



# REAL TALK TIME:

.....  
College Panhellenic  
Sexual Violence  
Assessment Initiative



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## Introduction

Made up of 26 inter/national member organizations, the National Panhellenic Conference (NPC) is the world's largest umbrella organization specifically charged with advancing the sorority experience. Through its advocacy, NPC seeks to enlist nearly 4 million sorority women in its efforts to showcase the transformational power of the sorority experience.

As members of values-based organizations, sorority women live their member organization's mission through millions of dollars in philanthropic support to dozens of worthy causes and pursuing millions of additional hours in community service. From supporting victims of sexual assault, to leading bystander intervention programs, to fighting for body-positive campus cultures, sorority women are at the forefront of solving some of the most pressing challenges facing collegiate women today.

With increased attention being directed to instances of sexual violence on campuses today, NPC affirms its commitment to supporting College Panhellenic women in their wellbeing and cultivating safe environments. In October 2014, the NPC Board of Directors established the Student Safety and Sexual Assault Awareness Task Force to address the growing issue and challenges of sexual violence on college campuses. Since that time, the task force has gathered research and resources and presented recommendations for action. Recommendations include:

- Focus on awareness.
- Provide information on available campus resources.
- Identify current NPC member organization resources and encourage resource sharing.
- Create change agents within our College Panhellenic Associations and on college campuses.
- Collaborate with experts in the areas of student safety and sexual assault.
- Maintain sexual assault awareness and prevention as a top NPC advocacy priority.

It's our hope College Panhellenic Associations and sorority women will participate in and lead the initiative to end sexual violence on campus. "Real Talk Time: The NPC Sexual Violence Assessment Initiative" seeks to provide a model for College Panhellenic communities to start a conversation on campus, explore potential campus partnerships and increase awareness and action to combat sexual violence. This will begin with the College Panhellenic's commitment to the time and resources needed to successfully implement the outcomes provided in this initiative.

Additionally, this initiative requires open communication with campus personnel to identify and use resources already on campus, as to not duplicate efforts already in place. NPC has identified key themes for College Panhellenics to focus efforts: prevention, awareness/education, advocacy and response efforts. The College Panhellenic will determine how best to leverage the talents and resources in their community as well as those offered by the campus to help affect change. This initiative will help focus efforts to determine the best course of action to achieve meaningful outcomes for change in their community.

In the end, the goal of "Real Talk Time" is to give College Panhellenic communities a model to work in a smart and efficient manner to address chief concerns related to sexual violence. While this document is a start and can provide ideas for next steps, the community will need to put in the work to achieve the best possible and most meaningful outcomes.



The goals of the “Real Talk Time” initiative are:

- To encourage College Panhellenics to engage in meaningful dialogue regarding the issues facing women on campus related to sexual violence.
- To collaborate with campus organizations, offices and resources to more effectively address the issue of sexual violence.
- Use the results of the assessment to make informed decisions to better the Panhellenic community.



## Roadmap

### **Support from the College Panhellenic community**

Talk with the College Panhellenic community about its interest in addressing sexual violence on campus.

### **Identify campus personnel and departments for partnership**

For most communities the fraternity/sorority advisor will be a primary resource to guide in implementing this initiative. Consider reaching out to other professionals and departments on campus for further support and resources.

### **Identify common terminology**

Identify definitions that the campus uses in its sexual misconduct policy. Some definitions to consider are sexual assault, sexual violence, misconduct, etc.

### **Administer the assessment**

Decide and implement how to best to assess the Panhellenic community to collect data.

### **Review and share the results**

Review the collected data and determine common themes and areas that need attention. Share these results with campus partners and Panhellenic community to help gain feedback and support.

### **Create and implement a plan**

Based on the feedback, develop goals and outcomes for the next academic terms to address the themes and areas assessed.



## What You Need Before You Start:

### **Support from the College Panhellenic community**

Resiliency is defined as the ability to bounce back, learn from experiences and be better prepared for the future. To be resilient is an acquired capacity and learned skill set. Sorority women have chosen to be a part of organizations with ideals that are greater than one person. With this comes an expectation and pressure to stand out and do more. By working together to identify protective strategies and reduce risk factors, members create more resilient College Panhellenic communities.

The goal of participating in “Real Talk Time” is to give the College Panhellenic community tools for resiliency: acquire knowledge, learn from others and have productive conversations regarding sexual violence. Through “Real Talk Time,” the community will directly assess its understanding, resilience and actions in addressing sexual violence on campus. This model provides guidance to focus efforts in education and programming to best suit the needs of the community.

Before beginning this initiative, you should have candid conversations with College Panhellenic leaders (the College Panhellenic officers, chapter delegates, chapter leaders and others as needed) to get a pulse on how current campus and Panhellenic programming is addressing the topic of sexual violence. Discuss if there are further opportunities that could be explored to address any missing needs. This will begin to frame the discussion around the “Real Talk Time” initiative and explore the College Panhellenic’s interest in furthering the conversation.

After discussing the goals of the “Real Talk Time” initiative with the community, the College Panhellenic will need to vote in favor of moving forward with the initiative. Take the time to educate chapters on how the community will be assessed, the potential outcomes of the assessment and overall goals for implementing this initiative.

### **Support from campus personnel, departments and other constituencies**

As part of the “Real Talk Time” initiative, the College Panhellenic will be reaching out to campus professionals to provide guidance, support and assistance. The fraternity/sorority advisor will be a primary resource to guide you in implementing this initiative. However, you may want to reach out to those professionals and departments on campus who work in wellness and/or violence prevention, Title IX or those familiar with sexual violence prevention and response efforts.

Set up meetings with existing student organizations on campus aimed at reducing risk factors and/or promoting wellbeing. Bring together women from the College Panhellenic community who are passionate about ending sexual violence to expand the reach of current efforts. The College Panhellenic may also consider convening a work group to serve as liaisons between their efforts and other student organizations on campus.

Take this time to discuss with these individuals the goals for implementing “Real Talk Time” and identify best practices to achieve these goals. Conversations can include what resources and programming are already provided to your College Panhellenic community and the broader student body that you can use and promote. The quality of the partnerships and programs that result from these conversations is far more important than the quantity. Find a balance between current programming and the additional programs that may result from the work with this initiative.



## **Review campus policies and identify common terminology**

As initial education for the College Panhellenic community, make sure members are aware of campus policies regarding sexual misconduct. This can aid in the education and awareness of members in defining important terminology and gaining knowledge of campus resources available for sexual violence prevention efforts.

With help from your campus personnel, identify the definitions the campus uses in its sexual misconduct policy as an educational tool for your community. If your campus does not have a sexual misconduct policy, consider looking at local laws for a working definition. Using a common language that is familiar to the campus community, as well as to the College Panhellenic members, will be important for consistency and continuity.

## **Collecting external data & information**

To add to the foundational knowledge of the College Panhellenic community, campus-specific data should be identified on the topic of sexual violence. This will involve talking to campus partners about data readily available to the campus community. This specific data will provide a broader overview of how sexual violence is impacting the campus.

All campuses in the United States are required to complete an Annual Security Report ([Jean Clery Act](#)). This report provides information on reported crimes that take place within the campus community. While the Annual Security Report can be helpful, note it only captures *reported* data.

Campuses may also complete a Bi-Annual Review or Campus Climate Survey. These reports will provide a more in-depth analysis as to the general climate on campus that allows sexual violence to exist along with data on the effectiveness of current prevention and response efforts.

Discuss this data with campus partners and assess the best way to use it to address outcomes of the “Real Talk Time” initiative. This data can play an initial part in creating a more informed community.

## **The Initiative**

### **Assessment**

At this time, the College Panhellenic community has determined to move forward with the “Real Talk Time” initiative. The next step is to assess the community. The Panhellenic Community Assessment (Appendix A) has been developed in conjunction with all 26 NPC member organizations. It does not ask personal questions regarding experiences of sexual violence. Instead, it is an assessment of the resources and support available on campus and the College Panhellenic community’s awareness and use of these items. This assessment will help create an aggregate understanding of your community’s knowledge and prevailing attitudes or beliefs about sexual assault and the resources the community is already utilizing.

The assessment can be copied into an appropriate survey method best suited for the community (e.g., Survey Monkey, Qualtrics, paper, etc.). NPC suggests you give special attention to protecting anonymity of respondents given the sensitivity of the subject. Use the best tool where responses can be collected without identifiers. Consideration should also be given to the size of the community and the length of time the survey needs to be disseminated and collected.

The assessment should be used in its entirety and remain unaltered. Altering it in any way will require approval of each NPC member organization before it is approved for dissemination on campus.



## Who is the audience?

The College Panhellenic will need to make the decision as to how best administer the Panhellenic Community Assessment. NPC suggests choosing one of the following:

1. Assess every member of the College Panhellenic community, or
2. Use the chapter delegates as the sample for the community.

The approach chosen will depend on the size of the community and resources available.

Take the time to review the assessment with the College Panhellenic officers, chapter delegates and other important constituencies before it is disseminated. This will allow for all parties involved to best understand what the assessment is and how it will be utilized. It also will allow time to discuss and think about responses with other chapter members.

## Review and Share the Results

### How to interpret the Panhellenic Community Assessment

Now that the assessment has been completed by the College Panhellenic community, it is time to interpret the results to identify a theme for your efforts moving forward. Themes could fall into one (or more) of the following categories:

- **Advocacy:** Actively supporting or engaging in a process to advance an identified cause or outcome.
- **Awareness/Education:** Creating awareness is a process of developing a common message or themes to promote and communicate shared values, messages or information. Education provides actual in-depth training and skill sets on a given topic.
- **Prevention:** A wide range of activities aimed at reducing risks or threats to health. There are three categories of prevention:
  - » Primary: aims to prevent an incident before it occurs.
  - » Secondary: reduce the impact of the incident after it has already occurred.
  - » Tertiary: aims to soften the impact of the incident as it has lasting effects.
- **Response:** A reaction to an event or incident that has already occurred or is anticipated to occur.

### Interpreting the Panhellenic Community Assessment Results

If most of the assessment participants answered they disagree or strong disagree that sexual violence is an issue in the community, there should be time to pause and determine if specific efforts from College Panhellenic are still warranted at this level.

- If most assessment participants answered “no” or “unsure” to questions 1 & 8, consider a focus on **prevention**.
- If most assessment participants answered “no or “unsure” to questions 2, 3, 4, & 6, consider a focus on **response**.
- If most assessment participants answered “no” or “unsure” to questions 2, 3, 4, & 6, but the campus offers many of these items, consider a focus on **awareness**.
- If most assessment participants answered “yes” to questions 7 & 12 in combination with “no” or “unsure” to questions 2, 3, 4, & 6, and those items are not available to the campus community, consider a focus on **advocacy**.



## Share the results

Results may indicate the College Panhellenic community needs support in more than one area. Consider reviewing the results with campus professionals in determining next steps. This will allow for further assessment of where there may be gaps in knowledge within the community. Campus partners may know where there are resources already available to the student population that can be used.

Next, the College Panhellenic officers should have a plan to disseminate the results to the greater College Panhellenic community. Consider the best way to inform the chapters about the results, the interpretation of the results and how the College Panhellenic intends to move forward with the “Real Talk Time” initiative. Encourage chapters to share these results within their member organizations to receive support and benefit from their internal resources. In all, this should be an opportunity to openly discuss the next steps forward with the initiative. Discussion can include the following ideas:

- Sharing what chapters are already doing to educate and prevent sexual violence.
- Sharing the potential partnerships in the community and on campus (where they may already exist and where they can be created).
- Discussing the academic calendar and future programs already in the planning process (whether at the chapter, College Panhellenic or campus level).

## Create and Implement a Plan

### Create a plan

Once the results are reviewed, interpreted and disseminated, the College Panhellenic first should decide which common themes and areas to take action. This includes determining what the community wants are and what the community is capable of doing to make the desired change.

For example, it may not be possible to implement a full bystander education program for all members in the College Panhellenic community in the first year. However, it may be feasible to advocate for online alcohol and sexual violence prevention programming for the fraternity/sorority community or to engage in risk management conversations with fraternities on campus about how to create safer environments for all members at social events.

Depending on the community, it may or may not be possible to tackle more than one area. This is where the conversations with campus partners and the College Panhellenic community will be critical. Consider building upon current efforts taking place on campus to focus on some of these themes. It is also possible that new options to tackle a theme may be necessary. Work with the College Panhellenic and chapter delegates to determine what works best for the community and what pressing needs should be a priority to confront.

Second, open the conversation to the College Panhellenic community to create a sense of buy-in and ownership on the whole. While it may be challenging, the goal is to create consensus in the next steps of the initiative that will best serve the entire community. By engaging as many constituents as possible, there will be a well thought out and specific plan to implement.

Third, identify the outcomes and changes wished to be seen in the College Panhellenic community. These outcomes will involve direct conversations within the College Panhellenic as to whether this will be a multi-year effort with a sustained push each year, or whether this is a one-year project. Understanding the timeline and scope of the work to be implemented will also aid in developing goals.





While additional programming or educational opportunities may be identified to fill gaps in the College Panhellenic community's knowledge, it is not an expectation as an outcome of the "Real Talk Time" initiative. NPC suggests working with campus personnel to identify and use resources currently available on campus, as to not duplicate efforts already in place. Campus administrators and community organizations are ready to provide access to education and training programs. Instead of re-creating a program, or coming up with a new program altogether, work with partners to attend programming already scheduled and created for the student population. The College Panhellenic can assist in the promotion of the existing programs and provide a positive connection between the College Panhellenic and the greater campus community.

NPC member organizations can also help provide opportunities of education, not just for one chapter but broadening the experience for the entire College Panhellenic community. Consider the quality of education, resources and programs over the quantity. It is more important women walk away with more resilience and more knowledge than to have another program to fit a box.

### **Ideas to consider when creating a plan of action**

- Form a committee or task force of chapter members who will implement and follow through on the initiative
  - » Consider using women from the College Panhellenic community with a passion for health and wellness or peer educators to promote education on healthy relationships and ending sexual violence
- Look at the programming and resources currently available to the Panhellenic community
  - » Consider where there are gaps in the knowledge or resources and identify opportunities to fill these gaps
  - » Identify, promote and attend campus programs focused on topics such as
    - \* Healthy relationships
    - \* Sex positivity
    - \* Sexual violence (including rape, sexual assault and stalking)
    - \* Intimate partner violence
    - \* Sexual harassment and exploitation
    - \* Supporting survivors
    - \* Prevention
- Continue conversations with constituencies
  - » All these entities can provide programming and opportunities for the Panhellenic community:
    - » NPC member organizations
    - » Campus personnel and departments
      - \* Promote on and off campus resources for confidential advisors and reporting in the fraternity/sorority community
      - \* Invite campus leaders (Title IX, sexual assault prevention staff, etc.) to speak and take questions at a community event or College Panhellenic meeting
    - » NPC Sexual Assault Awareness Toolkit
      - \* NPC created a list of resources available regarding sexual assault. This toolkit can be used by College Panhellenics to find resources to implement at their need.
    - » Student organizations
    - » Local community support



- Create a plan of action for ideas, programs and resources to use for the next academic term
  - » Add initiative items to the College Panhellenic calendar
    - \* Consider events such as “Take Back the Night,” “The Clothesline Project” and “Walk a Mile in Her Shoes”
    - \* Raise awareness and/or plan/attend educational programs during Domestic Violence Awareness Month (October) and Sexual Assault Awareness Month (April)
    - \* Create a new member program for the Red Zone campaign (which takes place the first six weeks of the new academic year on campus) regarding sexual violence prevention and safety



## Appendix A: Panhellenic Community Assessment

Parts of the assessment below were taken from the National Organization for Women’s “Take Action Against Sexual Assault Venture Kit.”

Does your campus offer training on the prevention of sexual misconduct to all students?  
(Ex. online training, workshops, class course, or other) Y or N or Unsure

Does your campus openly post sexual misconduct protocols for reporting and next steps for all students to access and understand? Y or N or Unsure

Does your campus provide access to confidential advisors\* for survivors of sexual violence?  
(This resource could be available on or off campus.) Y or N or Unsure

Does your campus health center or local hospital have a certified drug and alcohol counselor and/or SANE (Sexual Assault Nurse Examiner)? Y or N or Unsure

Does your campus provide transportation to local hospital(s) and shelter(s) or crisis center(s) for free? Y or N or Unsure

Does your campus post information about 24-hour hotlines addressing intimate partner violence, sexual assault and stalking? Y or N or Unsure

Are there one or more student organizations who are actively working to address sexual and intimate partner violence on campus? Y or N or Unsure

My chapter annually hosts a program on prevention or intervention related to sexual violence. Y or N or Unsure

My member organization provides our chapter with education and/or resources to help a sister who has been a victim of some form of sexual and intimate partner violence. Y or N or Unsure

I think sexual and intimate partner violence is an issue in our fraternity/sorority community.  
(1= Strong disagree, 2 = disagree, 3 = agree, 4 = strong agree)

My Panhellenic can make a difference for the sorority experience by working towards ending sexual violence in our community.  
(1= Strong disagree, 2 = disagree, 3 = agree, 4 = strong agree)

I would like to see Panhellenic devote the time and resources to addressing sexual and intimate partner violence in our community. Y or N or Unsure

What topics or areas would you like Panhellenic to focus their efforts with regards to sexual and intimate partner violence?

\* Confidential Advisors (also called advocates or sources) are individuals who are specifically trained to perform a survivor-centered, trauma-informed response and are available to complainants on campus to answer questions, provide information, and help navigate the options available both on campus and in the community. Confidential advisors are only required to report aggregate data. Therefore, “responsible employees” should not be selected a confidential advisors.



## Appendix B: Sample Calendar for Implementation

The calendar below is based on the assumption College Panhellenic officers begin their terms at the start of the new calendar year. Each College Panhellenic can adjust the timeline provided to best meet the needs for their community. The intent is to help your College Panhellenic build upon already built-in themes and programmatic times in the larger campus calendar.

January/February	<p>Determine how to disseminate the assessment to your College Panhellenic.</p> <p>Disseminate the assessment communicating expectations for completion and due dates.</p> <p>Identify key campus groups, offices and officials who could be potential partners.</p>
March	<p>Compile assessment results and identify themes or areas of focus.</p> <p>Meet with previously identified partners to discuss results and evaluate potential opportunities for community engagement and partnerships.</p> <p>Identify with your College Panhellenic Executive Board a next steps proposal for the College Panhellenic delegates.</p>
April	<p>Sexual Assault Awareness Month</p> <p>Identify programs and events the College Panhellenic will want to support together. Encourage chapters to promote all activities internally.</p> <p>Come to consensus on plan based on the results of the Panhellenic Community Assessment. Share with community and campus partners.</p>
May	<p>Develop plans for the fall semester.</p>
June & July	<p>Finalize plans for start of the new academic year.</p>
August/September	<p>Red Zone campaign [an opportunity to educate all members (new and returning)]</p> <p>Host community speakers/programs and encourage participation in education/training opportunities hosted by campus partners.</p>
October	<p>Domestic Violence Awareness Month</p> <p>Continue efforts to educate members on dating and relationship abuse.</p>
November/December	<p>Finish up efforts.</p> <p>Evaluate and prepare for officer elections and transition.</p>



## Appendix C: Ideas for Implementation

### Advocacy:

- Develop a campaign to work with campus officials make free, confidential services available on and/or off campus to survivors 24/7.
- Collaborate with other campus organizations to have campus officials adopt more trauma-informed practices for reporting.

### Awareness/Education:

- Create a social norming campaign based on recent climate survey data that informs the campus community on the realities of sexual and intimate partner violence on campus.
- Host a workshop on what students need to know about the forthcoming changes to Title IX policy by the Department of Education and how to effectively participate in the notice and comment period.

### Prevention:

- Host multiple bystander intervention workshops in the College Panhellenic community.
- Work with a local community agency (e.g., rape crisis center or domestic violence program) to develop prevention education for the community.

### Response:

- Host a panel discussion with the Title IX coordinator, campus security official, dean of students and a community agency representative to better understand the campus process for victims of sexual violence.
- Host a workshop for College Panhellenic women to understand their rights when it comes to Title IX processes on campus.

More resources can be found in the [NPC Sexual Assault Awareness & Prevention Toolkit](#).