first step to implementing a successful CCRT. Readiness for change is determined by both your campus's *belief that change is possible* as well as its *commitment to implement that change*.[8] When readiness for change is high, there is an increased likelihood that a CCRT will be successful.[9]

On Creating Institutional Culture Change…

To shift campus culture and norms related to DVSAS, here are some things to remember[10]:

- Sustained change is not linked to one specific program, campaign or strategy.
- Change happens through "sustained saturation," meaning that change occurs as a process over time and requires more than one-time events.
- Change also needs to be comprehensive and layered.
- At any given point in a community we need to be aware of both driving forces working in favor of change and look for sources of barriers and resistance.
- There is a necessary role for coalitions; for groups of people who work together.
- We must assess impact to support change and ensure that the team is meeting the desired objectives.

-Excerpt from Campus Program Roadmap

There are different components to facilitate change that happen both by influential key decision makers and power holders on campus, as well as efforts to engage the community that shift and create new norms.

- Building knowledge – cross training amongst CCRT members and also in the campus community;
- Skill building – enhancing the skills of key staff on campus to enhance their response to DVSAS; and
- Policy and procedure change – training and assessment process to update policies to ensure effectiveness.

Readiness for change will impact whether your CCRT efforts are implemented, integrated, and sustained into your campus community.[11] Reflecting on your campus's readiness will help you tailor your efforts to the needs of your community[12] and increase your CCRT's chances for success.

How Ready is Your Campus?

You and your colleagues may be contemplating the likelihood of success for a CCRT in your campus community. The below questions can help guide your initial conversations, and help you identify areas that may require additional consideration as you develop your CCRT.

1. When you talk to colleagues and campus leadership, what is their general attitude toward change on campus? Do they view DVSAS as a problem in your community? Are they interested in addressing DVSAS?
2. What topics are campus partners most interested in? Are they concerned with compliance? Are they concerned with prevention? What topics might they need education or training on?
3. If campus stakeholders have identified a need to make change in your community, how committed are they? Have they pledged resources, staff support, or campus-wide buy-in? Would they support a CCRT?
4. What is the capacity to implement change? What resources will be needed?

Based on your responses, you should have a better understanding of the next steps needed in order to implement your CCRT. For instance, if your campus does not view DVSAS as a problem, you may first need to provide context about the rates of survivorship and perpetration, as well as highlight any campus climate data and/or aggregate statistics from confidential departments and community partners that may not align with the number of official reports received by your campus. If you determine that your efforts do not have the buy-in of campus leadership, you may work with your team to develop strategies to achieve that buy-in. The goal in assessing readiness is to determine the level of campus and community buy-in, support, and resources to engage in efforts to establish a CCRT.

Getting Started: Building a Coordinated Community Response Team on Campus

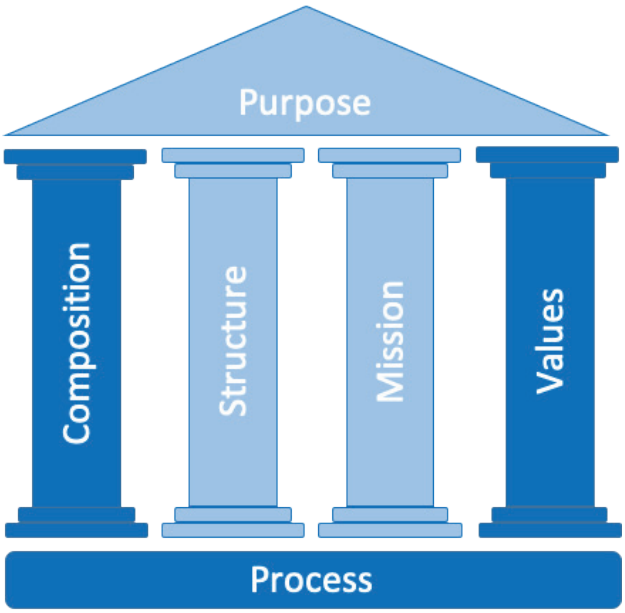
In this section we will...

- Understand the four pillars of a strong CCRT, including composition, structure, mission, and values;
- Explore the needs of your campus; and
- Develop a strategic plan based on your campus' readiness to implement a CCRT and the needs of your campus.

Highlights for established CCRTs

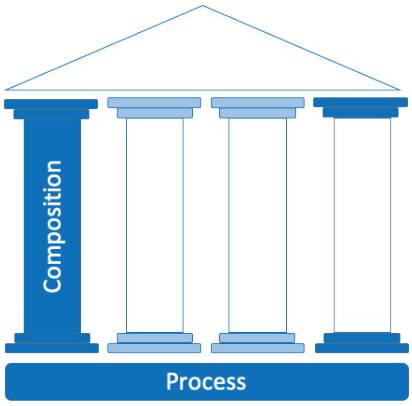
Even if your CCRT has existed for years, this section provides reflective prompts and activities that established CCRTs can follow. Revisiting early tasks, like your team composition and how you talk about your mission statement, can be a great way to realign and refresh the purpose of your CCRT.

Four Pillars of a Coordinated Community Response Team



Coordinated Community Response Teams are composed of two essential aspects that are inextricably intertwined; one cannot succeed without the other. The first aspect is the *purpose* of the CCRT - implementation or what the CCRT does. The second aspect is the team's *process* - collaboration or how the team goes about accomplishing its work. Within these aspects, four cornerstones or pillars form the foundation of a sound CCRT. These four pillars are: composition, structure, mission, and values. Two of these pillars (structure and mission) represent the team's purpose and two (composition and values) represent the team's process.

Pillar 1: Composition



Identifying CCRT members should be a thoughtful and collaborative process. An effective CCRT is multidisciplinary. Its members are varied in gender, role, experience, identities and expertise, including: individuals who directly respond to DVSAS; those who set campus norms, policies and practices; and those who represent groups who have been historically marginalized or excluded. Representatives should include faculty, staff, students, administrators, and community partners.

Below is a non-comprehensive list of individuals you may consider inviting to participate in your CCRT. Your CCRT composition will depend on your unique campus and community context and geographic region.

Campus Partners:

Campus-based victim advocates

Campus prevention professionals

Campus Law Enforcement or Public Safety

Women's Center staff

Residence Life

Student Affairs administrators

International Programs

Multicultural Center

LGBTQIA+ Center

Student Health Center

Student Counseling Center

Title IX & Equity Office

Students, especially survivors

Student Organizations, including Student Government Spiritual Life/ Clergy

Library administrators Greek Life

Athletics Department

Veteran Services

ROTC

Administrative Leadership

Faculty members

General Counsel

Communications Department

Technology Department

Community Partners:

Rape Crisis Center

Domestic Violence Shelter

Advocacy Groups

Legal Services

Prosecutor's Office

Community Law Enforcement

Forensic Examiners

Culturally Specific Organizations

Faith-Based Organizations

Activity: Who is on your CCRT?

Given the definition and range of activities the CCRT will be engaging in - brainstorm who should be included in your CCRT. What expertise is needed? Who has the most "social capital" on your campus? Are any leaders or community members essential to have at the table? Do you have a good mix of staff, faculty, students, and community partners? Do they represent the diverse identities in your campus community? Is anyone being excluded?

- Develop a list of potential new members.
- Determine who is the best person to reach out to each potential new member.
- Draft your outreach language. Do you need to tailor your message for different audiences? Helpful language about the purpose and context for a CCRT can be found in the Introduction section of this toolkit.
- You might consider beginning with a smaller group of 15-20 participants to keep the size manageable. Think of building your team as an iterative process. You want to onboard groups of new members over time so you can continue to build meaningful relationships along the way. For additional information, see the Onboarding New Coordinated Community Response Team Members section of this document.

> ***Highlights for established CCRTs:***
>
> If you already have a CCRT, it can be helpful to revisit the composition annually. Have positions turned over? Have original student members graduated? Have new staff or faculty been hired? Is anyone missing? You may also find that the focus of your CCRT or its subcommittees have shifted, and bringing in new members is necessary. Refer to your current strategic plan or priorities to determine if individuals with new skills are needed at this point in your journey. For instance, if you are planning to develop a robust online presence, do you have someone with technical skills on your team to guide your process?

Meaningful Inclusion is more than Composition

Many of the mainstream DVSAS prevention and response programs were developed based on the experience of traditionally dominant groups (e.g. white, middle class, heterosexual, able-bodied communities). Consequently, those programs may serve dominant groups well, while not fully incorporating the experiences and expertise of historically marginalized and/or underserved communities.

Does your CCRT have diverse representation? Does your CCRT promote intercultural exchange? Inclusion is more than composition. Simply inviting individuals with diverse backgrounds or who represent multiple identities is not enough. The CCRT needs to avoid tokenizing members of marginalized communities (e.g. LGBTQIA+ communities, Latinx communities, Black communities, students with disabilities, international students, first generation students, Native American students, Asian Pacific Islanders, Limited English Proficiency students, undocumented students, DACA recipients students, religious students, etc.) and instead recognize that not everyone in the CCRT comes to the table with the same power. When you work towards establishing an inclusive team, you need to be intentional about *how* people are invited to the team and how the CCRT is engaging in strategic planning and programming, as well as it's long-term commitment to practicing intersectionality. An emphasis on building meaningful relationships and collaborations that recognize power structures and demonstrate an investment in changing campus culture through language and deed is key.

For more in-depth information on this topic see the section on Intersectionality and Centering the Work of Marginalized Communities in Section 3 of this toolkit.

> ***Highlights for established CCRTs:***
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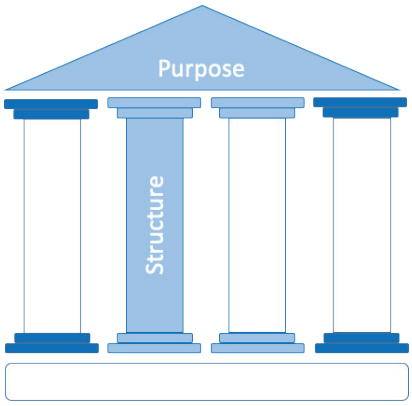
For instance, if you are planning to develop a robust online presence, do you have someone with technical skills on your team to guide your process?

Pillar 2: Structure

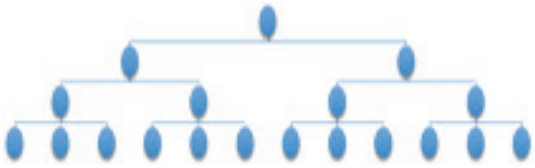


Determining how CCRT members will work together is an essential part of creating an effective team. Remember, there are two critical aspects to a successful CCRT: the process or *how* it goes about doing its work (e.g. inclusive, shared understandings and values, etc.) and the purpose or *what* kind of implementation work it does. In order to be effective in designing and implementing a comprehensive, effective response to DVSAS, your CCRT must have a solid organizational structure in place.

Identifying an organizational structure that will work on your campus helps to focus the scope and work of your CCRT members. It is important to consider the social positions of the people at the table - these can lead to real or perceived power imbalances within your CCRT organizational structure. Remember, an effective CCRT is not about top-down influence; change cannot happen through the efforts of a single individual because of their title or positional power. A CCRT is dynamic and collaborative; it centers leadership that is held in collaboration with others.[13] Think about how race, gender, sexual orientation, institutional title or position, licensure, and age may influence your CCRT. It is important to avoid recreating hierarchical power dynamics within your CCRT.[14] Instead, consider how you can empower members to work together towards shared responsibility and collective leadership.

Sample CCRT Structures

Hierarchical

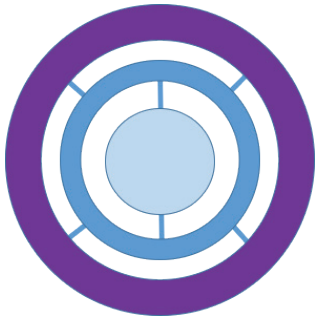


The most traditional type of organizational structure is a hierarchical structure. Generally, pyramid in shape, the chain of command or decision-making power in a hierarchical organization is vertical, going from the top (e.g., the University President, Chancellor, Manager) down (e.g. mid-level, entry-level and low-level employees). Each employee has a single supervisor. This model replicates the traditional structure of many institutions of higher education, and can replicate social structures, including systems of privilege and oppression.

Steering Committee

A steering committee is a group of people formed to steer a project to successful conclusion through deliberation, decision making, support and action. Committee members typically represent the main stakeholders in a project – those most affected by it. Having diverse members will make the steering committee flexible and improve decision making. Members of a steering committee may serve as the primary liaison or Chair of working groups or sub committees formed to carry out work. Steering committees also provide a linkage to institutional leadership and clear obstacles from the CCRT's path.

Circular or Concentric



In a circular or concentric structure, the leaders sit at the center of the organization, spreading their vision outward. A circular structure is meant to promote communication and the free flow of information between different parts of an organization. Whereas a traditional structure shows different departments or divisions as occupying individual, semi-autonomous branches, the circular structure depicts all divisions as being part of the same whole. A hierarchy continues to exist, in that lines of responsibility or accountability are drawn from the outermost circles inward. Advantages of this organizational structure are that the dynamics of personal relationships are more centralized and it challenges the "above and below" notion of hierarchy.

Flat

Small institutions in particular may choose a flat organizational structure for their CCRT. A flat structure operates as a committee of the whole, making decisions and implementing the work of the project as one and as equals – tiers of approval are limited or removed entirely. In flat organizational structures, CCRT members are more empowered, operate with a greater degree of independence and are expected to take responsibility for a range of traditionally managerial decisions in the daily operations of the team.

Team

A structure in which the entire organization is made up of work groups or teams, is called team structure. A team is a group of people - ideally with complementary skills and synergistic efforts—working toward a common goal. Teams are created by grouping people in a way that

generates a variety of expertise and addresses a specific operational component of the CCRT, e.g. prevention. In this structure, member empowerment is crucial because there is no line of managerial authority from top to bottom. The sharing of information and knowledge must be free-flowing and rapid, as a team structure is designed for speed, agility, and adaptability. Teams must be fluid, able to form and disband as projects and goals dictate. Teams can change and adapt to fulfill group and CCRT objectives over time. This is a cooperative, collaborative organizational model. Although teams are described as less hierarchical, they typically still include a management structure.

> ***A Structure Consideration: How do we effectively include student voices on the CCRT?***
>
> Sometimes students want to participate in the CCRT, but are reluctant to participate fully during the meetings. They may be intimidated by sharing their responses in the team, or they may feel uncomfortable "speaking for all students." One way to address this is through structure! Develop a student advisory council to the CCRT. Students can share their thoughts and ideas with the Council, and then send delegates to represent their views to the larger CCRT.

These structures represent just a few of the options open to institutions for designing the CCRT. Most campuses choose to establish an executive leadership team composed of the CCRT Chairs and 1-2 support staff. The executive team is part of and guides the work of an interdisciplinary leadership steering team that, in turn, provides support and strategic leadership for the full CCRT. While this Steering Committee model is common among many institutions, any structure that supports your team in accomplishing its work is acceptable.

> ***Activity: Determining Your Structure***
>
> Have each member of your CCRT reflect on the following items. Come together to discuss.
>
> Determine your infrastructure:
>
> - What group structure will work best for your team? What model will work best on your campus? How can you use your team structure to create an environment where all voices are heard and valued equally?
> - How many members do you want on your CCRT? This may include a core leadership team, sub-groups, and special committees you have identified.
> - What roles and responsibilities will be assigned to different members? What expectations will you have of them?
> - How will work be accomplished? Standing committees? Ad-hoc committees? A committee of the whole? What sub-committees or task groups will you need?

Outline your functionality:

- How often will your CCRT meet? How long will the meetings be?
- How often will your Core Group/Steering Committee meet? How long will the meetings be?
- How will you communicate outside of meetings? What methods will you use, how often, who will communicate with whom, what is the expected response time, etc?
- How will group members hold one another accountable?

Formalize your roles, relationships, and responsibilities:

- Will each member sign a letter of commitment? Is it written into their job description? Are organizational Memorandum of Understanding (MOU) needed?
- How will you handle confidential information? What are the limits of confidentiality for team members, and does the entire team understand those limits?
- What is the scope of work of your CCRT?
- What is your response protocol for incidents and requests for assistance from survivors, both on and off-campus?

Selecting Coordinated Community Response Team Leadership

Every CCRT is in need of champion leadership; one to three people who take responsibility for assuring that the team functions well. These individuals proactively build support for the project, promote unity among members, identify challenges, seek solutions and ensure all voices are heard. Many campuses choose to identify CCRT co-chairs for this purpose. Co-chairs typically facilitate the work of the CCRT, including meeting facilitation. They also ensure that the processes established by the CCRT are followed, oversee communications to and from the CCRT, and provide linkage to institutional leadership.

When selecting a chair (or co-chairs) for the CCRT, consider an individual or combination of individuals who:

- Have a strong understanding of DVSAS;
- Have access to institutional leadership;
- Are coalition builders;
- Are widely respected on campus;
- Are good communicators;

- Are skilled facilitators; and
- Have sufficient time to take on work for the CCRT.

Many campuses identify a core planning team that can serve as a steering committee for the larger CCRT. Many times the core team or steering committee are composed of the CCRT chairs, administrative support, and working group chairs to provide continuity and clear communication with the larger CCRT.

The core team or steering committee (typically 6-12 members) provides support to the CCRT chairs by assisting with the development of the agendas, meeting facilitation, providing strategic direction to the working groups, serving as a linkage between the working groups and the CCRT chairs, and overseeing assessment, strategic planning, and implementation. The chairs and core team are responsible for coordinating CCRT messaging and clearly communicating the role of the CCRT, working groups, and CCRT members both internally and externally. Core team members often include representatives from key departments on campus (e.g. law enforcement, advocacy, health/mental health, Equity/Inclusion, Title IX/conduct, a student representative, and representation from a key community partner.)

When selecting core team members and a chair (or co-chairs) for working groups or committees to the CCRT, consider individual(s) who:

- Have a strong understanding of the content area for the working group or committee (e.g. victims services, prevention, conduct/adjudication, law enforcement, etc.);
- Have organizational and/or team building skills;
- Are good communicators; and
- Have capacity to take on work for the group.

Other considerations for selecting leadership include:

- How leadership will be selected? Will you ask for individuals to volunteer for leadership positions? Will the CCRT vote on leadership positions? Will the core team select leadership positions? Will institutional administrative leadership appoint CCRT leadership?
- How long will CCRT leaders serve? Will folks agree to serve for a particular time period, such as 1-2 academic years? (Consider an alternating structure, where CCRT leaders serve for 2-year alternating terms so that there will always be one co-chair with more experience).

Highlights for established CCRTs:

You may have already ironed out the organization of your team and have a good working relationship with the different members. How is your current structure working? Offering a chance to reflect on the usefulness of your current structure can highlight growth areas, and help you articulate successes for the broader campus community.

One way our structure has helped us be successful is: _____
.

One barrier or difficulty we faced as a result of our structure is: _____
.

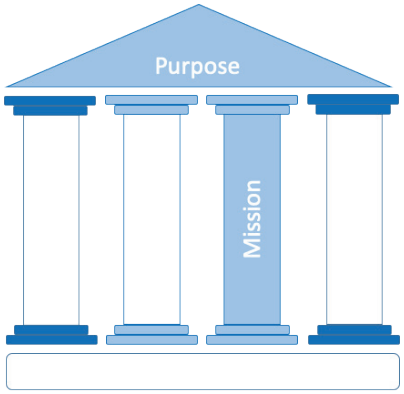
One thing I definitely want to keep the same is:_____
.

One thing I would like to see modified/implemented is:_____
.

A Structure Consideration: What is the ideal size of a CCRT?

CCRTs are designed to be broad and inclusive. There is no CCRT too large - the answer to large teams is structure - If you have very large teams, they may only meet as a whole 1-2 times per year while smaller working groups meet more often. The work of the team must be structured to ensure all members are actively engaged, which may mean the use of subcommittees or task groups.

Pillar 3: Mission



Like Structure, the Mission of a CCRT reflects the purpose aspect for what a CCRT does. A mission statement helps to define your CCRT. A mission statement focuses your work, provides a template for decision-making, and facilitates the evaluation of your work and programs. A mission statement should be short, succinct, memorable, and engaging. All planning, activities, and assessment efforts should reflect your CCRT's mission statement.

A mission statement answers 4 questions:

1. Who are we?
2. What do we do?
3. For whom do we do it?
4. To what end? Why?

Not only will having a clear mission statement simplify many decision-making processes, it can also serve as your "elevator speech" when team members talk about your CCRT to others.

> **Loyola University of Chicago CCRT Mission Statement**
>
> LUC's CCRT brings together students, staff and faculty to create a campus culture where gender-based violence of any kind, specifically domestic/dating violence, sexual misconduct and stalking is not tolerated. Through our commitment to education, training, increased accessibility to services, and promotion of accountability and justice – our diverse campus community is safer and more supportive of survivors.

Activity: Developing your Mission Statement

Complete the following exercise to develop a mission statement that represents the input of each of your CCRT members.

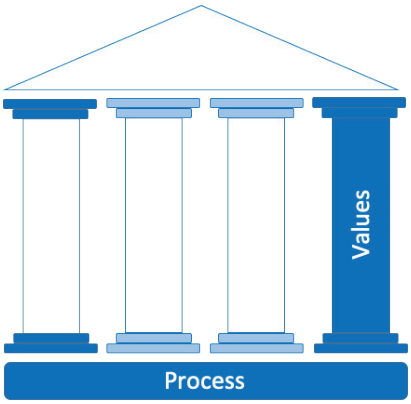
- Start individually and brainstorm answers to the 4 mission questions (Who are we? What do we do? For whom do we do it? To what end and why?).
- Form small groups of 2-3 and share out your responses. Select your two strongest responses to each question.
- Come back to the full team, and share your responses to each question. Select the response that resonates most strongly with everyone.
- String your top responses to the 4 questions together into a one or two sentence mission statement.

Practice saying your mission statement. Does it flow? Could you easily say it to a colleague, student, campus leader, or community partner? Would they understand what you mean? Is it short, succinct, memorable, and engaging?

Highlights for established CCRTs:

At your next CCRT meeting, check in with members - can they easily talk about your mission statement or share your "elevator speech"? Reviewing your mission statement is a great way to familiarize new members with the team's purpose, and to make sure you are all talking about your CCRT in the same way. This is a helpful activity to conduct regularly, perhaps annually or every other year. Your mission may change over the years as the focus of your work shifts to meet current needs. Many CCRTs add their mission statement to their meeting agendas so it remains in the forefront of the minds of the team during meetings.

Pillar 4: Values



The fourth cornerstone or pillar to a successful CCRT is establishing shared values. Values are the guiding principles that shape our lives. They also shape the organizations and the communities where we work and live. Shared values guide the work of a CCRT. Through a CCR approach, the CCRT brings a diverse group of people together to accomplish a common goal. While united in its desire to end DVSAS, the membership of a CCRT may have different individual values. In identifying its shared values, the CCRT:

- Defines members' common ground;
- Clarifies who the CCRT is as a group and what it stands for;
- Sets guidelines for decision making; and
- Establishes a 'moral compass' that serves to guide the conduct of the team.

Through an articulated set of shared values, the CCRT demonstrates its commitment to transform the community. Values reflect how each of us see the world from our lived experience and form conscious decisions about what is right. Values also shape how we wish to change the world and motivate us to do so. A diverse group will bring their own values about personal relationships, morality, gender and social roles, race, social class, and the organization of community to the team. The process of coming together around the shared values of a CCRT is an exercise in thoughtful communication, heart inspired decision-making, and trust building.

Use the following activity and sample shared values statements to develop your CCRT's own shared values.

Activity: Developing Shared Values

The following steps direct your team through the process of establishing shared values and crafting a values statement. About 60 minutes are necessary to participate in this process. To complete this exercise, convene the team for about one hour and begin with the following steps.

- Each team member takes a few minutes to identify their top 3-5 personal values.
- Invite one person to record responses on a piece of chart paper. As a group or in breakout groups, members will discuss their top values with each other. Select no more than six values that the group as a whole is invested in.

- Write a brief description of each value. Language may be interpreted in many ways. A description - or values statement - that includes behavioral examples that demonstrate each value helps to ensure everyone reading the statement understands the team's intent.

William Paterson University CCRT Values Statement

Our work will be guided and informed by our beliefs and commitments to:

Mission and purpose - we strive for continuous improvement toward ending gender-based violence.

Inclusiveness - we respect people, value diversity and are committed to equality.

Compassion - we care about people and are committed to ensuring that all are treated with dignity and fairness.

Welfare - we are dedicated to action and decisions that support safety and wellbeing for all.

Participation - we value and recognize the contribution of all members of our campus and community.

Joint effort - we support a culture of teamwork and collaboration

St. Philip's College CCRT Mission & Values Statement

Mission: The SPC CCRT is committed to reducing the negative impact of gender-based violence by promoting systemic and cultural change and empowering the college community's sphere of influence.

Values: The Coordinated Community Response Team affirms that everyone has the right to live and work in an environment free of gender-based violence. Our goal is to make this ideal true for each person within the St. Philip's College sphere of influence. Through teamwork, we will strive to educate and empower each student, staff and faculty member to prevent, recognize and effectively respond to acts of sexual assault, domestic violence, dating violence and stalking. Respect for all will be the guiding principle for the CCRT. During our work together, we will keep these values at the forefront of our interactions and our decisions.

We Value Safety
A holistic approach to safety is our utmost goal for the St. Philip's College community. We will use trauma-informed practices as we support, empower and

advocate for those impacted by gender-based violence and consider how our actions could affect them.

We Value Trust
The members of the Coordinated Community Response Team will work to establish trust within each other to ensure that the same quality of our efforts is being provided and distributed among the people we work with and the community we serve.

We Value Integrity
Our work will be truthful and wholesome. The CCRT will not make promises it cannot keep and will follow through processes with honesty and consideration for the needs of the community we serve.

We Value Inclusivity
We will create and support healthy environments for diverse voices to be heard and actively work to improve the cultural competency of our programs and conversations. We welcome various points of view, constructive feedback and promote advocacy for underrepresented perspectives.

We Value Commitment
Open, timely and effective communication is paramount to meeting the objectives of the CCRT. We will be efficient, productive, and focused. We will strive to adhere to timelines, prepare for meetings and share information that relates to the goals and objectives of the team.

Understanding the Needs of Your Campus

After forming the team, CCRTs must begin doing the work. The work starts by understanding the needs of your campus and developing a strategic plan of action. Understanding the needs of your campus is different from assessing the readiness of your campus for building a CCRT. This section helps you determine what gaps exist in providing a truly comprehensive and effective response to DVSAS on your campus. By understanding the needs of your campus, your CCRT can determine the priorities to focus on.

> ***Highlights for established CCRTs*:**
>
> Your team may have been together formally or informally for some time now. It can be helpful to return to the needs of your campus to understand the current issues and events impacting your work. Review the following section to perform a campus check-in, and evaluate the areas of your strategic plan that may need to be updated.

Begin by **developing a deeper understanding of your campus culture**. Does your campus utilize annual or otherwise regular assessments? This information can be taken from a campus climate survey, ACHA-NCHA health assessments, incoming student surveys, campus safety reports, and/or data from online education modules. You can also conduct your own needs assessment, using community driven efforts like town halls, listening circles, or focus groups.

Next, **take an inventory** of existing campus and community-based resources. For example, do you have faculty members who are teaching and/or conducting research on DVSAS issues? Do you have student groups who are active on your campus? Also look for assets to your community, like a campus-based advocacy program or previous initiatives that have been developed to address DVSAS. Are there previous successes your campus has had with addressing DVSAS? What are your campus strengths?

As you identify the strengths and needs of your community, also take note of the steps, structures, or relationships that will be essential to making effective change on your campus. What areas are well resourced? What areas will need more support? Is there an existing process or infrastructure you can utilize to facilitate your work?

CCRTs will have different levels of need. A team that is just forming may identify needs that are distinct from a CCRT that has been on campus for a number of years. It is important that the needs you identify are specific to your campus context and community. This will make your planning and efforts more likely to succeed. Using the needs identified for your campus, your CCRT can develop and/or update their strategic plan to address those needs.

Developing a Strategic Plan

A clear strategic plan describes the goals and action steps your CCRT will take to move your campus toward accomplishing its mission, creating the change needed to realize your vision. Your strategic plan helps map the way from identifying need areas, to planning, and then to implementation. Your strategic plan helps define the work you do, aligns your work with your mission, and is a great reference tool as you share out and celebrate your successes.

Generally, your strategic plan will outline the overarching goals of your CCRT, the strategies you will use to achieve those goals, as well as how you will assess outcomes. Creating a robust rationale will help your community understand why you are prioritizing the particular goals you select, as well as the resources you will use and timeline you will follow to reach those goals.

Your strategic plan cannot be written by one person, and instead needs to be written by your CCRT as a collective. All team members should have a voice in determining priorities and what the work of the team will be. Part of the value of operating as a collective is the many creative ideas, perspectives and insight the group brings to the planning process. You may find that some members on your CCRT may be well-versed in the strategic planning process. They can provide support to other team members, and play a vital role in designing and revising your strategic plan.

When crafting your strategic plan, note that the CCRT will participate in the entire planning process. For instance, while campus police or security officers may take the lead in determining the goals and objectives for the law enforcement portion of your plan, it is critical that advocates, conduct folks, students and community partners have an opportunity to influence the final decisions. In developing a plan. one section should be dedicated to the CCRT itself. As opposed to identifying what the CCRT will do, in this section, your team should focus on how to develop and build the capacity of the team.

> ***Highlights for established CCRTs:***
>
> How often do you revisit your strategic plan? It is helpful to think of your strategic plan as a living document that requires regular check-ins. This helps your CCRT focus on addressing your campus' most pressing needs, ensures that you are working in alignment with your outlined goals, and any outcomes are measurable against your plan for success.

> ***Additional Assessment & Strategic Planning Resources***
>
> Building Evidence Toolkit: Strengthening Capacity by Casa de Esperanza's National Latin@ Network
>
> Strategic Planning and Assessment Resource List compiled by the OVW Campus Program Technical Assistance and Resource Project

Deepening the Work of the Coordinated Community Response Team

In this section we will...

- Engage administrative leadership;
- Establish decision-making processes;
- Explore intersectionality and historically marginalized communities;
- Deepen campus and community partnerships; and
- Navigate power dynamics on the CCRT.

Highlights for established CCRTs

This section revisits key topics for established CCRTs. Over time, your CCRT members will change and new campus and community partners may be at the table. As team members transition, the topics in this section will need to be addressed regularly. Engaging administrative leadership is an ongoing task, particularly as the landscape of higher education evolves and institutional priorities shift. You will also want to regularly explore intersectionality, cultural relevance, and cross-cultural understanding to ensure your team is meeting the needs of all campus and community members. Finally, navigating institutional power dynamics can be a challenge for even the most established CCRT. You will see that the development and maintenance of the CCRT is an ongoing, iterative process. Like any team or group that we are a part of, the CCRT needs to be nourished on an ongoing basis.

Engaging Administrative Leadership

An effective CCRT ensures that campus administrative leadership is engaged in creating cultural change. Administrative leadership should be knowledgeable about and support the efforts of the CCRT, as having active and vocal support from campus leadership can be invaluable to the success of your CCRT.

Campus administrative leaders often have the power, resources and ability to leverage change, and they set the tone for how DVSAS is discussed and addressed on campus. While it is important to disrupt the top-down hierarchy often present on college campuses in order to ensure all voices can be engaged in creating a cultural shift, it is also important to work with administrative leadership to put into motion both top-down as well as bottom-up change efforts.

How to Engage Administrative Leadership

Updating campus administrative leadership can help connect them to the important work your CCRT is doing. Sharing regular or even quarterly progress reports, hosting presentations, and inviting leadership to attend your meetings can engage them in addressing DVSAS on campus. During larger awareness efforts, it can also be helpful to invite campus leadership to officially welcome participants at programs or training sessions. This keeps them connected to your work and maintains visibility in your campus community.

Additional strategies include:

- Invite your President or Provost to preside over the first CCRT meeting of the academic year;
- Request that your President or Provost officially appoint CCRT leadership and membership at the start of each academic year;
- Engage with the President's staff to request public acknowledgment of CCRT efforts during a public address or official communication to the campus community; and/or
- Present on the work of the CCRT to the institution's Board of Directors annually or biannually.

> ***For New and Established CCRTs:***
>
> What are some opportunities for you to engage with administrative leadership? Think about upcoming events, programs, training, or reports that you can share. Are there opportunities for campus leadership to speak out openly against DVSAS and/or endorse your work?

Establishing Your Decision-Making Processes

How you make decisions matters. This process can be easily overlooked in situations that appear to be low-stakes or uncomplicated. In order to avoid assumptions and ensure decision-making power is shared across the team, it is helpful to define your CCRT's process in advance.

> ***Defining Your Process***
>
> - How will your CCRT make decisions? Majority? Consensus? Yield to experts or those with institutional authority in the room?
> - What role will committees and working groups have in decision making?
> - Is anyone allowed to make decisions on their own?

- Will students and community partners have equal decision-making authority as faculty and staff on the CCRT?
- If not everyone from the team, committee, or working group is present, can a decision be made? When might that need to be done? Can someone vote if they aren't present?
- How will you make sure that everyone in the room understands how decisions will be made and how to participate in decision making? For instance, if you choose a consensus decision-making process, will you also train members on how to engage in that process?
- How might your decision making process need to be modified for a virtual environment?

Discussing DVSAS can be a deeply personal and emotional experience for many people, and conversations can quickly escalate. When difficult situations requiring decisions arise, referring to pre-determined processes can be helpful. It is also useful to contemplate difficult scenarios in advance. Ultimately, your decisions should align with your mission statement and shared values to be sure you are making decisions that center the vision and purpose of the CCRT.

Questions to Consider

- When we are forced to make hard decisions, what do we base those decisions on, and in what order?
- What values or standards should CCRT members pay attention to when making decisions, and in what order?
- How will we know if an emotionally charged decision is the right one?
- Complete this sentence: When decisions need to be made by the CCRT, we will always consider _____ as the most important factor.

When conflict arises…

If the CCRT is doing its job well, contentious topics will be discussed. Even when your team has developed a shared mission and values statement, power dynamics and diverse perspectives will influence conversations. To be successful, teams must be willing to build trust and engage in difficult conversations. DVSAS is a highly charged, sometimes emotional topic. This is not just a regular professional business meeting – and it should not be treated as such. The presence of conflict implies that the CCRT has developed enough trust to engage in honest dialogue.

- Acknowledge the conflict. Some individuals tend to ignore or attempt to reframe conflict. Bringing it out into the open for discussion early on can prevent conflict from escalating.

- Establish expectations and a common language around how conflict will be addressed within the CCRT early in its development.
- Practice active listening. Think of conflict as an opportunity to deepen understanding of your team's perspectives and to model healthy relationship skills.
- Focus on the impact of the conflict, rather than the intent. Discuss how the impact of the conflict is impacting both individuals and the larger team.
- When working through the conflict, center the shared values and mission of the team to guide the decision-making process.
- When necessary, engage an external facilitator skilled in conflict resolution. Often your team will have access to a facilitator on campus - perhaps a staff member from the Ombuds office, Equity office, Counseling Center, or a community partner - who specializes in conflict resolution and can serve as a neutral facilitator to help your team work through conflict.

> ***From Safe Spaces to Brave Spaces***
>
> CCRTs are often invited to engage in challenging conversations around victimization and justice. Safe spaces are ones that are free from discomfort or difficulty, and there will be times that CCRT members will need to be pushed out of our comfort zones. The goal of creating brave spaces is to cultivate environments where team members feel comfortable engaging in authentic and sometimes challenging conversations. For more context on creating brave spaces, see this resource.

Intersectionality and Centering the Work of Marginalized Communities

Female students of color experience sexual violence at the intersections of sexism, racism, classism, homophobia, religious xenophobia, and other forms of oppression, thus confounding their experiences with trauma and resilience.[15] Nearly one third (31.6%) of undergraduate women with disabilities reported nonconsensual sexual contact, compared to 18.4% of undergraduate women without a disability.[16] Further, victims who identify as transgender, genderqueer, nonconforming and questioning report the highest rates of DVSAS[17] especially those belonging to racial minorities.[18]

Your CCRT composition should reflect intentional reflection of your campus communities. Prioritizing intersectionality, cultural relevance, and cross-cultural understanding ensures that the work of the CCRT is considerate of the needs of all students, instead of just a few.

Through the work of Kimberle Crenshaw[19], we've come to understand that **intersectionality** describes the ways in which people experience multiple oppressions at the same time.

Intersectionality encompasses intersections between identities, forms or systems of oppression, domination, or discrimination.

Intersectionality suggests that—and seeks to examine how—various biological, social and cultural categories such as gender, race, class, ability, sexuality, caste, and other aspects of identity interact on multiple and often simultaneous levels, contributing to systematic injustice and social inequality.

Culture must also be considered within the context of multiple experiences. Cultural relevance refers to the extent to which a program, model, or product (e.g. a violence prevention model or a survivor response program) makes sense within the cultural context of an individual or community. If we center the experiences of campus members through an intersectional lens, we can begin to develop programs that are culturally relevant to multiple communities.

Often, organizations or campuses think that culturally relevant responses means developing programming that is specific to individual groups. This is correct, and culturally relevant programs also promote cross cultural understanding. This is essential because we often tailor our responses based on stereotypes that can only be debunked through cross-cultural interactions. We have to ask ourselves, how do stereotypes form the basis for how we perceive and respond to allegations of DVSAS?

Does your CCRT programming promote intercultural exchange and engagement?

Intercultural exchange and engagement has many benefits, including helping to debunk stereotypes and preconceived notions that often contribute to or permit violence.

In order to do work within an intersectional framework, the CCRT does not need to represent all potential intersecting identities. Instead, intersectionality is an invitation to collectively increase awareness of our own biases and experiences, to act with cultural humility, and engage in research and self-reflection. Cultural humility is defined as the "ability to maintain an interpersonal stance that is other-oriented (or open to the other) in relation to aspects of cultural identity that are most important to the [person]"[20].

When you meet as a CCRT:

- Be aware of your own biases and experiences, as well as your pre-existing knowledge about an individual and their definition of culture.
- Practice cultural humility. Listen and ask questions.
- Do your own research and self-reflection.
- Don't expect people to teach you about their intersecting identities. Come with concrete questions that demonstrate you have done some work on your own.

Additionally, it is important to avoid *tokenizing* someone. For example, just having one person of color on a student advisory group can feel tokenizing, or as if that person is only there to fulfill a quota or represent their identity community. It is hard for that person to carry the burden of having to raise issues, represent their identity communities on their own, and be singled out in that way.

For Both Established and New CCRTs:

Whether you are just beginning the work of forming a CCRT, or your team has been in place for years, reflecting on intersectionality and identity work is a critical ongoing process.

As you begin the formation of your team, consider the following questions. Established CCRTs should revisit these annually.

- Does your CCRT reflect the populations you serve? How confident do you and/or the CCRT feel that you can make informed and ethical decisions on behalf of the variety of populations you serve?
- Does your CCRT have diverse representation that is actively engaging marginalized communities?
- Does your CCRT programming promote intercultural exchange and engagement or does it operate in cultural silos?
- What are you doing to prepare yourselves fully to be competent allies to marginalized individuals and communities, and can you clearly articulate those efforts?

- Does your leadership reflect the population you serve? How are the most vulnerable populations you serve reflected in your leadership?
- Do your programs, materials, and resources reflect the community you serve?

Being inclusive means taking the proactive step to identify oneself as open to particular communities, rather than "adapting" your service when someone who is different walks through the door. It is important to be both proactive and ongoing in your work to develop inclusive programs.

Deepening Campus and Community Partnerships

Long-term, sustainable culture change on college campuses can only be accomplished through ongoing, meaningful collaboration and engagement of the community in which the institution resides. It is common that students, faculty and staff that have experienced DVSAS seek confidential support from community-based organizations. Community partners are key to developing comprehensive, effective and sustainable programs on campus. Community partners play an important role in all aspects of the CCRT, including planning, development, implementation, and assessment. Although the specific role of each community partner may vary based on the unique needs and culture of your campus, your community partners can contribute to both your core leadership team as well as your larger CCRT.

Partners should reflect the organizations and services working in your off-campus community. They should represent varied stakeholders, including a criminal justice agency such as local law enforcement, prosecutor office, or court, as well as victim's services providers such as community advocates. A CCRT team can also include partners from civil legal organizations, mental health providers, immigrant assistance, and faith-based and culturally specific organizations.

> ***Community partners can:***
>
> Provide critical knowledge and expertise on topics related to DVSAS;
>
> Ground the campus in the larger community, including facilitating knowledge of community-based support resources and response systems;
>
> Share important historical and cultural context of collaboration between the campus and community, as well as community perceptions of the campus;
>
> Maintain an ability to speak candidly, without the influence of internal campus politics;
>
> Offer a voice for survivors and for trauma-informed, culturally relevant practices;
>
> Offer services that may not be available on campus, and/or services for survivors who may feel more comfortable seeking services and support in the community; and
>
> Build community stakeholder support for campus initiatives to address DVSAS

It is important to articulate the role of community partners on the CCRT. Not only does this clarify expectations, it also establishes a clear scope of work for the community partner. Community partners serve not only the campus community, but also the broader community. As such, their time is valuable and should not be taken for granted. Many campuses choose to create a formal memorandum of understanding (MOU) with their community partners. MOUs ensure consistent

practice, shared understanding of roles and expectations, and clarify whether the community partner will be receiving financial compensation or other benefits as a result of the partnership. Your MOUs should be revisited regularly to ensure that the scope of work has not changed or to make necessary updates. You may also need to create or revisit MOUs as part of your strategic planning process.

It is critical that the work of a CCRT includes partners both on campus and in the community. In order to develop an effective coordinated response, it is important for all CCRT members to understand both the unique culture that exists on campus as well as the perspective of community partners.

In some cases, a campus may have worked with community partners prior to forming an official CCRT. Previous and existing relationships can impact the initial functioning of a CCRT. It is important to address a pre-existing relationship, name if there have been any historical complications or misunderstandings, and identify ways that the campus and community partners will work together moving forward. Understanding complex power dynamics and historical context will be essential to campus and community partners working together successfully.

For Both Established and New CCRTs:

Some examples of ways to nurture and deepen relationships between campus and community partners include:

- Schedule ongoing cross-training on the full range of services provided on campus and in the community;
- Provide opportunities for open dialogue, including communication on successful collaborative efforts in the past as well as tensions or history of conflict;
- Develop response protocols that ensure continuity of services for students, faculty and staff who may seek support from both campus and community resources;
- Facilitate opportunities to elevate the voice of community partners on campus;
- Build collaborative prevention, training, education, and response efforts on campus and in the community;
- Hold opportunities for reciprocity. Campuses often have a greater capacity to hold fundraisers or awareness events. Consider partnering with your community agencies to host or collaborate on an event that can benefit them and increase their reach. Consider the development of service learning or internship programs that can be mutually beneficial;
- Host meetings or visit community partners in their space (as appropriate);

- Boost important campaigns or initiatives from community partners. Often, campus communities will support their off-campus community partners;
- Show appreciation to community partners by publicly acknowledging their contributions to the CCRT; and
- Develop a memorandum of understanding that describes the relationship, scope of services provided (including membership on the CCRT), and any terms around financial compensation for community partner services provided to the campus.

Navigating Power Dynamics in the Coordinated Community Response Team

Theory[15] states that in effective groups, power is distributed among team members and decisions are made collectively, but we recognize that the reality is much more nuanced than that. Power manifests in many ways - both formally and informally - and can be difficult to negotiate within the context of institutions of higher education that are hierarchical by design. A working definition of power is simply "the ability to affect outcomes for oneself, others, and the environment."[16]

There are two main ways to understand power:

5. Destructive power - the ability to dominate, or control, people or things or resources (privilege, domination and submission; based on the belief that there are limited resources and a scarcity consciousness); and
6. Liberatory power – the ability to create what we want.

Often teams feel uncomfortable talking about power because they understand it only as something negative. Power can be *liberatory* (e.g. used to enhance group effectiveness, to lift the voices of disempowered groups, to achieve a shared vision, and/or to benefit others) or *destructive* (e.g. used to silence others, used to promote self at expense of others, etc.). The hope is that CCRTs can harness the constructive and liberatory power of the CCRT to create sustained culture change on campuses, while minimizing power that reinforces systems of oppression and prevents us from accomplishing our goals.

The concept of difference is central to our understanding of power. Humans have used difference to value, divide, and structure society – as with race, class, gender, ability, and sexuality[17]. There are both patterns of domination and patterns of liberation. Engaging the patterns of liberation in our work will disrupt traditional pathways of power that prevent mutuality and make space for the other.

For additional resources on creating patterns of liberation within CCRTs, see the following web resource: Liberating Structures: Including and Unleashing Everyone.

When navigating power dynamics within the CCRT, some strategies include:

- Develop shared agreements and processes that aim to equalize power-dynamics. For example, some CCRTs state that when votes are cast in the CCRT, each individual gets one vote regardless of their position within the institutional hierarchy.
- Focus on developing trust so that when unequitable power dynamics emerge, team members feel empowered to address them.
- Name power dynamics when they arise. Sometimes team members with identity-based or institutionally-based power do not recognize when they are acting on their own power. Normalizing conversations about power and varying levels of access to it can help people understand and articulate these dynamics when they emerge.
- Model and practice constructively accepting and acknowledging feedback when it is given. Think of feedback as a gift to help us deepen our knowledge and skills.
- Build the capacity of the CCRT to model and practice these skills through cross-training on topics such as recognizing implicit bias, improving communication skills, and conflict resolution strategies.

Sustaining your Coordinated Community Response Team Over Time

This section will help you:

- Cultivate a culture of appreciation in your CCRT;
- Embed the CCRT in the fabric of your institution;
- Create onboarding processes for new CCRT members;
- Craft bylaws or operating procedures for your CCRT; and
- Envision your future.

Whether you are just beginning the work of a CCRT or have had a CCRT in place for many years, it is never too soon to start thinking about sustainability. Sustainability is *the ability to keep up or keep going, as in an action or process*[18]*. It is the ability of an organization to sustain itself over the long term, perpetuating its ability to fulfill its mission*[19]*.* Discussing sustainability provides an opportunity for your team to explore what can be done now to ensure that the hard work you are doing to create an effective and comprehensive response to DVSAS on your campus will continue over time.

For Established CCRTs: Is Your CCRT Struggling?

You may be experiencing one or more challenges with your CCRT. Take inventory of these warning signs:

- Decline in team membership;
- Repetitious meetings or meetings that consist primarily of announcements and updates; meetings that become bogged down in procedures;
- Significant failures in team member follow-through;
- Poor group dynamics, including "power dynamics" such as tension over leadership, decisions, or turf;
- Lack of member enthusiasm about the CCRT;
- Lack of community awareness or buy-in for the CCRT; and/or
- Excessive pressure on CCRT co-chairs to carry the work for the team.

If this is the case, review the guidance in this toolkit. In addition to sustaining your CCRT, you may also benefit from revisiting some foundational practices of establishing your CCRT.

Cultivating a Culture of Appreciation

An effective CCRT relies on its ability to develop meaningful relationships that are nourished and sustained over time. A culture of appreciation is one that intentionally acknowledges and elevates the participation, effort, and strengths of a team rather than only focusing on its shortcomings. Strategies for cultivating a culture of appreciation include:

- Making space at the beginning or end of CCRT meetings to include "Appreciations," which are brief announcements where team members can publicly acknowledge and elevate the contributions of others;
- Start all CCRT conversations from a strengths-based perspective. For example, when diving into a difficult topic, be sure to think about what is going well in addition to what needs to be changed;
- Ask the CCRT Chairs and/or leadership team to send annual notes of appreciation to team members, either at the beginning or end of each academic year (or both!);
- Acknowledge the efforts of team members with signs on their office doors, public gratitude, team member spotlights on blogs, podcasts, and/or newsletter write-ups;
- Acknowledge and elevate team member accomplishments that occur outside of the context of the CCRT, such as awards and honors, publications, and/or personal milestones like birthdays and celebrations;
- End difficult conversations with brief round of appreciations, inviting team members to state something they appreciate about being part of the team;
- Celebrate and share credit when you have successes; and
- Give team members the gift of your time. As much as possible, encourage and model mentoring relationships both within and outside of the CCRT.

The purpose of cultivating a culture of appreciation is to focus not only on deficits or how far a team needs to travel, but also a team's strengths and accomplishments. It reminds team members that deepening relationships on the CCRT *is the intervention*.

Embedding the Coordinated Community Response Team Into the Fabric of your Institution

Institutionalization is a critical part of ensuring that the work of the CCRT not only gets done, but can be sustained over time. Examples of strategies to institutionalize the work of the CCRT include:

- Gradually incorporating CCRT membership and service into job descriptions;
- Requesting that CCRT membership count towards tenure service for faculty and university service for staff members;
- Initiating permanent positions into faculty councils, staff councils, student government structures, and/or student organization structures. For example, create a cabinet or council member position whose primary responsibility will be to focus on violence prevention and/or serve as a liaison to the CCRT;
- Creating departmental liaisons to the CCRT for diverse faculty, staff, and student organizations;
- Requesting that a portion of student fees go toward funding CCRT efforts;
- Requesting that the CCRT get a standing invitation to present during orientation for new students, faculty, and staff;
- Requesting that media staff, such as the student newspaper or other campus publication assign a correspondent each year who will cover the work of the CCRT and/or violence prevention efforts;
- Embedding the work of the CCRT into the university website with a permanent CCRT web page;
- Integrating the work of the CCRT into the campus-wide institutional strategic plan; and
- Crafting a succession plan for CCRT leadership and/or key CCRT positions.

Succession Planning for Coordinated Community Response Teams

Key to sustainability, it is also never too early to begin succession planning. The CCRT will likely encounter staff and leadership transitions, and the ability to respond to transition smoothly is central to the success of a CCRT. Establishing systems early to help avoid the loss of institutional memory and momentum will be helpful in ensuring long term success for the team. A succession plan allows CCRT leadership to swiftly act in accordance with the plan to cover all critical responsibilities of key roles on the team and begin the process of identifying who will take on the work.

A number of components serve as indicators that a CCRT is ready to effectively respond should a leadership transition occur. They include:

- Shared view of CCRT current and future priorities;
- Shared understanding of CCRT culture;
- Strategic involvement of CCRT key players (staff, CCRT leadership, students, staff, funders, community partners);
- Comprehensive and specific transition plan with efficient timeline;
- Financial resources available for management support;
- Easy access to information, procedures, and relationships; and
- Job descriptions, performance plans and performance support/monitoring (as appropriate).

Like all planning processes, looking to the future is cyclical and continuous. It is typically carried out in five steps:

Define, and in some cases, redefine the current state of the CCRT and its efforts to create an effective and comprehensive response to DVSAS.

Identify current performance goals of the CCRT and target the skills needed to manage and accomplish those goals. What goals has your CCRT been able to accomplish? What resources do you have to sustain those accomplishments?

Stakeholder buy-in and commitment can be one of the hardest parts of any planning process. Inappropriate levels of engagement and support leads to a frustrating planning process and failed implementation.

Action can be considered the second hardest part of the planning process. The **development and documentation of the succession plan** is essential for a CCRT's sustainability solution. It will take time and dedication from CCRT members to get the plan where it needs to be.

Without documentation, successful **implementation and evaluation** are nearly impossible.

Succession Planning tools, plan narrative components, public resources and samples of Succession Plans are available at www.TransitionGuides.com. It is helpful for a CCRT to review a variety of examples as models they may wish to adopt for their own planning.

Generally it will be helpful to keep important documents organized and clearly stored in one place that is accessible to the full CCRT leadership team from the start of your CCRT's development. These can include:

- CCRT strategic principles (values, vision, mission) and strategic plan;
- Written description of CCRT culture;
- Current and strategy-aligned CCRT roles and/or job descriptions;
- Inventory and location of all CCRT-related policies and procedures;
- Communications plan for temporary leadership structure;
- Past meetings agendas and minutes;
- Updated contact list of all CCRT members; and
- Inventory of important organizational information (Restricted Access).

A Note About Restricted Access Items

While sensitive, it is important to have all sensitive and restricted documents stored and accessible in the event of CCRT turnover. Consider having multiple layers of verification for files that have usernames and passwords. It may also be helpful for more than one CCRT member to know login information. Restricted access items may include:

- All key log-in and password information for computers;
- Specifics pertaining to Internet, web hosting, software licenses, and internal network passwords;
- Financial information and institutional contacts, as well as vendor records;
- Key and anonymous donor information;
- Information on accessing personnel records, if applicable; and
- Information from legal counsel or other legal documents.

Onboarding New Coordinated Community Response Team Members

As faculty, staff, students, and community partners transition into new roles and/or cycle out of their positions, and as you invite new partners onto your team, it is helpful to identify standard onboarding processes to welcome and orient new members. Here are a few things to consider when onboarding new CCRT members. Typically written onboarding materials may include:

- The name, mission, and charge of the CCRT;
- CCRT values statement;
- CCRT composition and contact list;
- CCRT structure;
- Current CCRT strategic plan;
- CCRT messaging/communication guidelines; and
- CCRT bylaws or guiding policies (including how members are selected, how leaders are selected, expectations for attendance and participation (if not already covered in ground rules), how team decisions are made, service terms, working groups, history of the CCRT, past accomplishments of the CCRT, etc.).

In addition to written materials, some teams find it helpful to put in place the following processes to facilitate onboarding:

- Holding an individual meeting with a CCRT Chair or other select team member to discuss the purpose, role, and vision of the CCRT prior to the new member attending their first meeting.
- Assigning a "mentor" from the CCRT to meet with the new member before and/or after the meeting, and also to sit with them during the meeting, explain any processes, and generally welcome them onto the team. This is a relationship that could continue beyond the first meeting until the new member feels acclimated to the group.
- Related to on-boarding new members, many developed CCRTs also engage in extended on-boarding for new CCRT leaders (both facilitators and working group leaders) by using an alternating two-year leadership structure, where one new co-facilitator is on-boarded each year so that there is always a more experienced leader in place.

Crafting Coordinated Community Response Team Operational Guidelines

Operational guidelines are the norms, rules, and procedures that guide the way your CCRT operates. Similar to organizational bylaws, CCRT operational guidelines define elements such as participating departments and community agencies with representatives, responsibilities of individual members, and how meetings will be conducted. Writing these guidelines will help you navigate situations as they come up for your CCRT. Not only can they save time, but clear guidelines also allow decision making to be less arbitrary, can clarify decision-making processes when conflict arises, and allows policies to be implemented with consistency.

> ***An operational guideline consideration...***
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> Different campuses have different cultures, and it is important to consider your own campus culture when writing your CCRT's bylaws or operational guidelines. For instance, on some campuses, you may not be able to use the term *bylaws* because of legal implications. Instead, you could call them operational guidelines. You may be on a campus where processes need to be conducted formally and guidelines need to be voted on by an external body. Other campuses may have a lot of flexibility in how they develop their guidelines. Be sure to investigate what campus processes already exist that you may need to follow before crafting your CCRT guidelines.
>
> There is not a right or wrong model for operational guidelines, and you can always change things that are not working. When crafting the guidelines, be sure to include the process for how the CCRT can change these guidelines should the need emerge

You may find the most helpful time to develop and implement operational guidelines is at the formation of your CCRT. The benefit to this approach is that expectations are set from the beginning for members, and everyone is going in with the same idea of how the group will be managed. Others prefer to build the team and allow processes to develop organically over time. Many teams return to this process after their teams are established as a way to institutionalize the practices that they have put in place.

For New and Established Teams:

If you have identified that guidelines would be helpful for your CCRT you may feel intimidated about getting started. Here are some ideas for where to start.

- Gather examples from other multidisciplinary teams. You may want to look at what similar groups on your campus do, such as faculty senate committees, or examples from other campus or community CCRTs.
- Establish a subcommittee that will focus on writing the guidelines, and identify people who can commit to focusing some time on the project.
- Divide the work up by having 1-2 people write each section, and bring it back to the group for review.
- Set a final due date, as well as incremental steps for sections to be completed and reviewed along the way.
- Remember that the first draft does not need to be perfect, it just needs to be written down.

Some sections will likely go quickly, and people will agree. If there is dissent on one or more sections, it is important to stop voting, and go into discussion. This may feel tedious, however it will assure you have guidelines that make sense for your team, and that you create an environment in your CCRT where dissent is not only allowed, but encouraged.

If you find there is a great deal of disagreement around a particular issue such as attendance, it is best to sit down with members disagreeing, and get to the root of the issue. If folks are feeling disrespected because of things like lack of regular attendance from certain departments, this is not likely an issue that will be solved by simply creating a written rule, it may need to be resolved as a group through discussion and debate. This is not to say that a written rule will not eventually be made based on these conversations, but remember that the purpose of this process is not to resolve pre-existing conflict, but to create a roadmap for how CCRT operations will be conducted moving forward.

Once your guidelines are approved by your CCRT, and anyone else at your campus if necessary, distribute them to the group as a whole. Be sure to inform your group verbally of anything that will influence the way they do their job or how they participate in the CCRT. If they are now required to attend a certain number of meetings, or if there will be a new rule for communicating during meetings, it is important to let people know not only that these changes are happening, but why they are happening.

Be sure to use the rules you created. It may be helpful to designate someone on the CCRT who keeps track of, and enforces operating guidelines. This individual can be in charge of overseeing any rules of order at meetings, as well as ensuring that any requirements for membership are adhered to.

Adapting Over Time

It is common for the activity of a CCRT to ebb and flow over time, affecting member interest and engagement. CCRTs need to constantly grow and evolve to stay relevant. As your CCRT evolves, you may need to review your structure and think about what steps may need to be taken to ensure that the long term implementation of your team and its operations will be effective. What worked for a team with a specific set of goals might not work for one with a broader agenda. What worked for a CCRT 3, 5 or 10 years ago is unlikely to be effective today. All CCRT structures and processes require revisiting from time to time. Taking time to think about current challenges and how to address them, can add a boost of fresh ideas and energy to the team. These conversations, alongside the guidance in this toolkit, will sustain the efforts of your CCRT to make lasting change on your campus.

Closure

Engaging the hearts, minds, energy and resources of people across campus communities in making change, creates hope and opens the door to sweeping cultural shifts that will bring an end to DVSAS. Working with tens of thousands of young people each year, universities and colleges across the United States and the territories, set expectations for what it means to be a good citizen and a good person in today's society. Adopting a Coordinated Community Response to problem solving within institutions of higher education models a caring, collaborative community that values and promotes safety for all.

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