CAMPUS
Technical Assistance and Resource Project

Project Director
Guide for Success

CU Center on Domestic Violence
SCHOOL OF PUBLIC AFFAIRS

UNIVERSITY OF COLORADO **DENVER**
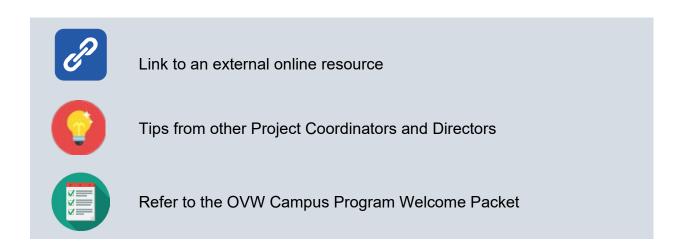
Contents

How to Use this Guide

Welcome to the U.S. Department of Justice, Office on Violence Against Women (OVW) Campus Program! You are joining a network of institutions of higher education across the United States and the territories who are committed to ending domestic violence, dating violence, sexual assault, and stalking (DVSAS) on their campuses. Project Directors (PDs) play a critical role in an institution's ability to achieve and sustain the goals of the Campus Program. The purpose of this guide is to provide OVW Campus Program Project Coordinators and Directors with information, resources, and strategies for facilitating the work of the Campus Program at your institution. You might find it helpful to review this guide as you begin your new position, and then revisit it several months into your position as you deepen your understanding of the grant guidelines and your unique campus context. This guide is meant to serve as a jumping off point for your journey, as well as a support along the way. You are never alone in this work - you have a network of support to help you navigate the grant program, including OVW Campus Program staff, the Campus Program Technical Assistance Provider Team, and your peers at other grantee institutions.

Am I a Project Coordinator or Project Director?

By OVW requirements, each campus must hire a Project Director whose primary role is to facilitate the campus project, coordinate the work of the Coordinated Community Response Team (CCRT), and ensure the project achieves its stated goals. Prior to the FY 2020 award cycle, campuses were required to hire a **Project Coordinator** to facilitate this work. Project Coordinators worked closely with their Project Directors (often the individual who supervises the Project Coordinator) to implement the Campus Program. Because OVW recognized a need for the role of the Project Coordinator to be elevated and to better reflect the experience and expertise needed to carry out the scope of work required of this grant funded position, beginning in FY 2020 the solicitation now requires campuses to hire a **Project Director.** Project Directors hired in this capacity will continue to work with their supervisor, whose title will differ by institution (e.g. Project Investigator (PI) or Institutional Lead, or Supervisor). In this guide, we are using the term Project Director to refer to the person hired to coordinate the grant, and the term Supervisor to refer to the person to whom the Project Director reports.

Icons

Throughout this guide you will also see the following icons that will indicate additional resources available to you.

Link to an external online resource

Tips from other Project Coordinators and Directors

Refer to the OVW Campus Program Welcome Packet

So Many Acronyms!

Throughout this guide and in this program you will encounter many acronyms. This chart will help you find your way.

OVW	Office on Violence Against Women
DOJ	Department of Justice
VAWA	Violence Against Women Act
DVSAS	Domestic Violence, Dating Violence, Sexual Assault, and Stalking
CCRT	Coordinated Community Response Team
TA	Technical Assistance
TA PoC	Technical Assistance Point of Contact

History and Philosophy of Campus Program

The funding agency for this award is the Office on Violence Against Women (OVW), U.S. Department of Justice (DOJ). OVW was created by the passage of the Violence Against Women Act (VAWA) in 1994 to provide federal leadership in developing the nation's capacity to reduce violence against women and administer justice for, and strengthen services to survivors of domestic violence, dating violence, sexual assault, and stalking (DVSAS). Since 1998 the OVW Campus Program has supported colleges and universities by building their capacity for implementing comprehensive, coordinated response and prevention efforts to reduce DVSAS on campus.

OVW promotes a survivor-centered approach to addressing DVSAS. The survivor-centered approach is a philosophy that places the needs of survivors at the center of all decision-making, endorses policies and programs that empower survivors to make their own choices for adjudication and recovery, and emphasizes survivors' rights to confidentiality. In a survivor-centered approach, survivors have the fundamental right to be treated with respect, to be heard, to be free of attitudes or policies that blame them for the abuse they have suffered, and have the autonomy to choose whether and how they will engage with systems of response. A survivor-centered approach recognizes that individuals are unique. Their gender identity, race, ethnicity, sexual orientation, ability, class, English language proficiency and resident status, among other factors, shape the experiences of survivors. Consequently, a survivor-centered approach uses an intersectional lens to understand and respond to victimization. Finally, not all survivors respond to trauma in the same way; policies and institutional practices must be trauma-informed to account for the diverse presentations of survivors. In short, a survivor-centered approach means that regardless of which institutional role we may play in preventing or responding to DVSAS, the needs of survivors are prioritized.

Considerations for Terminology

There are many diverse terms used when addressing violence against women, including interpersonal violence, power-based violence, gender-based violence, and other related terms. In this grant program, we choose to use the terms domestic violence, dating violence, sexual assault, and stalking (DVSAS) because these are the crimes identified by VAWA[1] and are within the scope of this grant program. Although your campus community may use a

---

[1]The Violence Against Women Act of 1994 (VAWA), a United States federal law (Title IV, sec. 40001-40703 of the Violent Crime Control and Law Enforcement Act, H.R. 3355) signed as Pub.L.103–322 (codified in part at 42 U.S.C. sections 13701 through 14040). Reauthorized 2000, 2005 and 2013.

variety of terms to describe these crimes, within the Campus Program, DVSAS is used for its specificity and scope.

Purpose of the OVW Campus Program

The ultimate objective of the Campus Program is to help colleges and universities to create an effective, culturally relevant, and comprehensive response to domestic violence, dating violence sexual assault, and stalking (DVSAS). This is accomplished through the development of a coordinated community response (CCR) approach that brings together a broad and inclusive group of campus and community stakeholders to create shared goals and objectives. The role of the Project Director is to facilitate the CCR approach on their campus.

A comprehensive CCR approach:

- includes both prevention and intervention;
- requires a multi-faceted, coordinated effort that engages key stakeholders from the community and campus, including students, faculty, staff, and administrators;
- is informed by research and promising practices; and
- effectively communicates to the entire campus community that DVSAS will not be tolerated.

The Campus Program requires grantee institutions to implement both statutory and program requirements. Statutory requirements are required by the Violence Against Women Act (VAWA), and program requirements are required by the OVW Campus Unit.

The Statutory Requirements for the Campus Program include:

- Create a coordinated community response team (CCRT) including both internal campus departments and external community-based partners;
- Establish a mandatory prevention and education program about DVSAS for all incoming students;
- Train all campus law enforcement to respond effectively to DVSAS; and
- Train all members of campus disciplinary boards to respond effectively to situations involving DVSAS.

The Program Requirements for the Campus Program include:

- Implement universal prevention strategies that include ongoing prevention programming for the entire campus community and a bystander intervention program for all students;
- Provide access to 24-hour confidential victim services and advocacy;
- Participate in ongoing mandatory and proactive Technical Assistance (TA); and
- Follow the appropriate staffing and activities requirements for new and continuation grantees.

Together, these statutory and program requirements comprise the minimum compliance requirements for your campus. You can, and likely will, do more than this on your campus, but you must make sure your campus is meeting the minimum requirements of the grant! For more in depth information about both of these requirements, check out the solicitation[2] for the fiscal year (FY) matching your grant award, as well as your grant award letter that outlines your institution's special conditions.

Understanding the Technical Assistance Roadmap

The Campus Program Technical Assistance (TA) Roadmap is a capacity-building model designed to support grantees throughout the grant process. A number of delivery mechanisms are included in the TA roadmap, including Training and Technical Assistance Institutes (TTIs), webinars, individual Point of Contact TA calls, cohort calls with peer grantee institutions, and ongoing TA offered by a multidisciplinary team of campus content-area experts. The roadmap TTIs are designed for a core group of professionals on campus to gain an integrated set of competencies, knowledge, and skills that they will in turn share with their broader CCRT and campus community. Assumptions made in the design of the Campus Program roadmap include:

- Campuses should not need to "reinvent the wheel" but should use research and best practices for campus work to address DVSAS;
- Campus communities are unique and have different overall cultures and norms as well as different sub-communities. Strategies to address these crimes will need to be reflective of an individual campus community;
- At the heart of community change is community collaboration and an interdisciplinary Coordinated Community Response Team (CCRT) to facilitate that change; and
- Strategic planning and assessment built in from the beginning of the grant process will improve the impact of grant activities and promote sustainability.

---

[2] For example, click here to see the FY2020 Grants to Reduce Domestic Violence, Dating Violence, Sexual Assault, and Stalking on Campus Program Solicitation.

The three years of the grant essentially correspond with three phases: planning in year 1, implementation in year 2, and course correction and sustainability in year 3.

Year 1	Planning	Campuses assemble their core and full coordinated response teams, attend three TTIs, assess their campus needs, and develop a strategic plan based on their unique campus strengths, needs, and gaps.
Year 2	Implementation	Campuses implement the programs and strategies reflected in the strategic plan. The focus for this second year is to participate in TA primarily via individual and cohort calls, and webinars.
Year 3	Course Correction & Sustainability	Campuses make any necessary course corrections and take steps to sustain their programs over time. A smaller team will participate in one to two TTIs during this final year of the award.

You will work with your TA PoC and OVW Program Officer to determine the composition of the core team who will attend the TTIs. Typically, you will want a combination of individuals who can make decisions on your campus with those responsible for implementation. Some team members will open doors for your Campus Project while others will carry out the work! We recognize that it can be difficult to schedule campus staff and community partners to be away from campus at a training institute three times per year. It is important, however, to remain consistent with your training team. Proactively address this need by clearly communicating up front the time commitment that will be involved in attending these institutes. When conflicts are unavoidable, you must get prior permission from your OVW Program Officer to bring additional or fewer staff to each of the institutes, to arrive at an institute late or leave early, or to send a new staff person to a TTI in place of a staff member who cannot attend.

Refer to your OVW Campus Program Welcome Packet for important information related to the details of the technical assistance roadmap, including training dates,

deadlines, and samples of activities grantees may participate in during each year of the award as options and requirements may change.

<div style="background:#d5dce4; padding:1em;">

What if we want to attend training or conferences that are not sponsored by OVW?

- Prior approval from your OVW Program Officer is required before attending any non-OVW training when using grant funds.
- Submit a [Non-OVW training request form](#) via JustGrants at least 30 days prior to the training registration deadline.
- Attach the training website address and a copy of the agenda for all requests.

</div>

Where to Start: Onboarding New Project Directors

Most Project Directors are hired between January and March, three to six months after your campus receives the award. Sometimes staff turnover and/or additional hiring delays can mean that a Project Director joins the team more than six months after the start of an award. No matter which scenario you face, don't panic! Below is a checklist that can guide you through the onboarding process.

What to Do:

❏ Review your institution's request for proposal (RFP), grant budget, and internal and external memoranda of understanding (IMOU and EMOU) developed by your institution to become familiar with your institution's vision for the award and your grant partners.

❏ Review the grant award letter and special conditions for your award.

❏ Review the OVW Welcome Packet sent to your campus when it received the award. Your supervisor should have this, but your TA PoC and/or OVW Program Manager can also share it with you.

❏ Connect with your OVW Program Officer to introduce yourself and let them know you have been hired. You may also set up a call with your Program Officer to clarify grant requirements or answer any questions you may have about the grant.

❏ Reach out to your assigned TA PoC to discuss how to obtain access to the OVW Project Director's listserv and the password protected grantee portal located on the Center for Changing our Campus Culture website. Your TA PoC can also provide you with a list of upcoming dates for cohort calls, webinars, and scheduled TTIs.

❏ If you were hired after the planning phase is complete, review your institution's completed strategic plan.

❏ Complete the grants administration training checklist, including how to use the JustGrants grants management system, federal confidentiality requirements, and financial rules regarding the grant.

❏ Attend the next New Grantee Orientation offered by OVW.

❏ Familiarize yourself with the OVW Campus Program Roadmap and training and technical assistance resources in the grantee portal on the Center for Changing our Campus Culture website.

❏ If you are new to your campus, review your institution's organizational chart to become familiar with campus departments and the structure of administrative leadership.

❏ Review the materials from previous TTIs posted on the Changing Your Campus Culture website, and discuss with your supervisor and your team how to best prepare for future TTIs.

How to Do it:

❏ There is so much information to digest related to this grant – it can seem overwhelming if not organized and prioritized. Consider blocking off some time each day to read the materials over time. You won't know every single detail on day one, and that is okay!

❏ Collaboration is key to successful culture change! Conduct a listening tour where you individually meet with campus stakeholders and CCRT members (as well as prospective members) to learn about the history, context, vision, barriers and opportunities related to accomplishing the goals of the grant in the context of your campus culture. Develop relationships and learn more about the history of how departments have worked together (or have not worked together!) in the past. On your tour, don't forget to visit with your local community agencies to discuss how you will work together.

❏ Talk with students and student organizations to learn more about their perception of the campus culture and ways the institution is working with them to meet their needs. Examples of this could include setting up meetings, attending student government open forums, attending campus events, and/or facilitating focus groups. Your goal is to get a sense of campus life and culture, especially if you are not already familiar with the institution.

❏ Reach out to other OVW Campus Program Project Directors for peer support and mentorship. A great way to connect is through the [grantee portal](#) and/or cohort calls.

❏ Recognize that onboarding takes time, and you are not alone in this work. Focus on building relationships with your direct supervisor and core TTI team on campus. They will be an important resource to help you navigate your campus.

❏ Breathe. Onboarding onto the grant project is a process. There is a lot to learn about your campus culture, as well as administering a federal grant award, and you will learn it in time. There are many supports available to you – both on campus, in the community, and with your TA Providers, who are here to help you be successful – Do not be afraid to reach out for support!

"I joined the OVW campus grant 11 months into the project and 'overwhelmed at first' was an understatement. I missed most of the planning year and was thrown right into strategic planning finalizations and gearing up for implementation year! What genuinely helped me with onboarding was staying organized and connected with TA providers off campus as well as stakeholders on campus. Don't be afraid to ask questions – you can't possibly know it all! Take time to breathe and remember that you are an agent of change and what you have been tasked to do is making a difference in this world one campus at a time!"

- Campus Program Project Coordinator

Six Strategies for Project Directors

Strategy 1: Understand (and communicate) your role

Strategy 2: Build a Network of Support

Strategy 3: Learn from (and with) fellow grantees

Strategy 4: Prioritize relationships

Strategy 5: Get organized

Strategy 6: Communicate your vision

Strategy 1: Understand (and communicate) your role

Welcome to the team! Now that you are here, what do you actually do?! Project Directors are central to carrying out the work of the OVW Campus Program grant. Depending upon the campus context, as well as the skills, perspective, and job title of the person in this role, the job may look a little different on each campus.

Many grantees ask how to delineate the role of the Project Director from their supervisor, who is often the person on campus who may have written and championed this program. Roles and responsibilities of the Project Director will differ based on the size and structure of the campus, the campus culture, the skills and interests of the individuals in these positions, and whether or not the campus is a first-time grantee, a continuing grantee, and/or part of a consortium of campuses. Sample Project Director job descriptions can be found in the Addendum at the close of this toolkit. No matter the specifics of your job description, what is most important is that there is clear communication between the Project Director and their supervisor so both understand the roles and responsibilities of each, as well as any mechanism for adjusting those expectations. Further, it is important to establish:

- An ethical communication process that builds trust;
- A mutually agreed upon level of autonomy for the Project Director;
- A platform and expectation for providing feedback to one another;
- A discussion on how decisions will be made and who will be responsible; and
- A process for resolving any conflict that emerges.

The reality is that doing this work successfully on campus requires a collective approach. The person(s) who championed the grant need to continue to offer support, guidance, and mentorship to the newly hired Project Director, as they likely understand the campus culture, procedures and have relationships with institutional stakeholders that are critical to move the work forward. It is the Project Director's role to coordinate the work – not to do all of the work! Think of yourself as a facilitator or guide. This includes re-affirming the purpose and goal of the program, articulating the roles of the CCRT, and empowering team members to be a part of the process. Sustainability requires that the program work and commitment be **shared** throughout the campus and community. The Project Director, their supervisor, core team, and CCRT work together to accomplish the work of the Campus Program.

Although each campus is distinct and should articulate the specific roles and responsibilities between the Project Director and their supervisor, the following chart illustrates some common

roles and responsibilities taken on by each, as well as the role of the institution in supporting both.

Role of the Project Director	Role of the Supervisor	Role of the Institution
Oversee the daily operations of the grant.	With the support of the CCRT, responsible for the overall vision and direction of the grant project.	Support and elevate the work of the project staff and CCRT in carrying out this grant.
Perform administrative work associated with the development, coordination and implementation of project activities.	Responsible for hiring, supervising, and mentoring grant staff.	Provide office space and institutional logistical support to grant-funded staff.
Coordinate and provide program workshops, seminars, and training – including the development of material as it relates to specific student populations.	Responsible for structural decisions related to where the grant work will be housed on campus.	Provide support to the supervisor in determining the most appropriate department in which to house and supervise project personnel.
Adhere to strict student confidentiality guidelines.	Adhere to strict student confidentiality guidelines.	Adhere to strict student confidentiality guidelines.
Assess the needs of students to gather information.	Responsible for engaging, communicating, and achieving buy-in from leadership on campus and in the community.	Provide access to administrative leadership to provide a feedback mechanism for recommendations made by project staff and the CCRT.
Plan and implement special projects and services to specific student populations.	Responsible for representing and advocating for the grant project within the institution & community.	Responsible for ensuring that the institution adheres to the internal and external memorandum of understanding between campus departments and community partners.

Engages campus and community partners to develop, maintain, and sustain relationships.	Responsible for building strategic partnerships on campus and in the community to implement and sustain the grant project.	Provide institutional support for CCRT to engage in internal and external partnerships.
Maintains grant-related data and prepares progress reports.	Responsible for managing the budget and ensuring fiscal responsibility.	Ensures that the institution follows all federal financial guidelines and submits financial reports on time.
Responsible for ensuring that the campus is meeting the statutory and programmatic requirements of the grant.	Responsible for ensuring that the campus is meeting the statutory and programmatic requirements of the grant.	Facilitates communication between project staff and institutional leadership to ensure the campus is meeting the statutory and programmatic requirements of the grant.
Responsible for ensuring that the campus is complying with all state and federal law related to the implementation of the grant.	Responsible for ensuring that the campus is complying with all state and federal law related to the implementation of the grant.	Ensures that the campus is complying with all state and federal law related to the implementation of the grant.
Serves as a liaison and coordinates communication between campus and community grant partners.	Responsible for ensuring sustainability after the award ends.	Provide support for conversations on how to sustain the work after the grant ends.
Typically works 75%-100% FTE on the grant project.	Typically has responsibilities outside of the grant project.	Encourages non-grant funded personnel to provide support for the effort to the extent possible.
May co-chair the CCRT, depending on the structure of campus.	May co-chair the CCRT, depending on the structure of campus.	Provide space and support for the development and sustainability of the CCRT.

In addition to understanding the role of the Project Director, their supervisor, and the institution, it is also important to think about the roles of all of your partners. This is a collective effort. You are not intended to do this work alone!

Review of your Job Description

Another source of information for defining the role you will play as Project Director within your specific institution, is your job description

Role of the Core Team:

Although each campus has the freedom to structure their teams as they wish, many choose to create a core planning team, which often includes the team members who attend the TTIs. A Core Team typically:

- Serves as a collective leadership team to guide the development of and maintain the vision of the grant and direction of the CCRT;
- Often serves as CCRT Chairs and working group chairs to ensure that communication is clear and consistent between working groups;
- Creates linkage between the CCRT and other existing multidisciplinary teams on campus;
- Creates linkage between the CCRT and campus administrative leadership;
- Support the Project Director and their supervisor in implementing the grant requirements; and
- Serve as ambassadors between the grant and the larger campus community.

Role of the Coordinated Community Response Team (CCRT):

All campuses are required to establish a broad and inclusive CCRT, that is composed of students, faculty, staff, and community partners. The role of the CCRT is to:

- Create and affirm the vision for the overall direction of grant;
- Ensure institutional engagement and buy-in;
- Serve as the institutional body of expertise and decision-making body for the grant;

- Participate in assessment, planning, development, and implementation of grant deliverables;
- Serve as a learning community that continues to anticipate and respond to the unique needs of your campus community; and
- Serve as ambassadors between the grant and the larger campus community.

Role of Community Partners:

Although the specific role of each community partner may vary by institution based on the unique needs and culture of each campus, below are contributions that community partners may offer on both the core planning team for the grant (members who attend the TTIs) as well as the larger campus-based CCRT.

- Provide critical knowledge and expertise on the topic of 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 DVSAS.

As Project Director, it is important not only to understand your role on campus, but also to communicate your role effectively. As you facilitate the work, it can be tricky to find the balance between helping your core team and broader CCRT feel ownership over the work, and doing all of the work yourself. Making sure that everyone understands their roles is a critical first step to finding balance. You may find that you need to communicate your role, the role of the core team, and the role of the CCRT early and often. Remember, you are thinking about the structure of the Campus Program all of the time, but your partners are not! Think of yourself as a narrator who is guiding the team through this process. You will consistently be reinforcing where you came from, why you are here, and where you intend to go with your team members!

 To maintain clarity of roles across your CCRT, it can be helpful to schedule individual meetings with key campus and community partners to continue to build your relationship with them. During these meetings, you will want to invite them to tell you about how they see their role, any history of collaboration amongst team members important to the team's efforts, and what their vision for the team might be. It is also helpful to discuss what their role on the team may be, what they specifically can bring to the team's efforts. The roles

above can help you identify and adapt what each person may bring to the team. Make sure that you and your team are able to articulate their role, as well as the overall purpose of the team.

Considerations for Campus Consortia

Some campuses apply and receive this award as a campus consortium, which is two or more campuses working together to implement the Campus Program. The role of the Project Director (PD) in a consortium project is to oversee the work of the lead campus they are employed with, but also to work with the PD at each participating campus within the consortium to schedule regular meetings of the PDs, discuss success and challenges each campus is facing, share resources, promote peer support, and leverage strengths to ensure all campuses within the consortium meets the statutory and program requirements of the grant.

Facilitating a consortium can bring its own unique challenges, especially when working across campus contexts. Here are some tips to keep in mind:

- Each campus within the consortium is required to meet the statutory and programmatic requirements of the grant, though they do not need to implement the requirements in the same way. Though campus contexts and programs may differ, the consortium can pool its collective resources to develop training and programs that will benefit all consortia partners.

- The Project Director will oversee the entire consortium, and typically, each campus designates an individual who will facilitate the work on their individual campus. Monthly or quarterly meetings between consortium members can streamline communication and ensure coordination between campus partners.

- Take time to plan for progress reporting. The Project Director will submit one report for all participating institutions, and it will take some time to collect the information from each campus.

- The Project Director needs to ensure transparency and open communication with all consortium members - that all members have direct access to the Changing our Campus website, OVW Program Manager, TA Providers, etc. A consortia member does not have to go through the project PD to access OVW resources. Each campus in the consortium should benefit equally from the project.

- The lead school/PD does not dictate how the other members of the consortia implement their project but supports them in overcoming obstacles and building on their strengths.

Honoring the Scope of Work and Avoiding Conflicts of Interest

As a Project Director funded through a federal grant, you may have certain limitations on what activities you can participate in outside of your role. The Office on Violence Against Women Campus Program grant addresses four topic areas: domestic violence, dating violence, sexual assault, and stalking (DVSAS). The grant prohibits activity that is not within the scope of these four topic areas.

Throughout your time as a Project Director for the grant, you may want to address areas outside of the grant's scope. For example, you may want to address sexual harassment as it relates to Title IX or Title VII. Although there are certainly places where the scope of the grant intersects with these laws and topic areas, it is important to be sure that grant funds are used only for work allowable by federal grant guidelines. You will need to rely on your colleagues funded by the institution or other sources outside of OVW to take the lead on work related to areas outside of the scope of the grant award.

For example, you may be unable to serve on committees not directly related to your grant work because it falls outside of the scope of the grant award. This may complicate your ability to build necessary relationships on your campus. For this reason, many campuses choose to partially fund the Project Director with institutional funds so that Project Directors can participate in institutional efforts outside of the grant as well. Explaining how the grant award works will help others understand your role's limitations. You can also connect your partners to other resources when you are unable to provide assistance.

Given the scope of work needed for effective implementation of this program, and to avoid potential conflicts of interest, the Project Director cannot be a Title IX Coordinator or Victim Advocate. Grantees who received the award on or after FY2017 are also prohibited from having their Project Director be supervised by the Title IX office to avoid any potential conflicts of interest. If you are not sure whether a program, campaign, assessment, event, or any other activity falls under the scope of the grant, please reach out to your OVW Program Officer to ask!

Staying on Track

When your institution submitted its grant, it laid out a specific proposal and budget. During the planning year, and with support from the Campus Program Technical Assistance (TA) team and Training and Technical Assistance Institutes (TTIs), your institution will develop and submit a strategic plan. This plan will become the new blueprint for how your institution will meet the goals and objectives of the grant moving forward. It is reasonable and expected that your new

strategic plan will diverge from the original grant proposal submitted by your institution. It is important to submit a strategic plan that is realistic and tailored to your campus context.

As we know, priorities on campuses and in the larger societal culture can change fast! You may be tempted to change course and/or add on goals to your already lengthy strategic plan, based on issues indirectly related to DVSAS on campus. While making connections between related issues (e.g. sexual harassment) is paved with good intentions. These efforts can sometimes have diminishing returns. Staff and other resources will often become too over-burdened to achieve desirable results.

If you and your team find yourselves wanting to expand a project, develop a new campaign, or launch a new program not specified in your strategic plan, consult your TA PoC and OVW Program Officer. They will be able to provide additional guidance and recommendations.

One-time programs can be tempting, but a high priority of the grant includes sustainability. For example, you may want to host a single event for an in-school leadership conference or a themed week focused on domestic violence. While these single programs can be educational for the participants, they often take more resources than we anticipate.

The Strategic Plan is there to keep you on task and help you reach milestones, but it is also there to help you avoid stretching yourself too thin. Think carefully about how you focus your energies, and make sure that you are working towards programs that will create long term, sustainable change on campus.

Strategy 2: Build a Network of Support

The Campus Program Technical Assistance Model is designed to facilitate a network of support. You are not alone in this work! The best strategy for you to implement is to build a network of support on your campus as well as with the Campus Program aids. Partners and supports to connect with include:

Campus	OVW Resources
Your Supervisor and core team	Your OVW Program Officer

Your Campus CCRT	Your TA Point of Contact
Students and student organizations	Grantees inside your cohort(s)
Faculty & faculty organizations	Grantees outside of your cohort
Community partners	OVW Campus Program TA Providers
Campus administrative leadership	All OVW TA Providers

Information is Power!

Work with your TA PoC to be sure you:

- Are assigned a login and password to gain access to the grantee portal on the Center for Changing our Campus Culture website; and
- Are added to the OVW Project Director's listserve.

Partnering with the Office on Violence Against Women

OVW oversees the work being produced under the grant and is responsible for ensuring that your work is within the scope of the award. They will review and approve all of the work you produce. They are also a tremendous partner and support for you. Whether you are new to the field or have years of experience working to end DVSAS on campus, the OVW staff can provide you with information, support, resources, and tools to help you be successful in your role on campus.

Tips for Working With OVW:

1. Be sure to connect with your OVW Program Officer when you are hired and/or receive the award, whichever comes first.
2. OVW must approve all of the work that you create under the award. Submit work to OVW as early as possible for approval. The person responsible for reviewing your work is also responsible for many other grantees. Submitting your work early gives them time to review your work and get it back to you for changes or approval.

3. Be sure to leave sufficient time to make changes and resubmit your work.
4. OVW Program Officers are assigned by state, and your assignment may change over the course of your grant as they work to balance the workload for Program Officers each fiscal year.
5. Have a question? You can always email or call your designated OVW Program Officer. Make sure to talk with them about their preferred contact method (email, phone call, etc.).
6. Read the Special Conditions that are included with your official award letter. They are full of good information! It is important to be fully aware of the Special Conditions so you stay in compliance with the grant. Your sponsored programs or grant office should be able to provide you with a copy of your award letter.

"Be patient with your OVW Program Officer because your grant is not the only grant they manage. If you don't receive a response within a reasonable amount of time, consider sending a follow-up message. Chances are they did not forget about you, they're just juggling several different grants and/or projects at once and would gladly appreciate the follow-up."

- OVW Campus Program Project Coordinator

Taking Advantage of Technical Assistance

OVW contracts with a coalition of experts and organizations throughout the country to help you produce quality work that is reflective of best practices in the field. As an OVW grantee, you have free access to each of these Technical Assistance (TA) providers!

You will have regularly scheduled calls with your assigned TA Point of Contact (PoC). Your PoC is like your phone-a-friend! They are there to answer most questions and are knowledgeable about the grant. If they are not the right person to answer your question, they can connect you with the right person!

You also have access to the entire Campus Program TA team to assist you with content-specific information. TA Providers are available to you at any point by email, phone, and video conferences. They can answer quick questions, or have more in-depth conversations. We want to stress that TA providers are here to support you! Don't be shy, please reach out to a TA provider if you think they have knowledge or resources that might assist you.

TA providers may also conduct site visits for individualized, virtual or in-person on-site training and technical assistance. Per OVW guidance, all Campus Program TA Providers must coordinate with the grantee's OVW Program Officer to assess the need for a TA on-site visit, address any concerns, and to learn about the campus dynamics and any challenges they may face while on site.

Technical Assistance Topic Areas	
Coordinated Community Response	Strategic Planning & Assessment
Victim Services	Cultural Competence
Prevention & Education	Engaging Men
Law Enforcement & Campus Security	Student Conduct & Campus Adjudication
Historically Black Colleges and Universities (HBCUs)	Clery Act

To access the contact information for the TA team, please visit the password protected Center for Changing Our Campus Culture Grantee Portal. Here you can directly communicate with the technical assistance team and make TA requests!

> "Take absolute full advantage of technical assistance provided by the grant. The technical assistance providers were selected for these roles because of their expertise and connections in the field. Go to them for guidance and support and if they don't know the answer, they will always do their best to find the answer for you or at least get you in contact with someone who is more knowledgeable. Not accessing the grant's technical assistants is a waste of time and invaluable resources."
>
> - Campus Program Grantee

Strategy 3: Learn from (and with) your fellow grantees

You can learn so much from connecting with your peers at other institutions. Each cohort is facilitated by one TA PoC and holds cohort calls. You can connect directly to other grantee campuses by using the Grantee Portal, located on the Changing your Campus Culture website. The TTIs are also excellent places to connect with fellow grantees. Bring your business cards and be ready to network!

One of the most important resources for you are your peer grantee institutions. Grantees are divided into cohorts based on their campus size or context. Whereas at the TTI, you will mingle with campuses funded the same fiscal year as you, in the cohorts you will meet grantees from several different fiscal award years, including continuation grantees. Cohorts offer the opportunity to network, share best practices, problem-solve, raise challenges, and provide peer support to one another. Campus grantees are often very generous in sharing the work they have created on their campus. Each TA PoC is assigned a cohort and holds quarterly calls with all active grantees in their cohort, including new grantees and campuses that have had the grant for multiple years. Although you will be assigned to a particular cohort, your campus may fall into one or more categories. For instance, you may be an HBCU that is also a small campus. You are welcome to attend cohort calls outside of your designation if you wish!

OVW Cohorts include:

- Minority Serving Institutions (including Hispanic Serving Institutions (HSIs) and tribal campuses)
- Historically Black Colleges and Universities (HBCUs)
- Community Colleges
- Small campuses (serving less than 5,000 students)

- Medium campuses (serving 5,000-10,000 students)
- Large Campuses (serving 10,000-20,000 students)
- Very Large Campuses (serving more than 20,000 students)

Cohort calls take place quarterly, and the schedule for cohort calls will be distributed to all campuses each January. You will also have the capability to reach out to a particular cohort through the grantee portal in the Center for Changing our Campus Culture website. If you have questions related to your cohort or cohorts in general, please direct them to the TA PoC for that cohort!

You can do this with the support of your peers! See these lessons learned on the following two pages from fellow grantees to help ground you.

My Life with OVW: Lessons from a Grantee

My Life with OVW

TECHNICAL SUPPORT IS A REAL THING

Sometimes with a new Federal project it is hard to know how the agency operates. With OVW, it is important to know from day one that the technical assistance providers offered to help you-are legit. To avoid embarrassment, we will not break into, song-but you get it. They have so much to share! Call them! Email them! Send them birthday cards! Whatever it takes-get in touch and use this resource.

THE BAR IS HIGH. FLEXIBILITY IS STILL AN OPTION.

Completing all the tasks and project objectives can be, well, scary. Depending on the specifics at your campus, it might be, well, even scarier. Don't freak out. At some point, all campus grantees must complete every task within their proposal and plan. The "don't freak out" aspect comes from the fact that OVW knows a project might have to adjust or change priorities. THEY CAN BE FLEXIBLE. Honest. The key here is communication. Don't hide from them. Embrace them. Let them know you might need to adjust. Visit with them about the changes. Take advise. And always, always, say "Thank you".

MAKE FRIENDS. AND BORROW FROM THEM. AND ASK THEM FOR SUPPORT. AND SHOW RESPECT.

All grantees are facing similar challenges. However, each campus also has great resources, meaningful experiences, and practical examples that might benefit your team. Connect to other colleges. Exchange ideas. Ask for input. Offer personal insights. Over the 3 years of the project, those other college teams will be the people that "get you" the most. Share the journey and it will be much more rewarding.

THEY LOVE YOU...THEY REALLY LOVE YOU

Federal Programs must follow zillions of policies. Yes, zillions. And they make sure every funded project is on point. They might be strict about a regulation or a report-but don't let that fool you. THE TEAM AT OVW LOVES YOU AND WANTS YOU TO SUCCEED. At the end of the day, your success is their success. They want all their "children", (that would be you) from across America to be connected to projects that are helping to change the world in meaningful, lasting, and powerful ways.

Tackling Challenges in your Campus

KNOW YOUR CAMPUS RESOURCES

Each campus has resources that can help the implementation process and the fulfillment of the objectives of the grant. There are universities that have graphic design departments, which can give a hand in supporting the development of an educational campaign. The universities have press offices that can help by publicizing the educational activities or by making articles about your project's work and calling the press to cover your activities. The important thing is to know what are the resources that your university has and how you can use them and, at the same time, integrating various sectors of the university community in the educational efforts. Identify your allies!

IF YOU DON'T HAVE IT ALREADY, CREATE A PEER EDUCATORS TEAM

Peer educators are students who support the process of creating educational activities, cross train, develop educational materials and games, among other tasks. They are a team of students who inform our work. This allows that the work we do is culturally relevant and adjusted to the populations with which we work. They help us identify and use their jargon, designs that appeal to them, and also facilitate the collaboration with faculty and student organizations. Peer Educators are an important resource and a gain for the project. Create your own group at your university and see for yourself.

ALLIES HELP NAVIGATE BUREAUCRACY

Bureaucracy in universities can complicate the grant implementation and be a great challenge. Identify partners in key offices that can help you navigate and streamline processes. There is always people at different levels who see the prevention of gender violence as a priority. Involve them in the grant implementation and make them collaborators.

SKC Center for Prevention & Wellness

(406) 275-4744
kellie_caldbeck@skc.edu

CONSTRUYENDO EQUIDAD ENTRE GÉNEROS

(787) 257-0000, 4799
Construyendo Equidad
@ceguprca
coraly.leon@upr.edu

A Day in the Life of a Project Director

So what does your actual day look like? Project Directors often have very different responsibilities, so your day might look different from that of your peer Director in another state. However, here are some activities you may be doing day-to-day depending on your strategic plan and your position on campus.

- Build relationships! Relationships are critical in accomplishing your mission and building sustainability. Set aside time to connect with your team members in formal and informal ways.
- Coordinate the meeting dates and times of your CCRT meetings.
- Work with your supervisor and the core leadership team to develop the agenda and meeting schedule for the CCRT.
- Organize and invite the CCRT to meetings.
- Plan and lead the CCRT, and/or committees or working groups within the CCRT.
- Document the work of the CCRT, including meeting minutes, CCRT documents, and any public-facing CCRT communications such as a web site.
- Serve as a resource to the CCRT. A well-organized CCRT will require a great facilitator such as yourself to help them with all sorts of tasks.
- Manage the membership list of your CCRT. There will be those who rotate onto and off the list either due to time served or perhaps because they move onto a different job.
- Work with students to develop programs & events, review policy, and listen to their important perspectives.
- Serve as the liaison between campus and community partners.
- Coordinate the development of your campus strategic plan, and keep track of its implementation.
- Communicate important dates, announcements, and training opportunities from OVW to your campus core team and CCRT.
- Keep track of data for bi-annual and quarterly progress reports.
- Ensure that your campus is meeting all of the minimum statutory and programmatic requirements of the grant.
- Maintain accurate and up-to date records of all of your grant deliverables.
- Plan and implement events and programs! You may be responsible for coordinating and facilitating prevention efforts, training sessions, and awareness campaigns.
- Attend training offered by the Campus Program technical assistance team. Two webinars per month are offered. Be sure to invite your team members to attend!
- Connect with the broader Campus Program Technical Assistance team for content-specific technical assistance.

- Be the glue! The Project Director is often the person that keeps communication flowing, work happening and relationships growing.

Strategy 4: Prioritize Relationships

You may be surprised to find out that a large part of your role as a Project Director is to facilitate relationship-building. The foundation of the Campus Program is based on the idea that widespread engagement and community buy-in is necessary to create culture change. This can only be accomplished through the development of long term, sustainable relationships. We cannot overemphasize the need for deep relationships to be built with campus stakeholders and community partners. Here are some ideas on how you can approach relationship-building:

1. Meet with campus partners to discuss the award, their role in it, and next steps.
2. Meet with administrative leadership to discuss a communication strategy and how the CCRT will keep administrative leadership informed throughout the project. You need to be sure that the recommendations and decisions made by your campus CCRT are supported by campus leadership.
3. Meet individually with current and/or potential members of the CCRT to discuss the project and their potential role in it.
4. Recognize that there may be a history of relationships about which you are unaware. Communicate with relevant partners about those histories to pave a way forward.
5. Your project must reflect the needs and priorities of the students you serve. Ensure that student voices, and especially survivor voices, are integrated throughout your work, and that students are intentionally engaged in the planning, development, implementation, and assessment of your project.
6. Take care to engage partners who may not have been invited to the table in meaningful ways prior to the grant, including historically marginalized communities.
7. Rather than asking campus and community partners to come to your space, offer to visit them in their space to learn more about their work.
8. Think outside the box! Creating a broad and inclusive CCRT means engaging partners who are not typically invited to the table. Think about engaging staff from the campus library, the cafeteria, communications, marketing, and other staff who do not often attend meetings on DVSAS but who can add an important perspective to your work.
9. Invite campus and community partners for coffee or tea, or invite them to an informal meeting outside or via video conference to get to know them outside of their professional role.

10. If the scope of your position allows, offer to serve on campus committees to deepen your understanding of your institutional culture, form new relationships, and offer reciprocity in your institution's work.
11. Develop a culture of appreciation. Show gratitude for the participation and contributions of your colleagues. Many partners volunteer their time to contribute or are otherwise incredibly busy. By showing up to meetings, they are contributing in immeasurable ways.
12. Make your CCRT meetings fruitful! Determine solid objectives to meet with every meeting. Structure your meetings to engage CCRT members in strategic conversations. This helps your team know that they are contributing in a meaningful way, rather than only listening to project updates.
13. Make space for others to take ownership over the process. Members that have the opportunity to generate new ideas will be more invested in the work. Give members tasks or at a minimum ask for their specific input.
14. Elevate the work of your stakeholders, and feature them as trainers within and outside of your CCRT meetings.

It is important to work with all partners, and do your best to engage with these stakeholders. You will have many partners who are supportive of your efforts, but have a limited capacity in how they can assist. That's ok! They will help when and where they can. See if they can use their expertise to help in a way that works for their capacity. There also may be those on your campus who are either resistant to the new programs your grant outlines, resistant to change in general, or just non-responsive at first!

Why am I Cooperating with You Again?

In addition to the reasons stated above, CCRT members might also be reluctant to work with you based on your level of experience and place on the organizational chart. When communicating with the CCRT, it is important to remember that your institution has signed on to an Internal Memorandum of Understanding (IMOU), which reflects their commitment to the federal grant. This is no small thing! This means you have the entire backing of the institution behind you! Additionally, it is likely that most department heads have signed on to the IMOU as well. This represents the broad support you have since the institution wants to bring about the level of change your grant is communicating.

Nonetheless, sometimes when you begin your work on campus, you will send out a well-crafted introductory email only to find that few colleagues write you back. A solid strategy is to enlist allies to help you build relationships. Find out who on the team has access to those reluctant individuals. Campuses are in a constant state of change. It is important to continually seek out

new partners and generate new stakeholders. One approach is to see if old friends will help you make new friends!

Helpful steps to engage new stakeholders:

1. Make this a regular agenda item! You may have large meetings with many representatives on your CCRT, at least annually ask, "who is not at the table who should be?" You may be surprised who isn't there!
2. Introduce yourself via email, on social media, and in person. Let the campus and community know who you are, and why you are there. Many people are delighted to find out what your purpose is, and can't wait to get engaged.
3. Having a difficult time reaching a critical person? Have one of your CCRT members introduce you to help you establish the relationship.
4. Have an important conversation about sustainability. It may be helpful to have a sincere conversation with a new stakeholder on how the grant is meant to be a starting point for ongoing campus-wide engagement and institutional change, and that campus leadership has committed to important steps laid out in your Memorandum of Understanding. Your supervisor may be a good person to help guide you on this conversation. Think of each new relationship as an investment in sustainability for the program - at least one other person on the team should have a solid relationship with each member so that if the Project Director leaves, the relationships can be maintained.

"Take the time on the front end to set the necessary foundation for programming and team building on your campus. Think through the goals you want to achieve and who the necessary parties for your team are. Then, have one-on-one conversations with those people so that they can understand the plan and conceptualize the ultimate goal. Although change will not happen overnight and you will be confronted with challenges where you may need to adapt along the way, never stop believing in the process. The result is worth the wait!"

- Campus Program Project Coordinator

Having Power versus Being Powerless

Your position is responsible for the coordination of a large federal grant, but depending on your position on campus, you may not have a lot of authority on campus. Developing relationships to help you harness the social and institutional capital on your campus is critical to your success. Below are some strategies to help get you moving when you are stuck.

- Your supervisor and core team should be in a position to help you out when things get tough. Typically, your supervisor and core team have established connections you may not yet have on campus, and they also may be a director of a department or hold another similar position of power. Don't be afraid to enlist the assistance of these team members to help you establish relationships. One of their roles is to open doors for you.
- Invest in building relationships across campus and departments. By making relationships a priority, you may begin to see your social and political influence rise.
- Reach out to TA Providers, your fellow grantees, and OVW staff for support and consultation. This is your support network, and many have navigated similar challenges and can offer insight and assistance.
- Even though your role is to facilitate the work of the grant, that does not mean you are required to Chair the CCRT. Consider co-chairing the CCRT with an individual on campus who has more social influence and/or institutional knowledge than you. Alternatively, you can work with your supervisor and core team to select two co-chairs for the CCRT outside of your roles, which may expand the reach of the CCRT and elevate the CCRT on campus. Along with the co-chairs of the CCRT, you and your supervisor can join to form an executive committee.
- Determine how (and who!) will communicate with campus administrative leadership. You will need the support of leadership to succeed. If you are on a campus where you do not have access to institutional leadership, be sure to identify CCRT members who do and ask them to assist in creating that connection.
- Deepen your relationships with students! Students are a unique source of power on campus and can harness energy for projects like this one.
- Typically we try to highlight the strengths, resources, and opportunities that the Campus Program brings to your campus rather than focus on the compliance obligations you have when you accept a federal grant award. However, it is true that when your institution accepts the award, they are agreeing to abide by grant regulations and the special conditions outlined by OVW. If necessary, OVW is there to intervene on your behalf if your institution is not following through on their obligations. They want your grant to succeed every bit as much as you do, and they will speak to institutional leadership on your behalf if necessary.

Strategy 5: Getting Organized

Managing a large, federal grant award can feel overwhelming and requires a complicated skill set. There are a lot of moving parts, and you need to be meticulous in your efforts to get and stay organized.

Finding the Right Tools

We suggest you spend time finding the right tools to assist you in your projects. There are many project management tools available for purchase. However, as part of an institution of higher education, we recommend that you start with programs that you have access to through your institution. This way you can access software or programs at no additional cost to you, and many of your team members will already be familiar with the software or programs. In addition to the more general and familiar office software that will come loaded on your computer, your institution may hold software licenses for additional assessment and project management tools. Be sure to check with your supervisor and the Office for Sponsored Programs on your campus to see what tools may be available to you. Although you may be tempted to invest in complicated software, sometimes more basic and widely available spreadsheets and collaborative office programs are just as effective to arrange tasks, set deadlines, assign tasks, and maintain documentation.

Keeping Good Records

Simply put, it is important to keep good records. Here are a few reasons why:

1. It is critical to have a plan in place in the event you leave your position. Institutional memory is important to carry on knowledge, plans, and lessons learned. Records of committee work, contacts, strategic plans, etc. are important additions to this institutional memory.
2. In the case of an audit, you will need to provide these records as evidence of the work you have done.
3. When you begin writing your required bi-annual progress reports, you will draw on these records to input data.
4. Sustainability requires strategic storytelling of the work you have done on your campus. Good records will help you to accurately tell the story of your institution's journey.
5. Should you choose to write a continuation grant or seek permanent funding from your institution beyond the grant period, you will need critical data to support your proposal.

Here are some tips on keeping good records:

- When possible, be sure to back up all data and be sure that more than one person has access to all of the grant-related data.

- Be prepared to generally account for your activities under the grant. Some Project Directors find it helpful to color-code in their daily calendar with blocks that represent *how* they spent their time. For example, categories may include relationship-building, CCRT, recording-keeping, report-writing, meeting with students, developing training, outreach/prevention efforts, assessment, strategic planning, etc. This can help you both account for your time in the event of audit or when planning for sustainability, and also assess which areas may be over- or under-represented so you can work with your team to balance your workload.
- Be sure to maintain a shared folder for the CCRT that includes the composition of the team and contacts, copies of previous agendas and minutes, and any CCRT-related documents such as a copy of the original grant proposal, the signed cooperative agreement with OVW, CCRT mission and values, basic agreements, policies and procedures, and the strategic plan.

Working with a Team

For this program, you will have several people working together to reach an ultimate goal. The projects involved in attaining that goal are likely to be many and varied. Whether the project is an event, policy recommendations, program reviews, etc., what may assist your team in accomplishing this work is individually assigned tasks. Team members are often busy. Communicating to them only their part of the overall effort may save them, and you, time. Their work will contribute to the end goal, but not burden your team with details not directly related to them.

The function of the grant is to create institutional change. This can only be accomplished through sustainable practices. Sustainability is one reason we tell you not to do all of the work yourself. Use your team! If there are tasks that are appropriate for individual members, ask them for help! Try to find strategic solutions that assist you in your work, and help build sustainable campus initiatives.

Sustainable practices include keeping records for the institution. Institutions are living organisms, positions sometimes get shuffled and responsibilities change or divide. It's beneficial to have a living history of work that has been done in coordination with a vision for the future.

Always keep in mind sustainability!

Bi-Annual Progress Reports

All grantees must submit two progress reports each year that are due in January and July each year. Even if you have no activity to report, the first progress report is due January 30, which may only include attending New Grantee Orientation or hiring grant personnel. When it comes to programs, events, and campaigns, numbers are everything. Make a spreadsheet that you will update weekly. Include information like distribution numbers and attendee numbers. Spreadsheet tabs are your friends!

The University of Maine's Muskie School of Public Service is your source for all things related to progress reporting. They also offer a downloadable database, which you may use to help keep good records!

 [The University of Maine: Muskie School of Public Service Campus Program](#)

Be sure to review the Progress Reporting form early to understand what information you will need to report. You will need to collect some data, such as the number of survivors served, from your grant partners. Reviewing the reporting form early and communicating your reporting needs to your partners is essential. For example, some departments keep statistics based on a quarter or semester schedule, but progress reports report two annual 6-month periods (January - June and July - December). You may need time to convert the data from your campus system into the system required by the grant report!

JustGrants

JustGrants is the official grant management system that you will use to document your grant award, including acceptance of the award, program office approvals for your deliverables, and official communication between your institution and the funding agency (OVW).

Each institution will have access to a JustGrants account in order to manage the award. Some campuses will give the Project Director direct access to the JustGrants system, whereas other campuses will not allow Project Directors to have direct access. If your campus cannot grant you access to JustGrants, be sure to meet with your contact from Sponsored Programs who does have access to discuss the grant and develop a communication system so you can work together to be sure you are meeting all of the communication requirements in the grant in a timely way, including OVW approval for your grant deliverables.

Access JustGrants information and training resources here.

If you run into technical issues with JustGrants, OVW has created a JustGrants help desk specifically for OVW grantees. You can call or email them with questions related to the system.

Email: OVW.JustGrantsSupport@usdoj.gov | Tel 806-655-4482.

Strategy 6: Communicate and Sustain Your Vision

The work you do at your institution is often revolutionary and a critical step in preventing DVSAS. By promoting your work, you are helping to institutionalize positive change.

Promoting your work

1. Contact the Editor-in-Chief of your campus and local newspapers. Tell them about the work you are doing and that appropriate people are available for an interview.
2. Use your campuses list-servs and newsletters! There are likely lots of things happening at your campus, and it is hard to be aware of everything. However, you can help keep your campus informed. Depending on the list-serv and newsletter, send out announcements about the programs and campaigns you are implementing. You can also use these announcements to recruit for your CCRT!
3. Use Your Student Leaders! Your student leaders are often your greatest allies. They have large networks, can recruit for your CCRT, and can advocate for the DVSAS work being done.
4. Coordinate with your communication department. Your best friend can be the person who manages communications for your institution. If they know what you are up to, they can get you the attention it deserves. They have print and TV contacts and can help tell your grant's story!
5. Use your CCRT to help spread the word for you. They are a large network with contacts you would not otherwise have access to. Make sure they know what is going on! They can be your strongest supporters and loudest champions.
6. Create a CCRT website to model and communicate the collaborative vision of your CCRT, as well as the progress you are making on your strategic plan.

Sustainability and the Role of the Project Director

Sustainability is defined as the ability of an organization or initiative to sustain itself over the long term, perpetuating its ability to fulfill its mission. The purpose of the Campus Program is to facilitate long term, sustainable change on their campus, and Project Directors play an important role in securing a strong future for the CCRT and efforts to institutionalize the work of the grant into the fabric of the institution. Another important way Project Directors do this is through succession planning. While we often think of succession planning solely as having a clear process established to replace the individual filling a position, there are preliminary steps that can be taken to ensure a smooth transition process no matter the nature of the absence. Start out by identifying what the priority functions of the Project Director position are on your campus and who can fill that role in the case of a sudden or planned temporary (e.g. family leave) transition.

Identify the top five to six key functions of your position that would need someone's attention in case of an emergency or a decision on your part to move on from the Director role, and then consider who on campus may be able to fulfill that need temporarily. One person may or may not be able to fulfill all of the functions, and even if one is identified, it is still necessary to identify others to serve as back up. Even if multiple people are filling the key functions, one person should be identified as the Acting Project Director (whether staff or hired Interim) to ensure clear communication moving forward.

Next, identify the information critical to the operations of the CCRT and the project as a whole. Specify how those documents may be accessed, and who all is aware of the documents' location. Information may include:

- CCRT guiding statements (values, vision, mission) and strategic plan
- Current and strategy-aligned Project Director job description
- Job descriptions for all other on-going team positions
- Description and charge for ad hoc and standing committees or work groups
- Written description of the CCRT culture
- Inventory and location of all CCRT policies and procedures
- Communications plan for a transitional leadership structure
- An inventory of important and restricted access information and its location, including:
    - All key log-in and password information for staff computers;
    - Specifics pertaining to Internet, web hosting, software licenses, and internal network;
    - Financial information and institutional contacts, vendor records
    - Key and anonymous donor information
    - Information on accessing personnel records
    - OVW progress reports
    - Key contacts for OVW personnel, TA providers, and CCRT campus and community partners
    - Legal counsel information, insurance, and facilities information, etc.
- Any other documentation you feel is critical to the success of the project.

Finally, should you be leaving the position of Project Director permanently, work with your supervisor and core team to determine and document a process for securing a replacement or -

if the grant is coming to an end, adjusting to the loss of the position. Questions to ask and answer may include:

- Who should first be informed of your leaving?
- How will that information be communicated to others, in what order and on what timeline?
- If the transition is happening because the grant is coming to a close, is there interest in maintaining the position beyond the grant?
  - If that is the case what funding sources may be explored to secure sustained funding?
  - Who will reach out to those sources?
- If the grant and position is still in place, what is required to begin the search for a replacement?
- Who will inform OVW of the change?
- Are updates to the job description needed?
- Who will participate in the hire process and at what levels?

When thinking through succession planning for the grant program, consider working with your CCRT to create a plan to address a transition, not only in your Project Director position, but in other positions critical to the success of the project as well (e.g. the supervisor, Co-chairs of the CCRT).

Taking Care of Yourself

This work is challenging. In the field of working to end DVSAS, we tend to think of self-care as something that those who provide direct services may need, but not often those who are doing administrative work. That could not be further from the truth. The role of Project Director will be demanding and difficult as you work to rally people from diverse backgrounds and little time to create a cultural shift within a large bureaucratic organization. You may find yourself facing seemingly immovable roadblocks, political infighting and isolation. Self-care and self-compassion are important to your ultimate success. We encourage you to take the time you need to care for yourself. In doing so, you enhance the capacity for you, your CCRT and institution as a whole to effectively address violence against women.

Additional Resources

Office on Violence Against Women

https://www.justice.gov/ovw

This is the official website of the Office on Violence Against Women, U.S. Department of Justice. Here you will find information related to OVW policies and procedures, as well as training and resources related to grants management and financial management.

Center for Changing our Campus Culture

http://changingourcampus.org/

The Center for Changing Our Campus Culture is a comprehensive online resource clearinghouse created to provide important resources for colleges and universities on sexual assault, domestic violence, dating violence, and stalking. Here you will find public-facing resources and webinars. Here is also where you will find a password protected grantee portal, where you can access grantee-only resources, as well as connect with the Campus Program Technical Assistance team and fellow grantees. Key Campus Program documents you will find in the grantee portal include Implementation of a Comprehensive DVSAS Program, Minimum Standards for Creating a Coordinated Community Response to Violence Against Women on Campus and Meeting the Statutory and Program Requirements for the Campus Program

TA2TA

https://ta2ta.org/

This is the OVW technical assistance website for *all* OVW grantees. Here you will find additional training and resources in a variety of areas, including both campus and community issues related to DVSAS.

Violence Against Women Act Measuring Effectiveness Initiative (VAWA MEI)

https://www.vawamei.org/grant-program/campus-program/

VAWA MEI is the OVW technical assistance provider for progress reporting. Here you can find information and resources on how to write your required bi-annual reports.

VERA Institute of Justice

https://www.vera.org/publications/designing-accessible-resources-for-people-with-disabilities-and-deaf-individuals

These resources developed by VERA Institute for Justice will help you design materials and programs that are accessible to people with disabilities. Making your work accessible is important to reaching audiences who wouldn't normally have access to it without your intentional inclusion.

ADDENDUM

OVW Campus Program Project Director Toolkit

SAMPLE DIRECTOR/COORDINATOR JOB DESCRIPTIONS

The following are sample job descriptions from current and former OVW Campus Program grantees. Upon the request of the grantee, the name of the institution may have been deleted. Each description is identified by the type or size of the institution. The descriptions appear as they are presented by the school, no modifications have been made. Job titles for facilitation of the OVW Campus Program grant differ by institution.

COMMUNITY COLLEGE

Coordinator of Special Projects - Office on Violence Against Women (OVW) Grant

[Name of Institution]

Job Title: Coordinator of Special Projects - Office on Violence Against Women (OVW) Grant

Posting Number: F003580

Position Status: Full Time

Assignment Length: This field only applies to Faculty

Grant Funded: Yes

Category: APT

Class Code: 14

Pay Rate: Commensurate with education and experience

Location: District Department: DT Program Development

Job Summary: Manages and develops programs and/or courses pertaining to the Office on Violence Against Women (OVW) grant. Provides training, skills development, and enrichment to the citizens of [Named] County.

Essential Duties and Responsibilities
- Assists in executing and/or managing special projects for the department
- Provides resource management to the department and briefs and informs Director
- Assists in the planning, developing, and promoting of ways to improve departmental programs
- Coordinates and cooperates with other administrators, staff, and District Human Resources

- Serves on committees as directed and attends appropriate professional meetings, conferences, and/or workshops
- Supports the Adult Basic Education (ABE) state grant funded learning centers
- Develops and supports workplace sites and campus based sites
- Assists with marketing and web page management
- Meets with community partners to discover grant opportunities
- Maintains a relationship with state representatives for grant funds
- May assist with coordination, management, and supervision of department employment activities including hiring, recruitment, training and payroll processing
- Attends the workplace regularly, reports to work punctually and follows a work schedule to keep up with the demands of the worksite
- Completes all required training and professional development sessions sponsored through [name of Institution]
- Supports the values of the College: diversity, teaching excellence, student success, innovation and creativity and service to the College
- Supports the mission, values and 3 goals and 8 principles of the College

The duties listed are intended only as illustrations of the various types of work that may be performed. The omission of specific statements of duties does not exclude them from the position if the work is similar, related or a logical assignment to the position. The job description does not constitute an employment agreement between the employer and employee and is subject to change by the employer as the needs of the employer and requirements of the job change.

Required Education, Experience, Certifications, Licensures
- Bachelor's degree from a regionally accredited college or university
- Five (5) years related experience
- Experience with computerized systems
- Proficiency with word processing, spreadsheet and presentation software
- Excellent customer service and interpersonal skills Desired Education, Experience, Certifications, Licensures
- Master's degree from a regionally accredited college or university
- Knowledge and previous experience working with grant reporting and/or grant program oversite
- Knowledge of the Department of Justice - Violence Against Women (OVW) Grants/Program
- Experience in implementing comprehensive policies and protocols for OVW within a college and/or university setting
- Experience with project management; including overseeing projects through the planning and implementation phases

Knowledge, Skills and Ability

Accommodations: Reasonable accommodations may be made to enable individuals with disabilities to perform the essential duties and responsibilities.
Special Instructions:
Summary: This is a grant-funded position. Continued employment in this position is contingent upon renewal of grant funding. Successful candidates for this position will have extensive knowledge of the Office of Violence Against Women (OVW) grant.

For more information and to apply, visit: https://apptrkr.com/1898648. [Name of Institution] is an Equal Opportunity/equal access institution.

HBCU, SMALL INSTITUTION

[Name of Institution]
Office of Human Resources
Job Description

Job Title:	Project Coordinator	Prepared By:	Title IX & Compliance Director
Department:	Board of Trustees	Reviewed By:	Office of Human Resources
Status:	Exempt	Supervisor Approval:	
Position Number:		VP/Provost Approval:	
Reports To:	Secretary of the College	Effective Date:	

Note: *This job description has been designed to indicate the general nature and level of work performed by employees within this classification. It is not designed to contain or be interpreted as a comprehensive inventory of all duties and responsibilities required or assigned to an employee in this position.*

SUMMARY:
The Project Coordinator is a 3-year term, grant funded, exempt position reporting to the Secretary of the College. The Coordinator will provide day-to-day management and oversight of the initiatives and budget associated with the Office of Violence Against Women (OVW) College Campus Grant, awarded by the Department of Justice in 2018. The Coordinator will have responsibility for ensuring the development and implementation of statutory and other program requirements, as well as coordinating and managing all grant-related activities. She/he will have primary responsibility for building and/or strengthening collaborative relationships with the internal and external stakeholders supporting and advancing the project objectives through Memoranda of Understanding (MOU) and for directing timelines and tracking progress towards project completion.

ESSENTIAL DUTIES and RESPONSIBILITIES
- Provide oversight and coordination of grant activities, including training programs for campus safety and security personnel, incoming students, student conduct staff,

and the campus Coordinated Community Response Team.
- o Collaborate with internal and external stakeholders to develop new informational literature and work with individual marginalized groups over the three-year grant period.
  - o Participate in incoming student programming.
  - o Organize and execute meetings and trainings, including scheduling, developing content, marketing and targeted outreach, and evaluating.
  - o Ensure timely completion of all objectives
- The Project Coordinator's activities will also include attending twice-yearly Technical Training Institutes and scheduled webinars and conferring with the assigned technical assistance provider, as needed.
- With the guidance of OVW in Years 2-3, the Project Coordinator will lead the College and its partners through the assessment and development phase of the grant and develop a detailed timeline for meeting each objective and implementing the corresponding activities.
  - o Ensure completion of project objectives and tracking of outcomes within the guidelines of the grant; including maintaining records of program progress as well as evaluating program activities.

HISPANIC SERVING, SMALL INSTITUTION

CONVOCATORIA DE EMPLEO
(tiempo completo por contrato, sufragada con una propuesta de fondos federales)

COORDINADORA

Bajo la supervisión de la Directora del proyecto *Construyendo Equidad entre Géneros (CEG)*, la Coordinadora desarrollará, implantará y evaluará adiestramientos/talleres y materiales educativos sobre asuntos relacionados a la violencia doméstica, violencia en relaciones de pareja, agresión sexual, acecho y violencia por razón de género.

TAREAS Y RESPONSABILIDADES

- Diseñar, implantar, evaluar y facilitar adiestramientos/talleres para la facultad, estudiantes y el personal (seguridad, consejería, etc.) de la UPR en Carolina y las demás instituciones que forman parte del Consorcio del CEG; relacionados a la prevención e intervención en casos de violencia de género.
- Diseñar, implantar y evaluar material educativo relacionado con la prevención de violencia de género.
- Preparar y mantener calendario de actividades y adiestramientos.
- Mantener un archivo y recopilar información estadística sobre dichas actividades y adiestramientos.

- Coordinar los recursos, facilidades físicas y equipo audiovisual necesario para las actividades del CEG.
- Dirigir al grupo de Educadores/as Pares en su proceso formativo y bajo Estudio y Trabajo.
- Coordinar los trabajos del Comité Coordinador Institucional para Asuntos Relacionados a Violencia en Relaciones de Pareja, Agresión Sexual y Acecho en la UPR en Carolina
- Desarrollar e implantar actividades de alcance comunitario. Establecer y mantener relaciones de trabajo efectivas con los grupos, oficinas y proyectos de la UPR en Carolina y con agencias externas.
- Apoyar la implantación de las políticas y procedimientos desarrolladas por el CEG e institucionalizadas, para reducir la violencia de género en el recinto de la UPR en Carolina.
- Realizar otras tareas afines que le sean requeridas.

Requisitos:
- Conocimiento y experiencia sobre la temática de violencia de género, agresión sexual, acecho, violencia doméstica, violencia en relaciones de pareja, perspectiva de género, feminismo y leyes vigentes.
- Experiencia en redacción de material educativo, en coordinación y facilitación de talleres.
- Conocimiento sobre el uso básico de computadora para edición de publicaciones. Dominio de programas de computadoras tales como: Word, Publisher y PowerPoint.
- Trabajo en equipo e iniciativa propia.
- Experiencia en trabajo con jóvenes.
- Preparación académica: Maestría relacionada con la conducta humana.

Disposición a:
- Participar de talleres y adiestramientos de mejoramiento profesional en y fuera de Puerto Rico.
- Trabajar horario flexible en ocasiones especiales que puede incluir noches o fines de semana.

CONSORTIUM, MEDIUM INSTITUTION

Position Title: Project Administrator for OVW Grant
Job Category: Administrator Office/Department Women's Center
Location: [Campus Name]
Main Campus Staff Job Type: Temporary
If Temporary or Visiting, Estimated End Date: 09/30/2020

Position Summary and Duties: [Name of Institution] is seeking candidates for a Project Administrator to assist with the management of the Office of Violence Against Women (OVW) Grant to reduce sexual assault, domestic violence, dating violence, and stalking on campus program. The Project Administrator coordinates the project for the nine schools and three community partners who are part of the Consortium Grant by organizing regular meetings, maintaining compliance with program requirements, managing the budget, making travel

arrangements, and serving as the central point of contact for all the project activities funded through the grant. The administrator works closely with the designated Technical Assistance providers at OVW throughout the implementation phases of the Grant and attends technical training institutes provided by the Grant. This is a 6-month position and may be extended for another 6 months to one year if the grant is continued.

The duties of the position are as follows:
- acting as a point of contact in the daily coordination of the OVW grant, and assisting with the implementation of the strategic plan which is the roadmap for project implementation;
- communicating a schedule of activities and due dates for reports, meetings, financial receipts, trainings, and other communications, as needed; -compiling, reviewing and editing drafts of progress reports;
- scheduling and taking care of the logistics for all meetings, trainings, projects, and conferences;
- administrative office duties such as answering phones and taking messages, scheduling appointments, ordering office supplies, processing reimbursements, filing, etc.;
- making all travel arrangements for constituents;
- coordinating and conveying information to all parties within the consortium regarding programming, events, meetings, training related matters, and compliance requirements, such as reimbursement procedures and procedures to request allocation of funds;
- acting as liaison with the Technical Assistants and Project Coordinators;
- attending all trainings for grant administration, including all technical training institutes, and ensuring implementation of the requirements of the grant based on information obtained at the trainings;
- managing all aspects of the budget ($750,000) and ensuring that receipts are properly obtained and logged;
- attending additional training to increase knowledge of resources, services, and programs, as time permits, related to sexual assault, dating violence, domestic violence, and stalking;
- interfacing with all the constituents at the 9 schools and 3 campus partners to ensure compliance with Grant requirements; and
- other duties as required.

Required Qualifications

Education: Bachelor's degree minimum
Experience: Prior experience with the administration of a grant is ideal. Knowledge of and experience working with victims of sexual assault, domestic violence, dating violence and/or stalking is preferred. Possessing experience in gender/sexual violence prevention education and advocacy is preferable.

Skills and Duties:

- Knowledge of gender/sexual violence matters in institutions of higher education.
- Knowledge and experience in the administration of a federal grant with specific emphasis on compliance with program requirements and management of budgets, processing travel requests, and planning the logistics for meetings and trainings.
- Strong organizational skills to manage campus partners at multiple universities with scheduling meetings, conference calls, and other matters, as necessary.
- Strong interpersonal and communication skills and the ability to work effectively with a wide range of constituencies.
- Ability to maintain spreadsheets to keep track of the budget, timelines for activities, and processes at several different institutions.
- Excellent writing, editing, and verbal communication skills.
- Excellent analytical skills, gathering data and presenting in an understandable format. • Ability to maintain effective and productive relationships with multiple constituencies including law enforcement officers, administrators, and community organizations. • Detail- oriented, self-motivated, highly organized and able to work in a team environment. • Ability to use good judgment.
- Ability to act with sensitivity, neutrality and interact effectively with people from diverse backgrounds. • Willingness to work some nights/weekends, as needed.
- Ability to support the University's goals for institutional diversity, as well as the goals and values of a Catholic, Jesuit education.

Job Posting Date [Date]

University Description
[Name of Institution] is a …

Special Instructions to Applicants:
Successful candidates for any staff, faculty, or administrative position at [Name of Institution] will be subject to a pre-employment background check.

Quicklink for Posting: [Posting Link]
Applicant Required Documents:
- Resume
- Cover Letter
- List of References
Optional Documents:
- Posting Supplemental Questions

LARGE INSTITUTION

[Name of Institution] Foundation

About the [Name of Institution] Foundation: The [Name of Institution] Foundation was incorporated in 1968 as a partner of the University to provide services and develop and enhance programs that are an integral part of the University's educational mission. [Name of Institution] is a highly diverse, metropolitan university primarily serving the [location]. Established in 1960, [Name of Institution] is one of the XX campuses that comprise the [Name of State] system.

Position Information: The Education Talent Search Program Coordinator is an exempt position within the Foundation's Full Time, Regular Benefited employment classification. Employment at the Foundation is on an at-will basis and can be terminated by either an employee or the Foundation at any time with or without cause or advance notice. Permanent status can neither be obtained nor granted. Employment is with [Name of Institution] Foundation. This is not a State of [State] position.

Salary and Benefits: Pay Range $24.83 - $26.34 per hour (30 hours per week) and partial benefits.

Purpose of Position: The OVW Project Coordinator is tasked with overseeing day-to-day activities of the Office on Violence Against Women (OVW) grant to reduce sexual assault, domestic violence, dating violence, and stalking on campus program under the Center for Advocacy, Prevention and Empowerment (CAPE) at [Name of Institution]. Grant activities will assist in accomplishing the following goals:

1. Improve law enforcement and institutional response to incidents of interpersonal violence in ways that accounts for safety, survivor agency, prioritizes survivor well-being and perpetrator accountability;
2. Increase survivor access to information and resources that supports their ability to act independently and make informed decisions about their situation and;
3. Improve campus climate and reduce the incidence of interpersonal violence by implementing a campus-wide comprehensive bystander intervention program that involves students, staff and faculty.

The position is funded by a grant from the U.S. Department of Justice for a 3 year period and therefore contingent on the renewal of the award.

Essential Position Duties and Responsibilities:

- Coordinates and implements all U.S. Department of Justice, Office on Violence Against Women Grant to Reduce Sexual Assault, Domestic Violence, Dating Violence and Stalking on Campus Program initiatives at CSUDH
- Initiates and develops collaborative relationships with on and off-campus entities involved with OVW grant.
- Collaborates with the Title IX Office, the Dean of Students Office and the University Police Department to coordinate and implement training as outlined in the grant.

- Coordinates and participates in mandatory and ongoing OVW training and technical assistance institutes.
- Must be able to travel to training conferences several times per year.
- Coordinates implementation and marketing of the Green Dot bystander intervention strategy on campus.
- Develops new programs (active and passive) to educate the campus community about sexual assault, dating violence, domestic violence, and stalking prevention.
- Assists in developing and facilitating educational training that targets at-risk groups (fraternity and sorority members, student-athletes, underrepresented students, and English language learners, etc.).
- Creates and coordinates a media campaign focused on sexual assault, domestic violence and stalking prevention/response and bystander intervention.
- Assists with the delivery of annual student sexual assault prevention education programs including orientation presentations and individual training sessions.
- Responsible for coordinating and delivering outreach efforts for CAPE such as tabling and presentations.
- Performs other job-related duties and special projects and activities as required by the DOJ/VAW grant.

Minimum Qualifications:

Education: Bachelor's degree in behavioral sciences, counseling, social work, public or business administration or a job-related field.

Skills:

- Ability to interpret and apply grant program rules and regulations;
- Ability to establish and maintain cooperative working relationships with faculty, administrators, student organizations, private and public agencies and others in committee work, and community contacts
- Demonstrated comprehension of prevention efforts and the dynamics of sexual assault, domestic violence, dating violence, and stalking in a campus environment
- Excellent computer skills and competence with a variety of computer applications including word-processing, spreadsheets, databases, on-line systems, Internet as well as online calendaring and email;
- Excellent public speaking skills and the ability to facilitate discussions with large and small groups;
- Strong interpersonal and communication skills and the ability to work effectively with a wide range of constituencies in a diverse community;
- Experience with creating and delivering educational and outreach programs;
- Ability to maintain confidentiality, honesty, and strong ethical reasoning;

- Ability to use initiative and resourcefulness in planning work assignments and implement long-range program improvements;
- Excellent writing skills and the ability to take initiative and independently organize, prioritize, and carry out detailed work under time constraints;
- High energy level, self-motivated and self-directed to design and implement programming and events;
- Ability to work both collaboratively and independently;
- Demonstrated effective skills in project and budget management.

Other: Review of applications will begin on [Date], and the position will remain open until filled.

Equal Employment Opportunity. The Foundation is an Affirmative Action/Equal Opportunity Employer and does not discriminate against persons on the basis of race, religion, color, ancestry, age, disability, genetic information, gender, gender identity, gender expression, marital status, medical condition, national origin, sex, sexual orientation, covered veteran status, or any other protected status. Individuals with disabilities requesting accommodations under the Americans with Disabilities Act (ADA) may call the Foundation Human Resources Office at [Number].

E-Verify: This position requires new hire/re-hire employment verification to be processed through the E-Verify program administered by the Department of Homeland Security, U.S. Citizenship and Immigration Services in partnership with the Social Security Administration. If hired, the successful candidate will be required to furnish proof that they are legally authorized to work in the United States.

Conditions of Employment: Employment at the Foundation is on an at-will basis and can be terminated by either an employee or the Foundation at any time with or without cause or advance notice. Permanent status can neither be obtained nor granted. The person holding this position is considered a 'mandated reporter' under the [State] Child Abuse and Neglect Reporting Act and is required to comply with the requirements set forth as a condition of employment. A background check (including a criminal records check) must be completed satisfactorily for any position that the [Name of Institution] Foundation deems sensitive. Sensitive positions are those requiring heightened scrutiny of individuals holding the position based on the potential for harm to children, concerns for the safety and security of people, animals, or property, or heightened risk of financial loss to the [Name of Institution] Foundation or individuals in the university community. Failure to satisfactorily complete the background check may affect the application status of applicants or the continued employment of current employees

VERY LARGE INSTITUTION

OVW Program Coordinator

Job Summary

The [Center Name] leads the efforts to transform [Name of Institution] into a community that is free of sexual violence, sexual harassment, intimate partner violence, and stalking through prevention, advocacy, training, and healing. We collaborate with the campus community to make social change with the goals of preventing, intervening in, and responding to harassment and violence, eliminating oppression, and creating the culture and environment we all aspire to and deserve.

The [Center Name] serves staff, faculty, students, and visitors to the campus. This confidential department is a new campus program (3 years in operation) is comprised of 8 fulltime staff, graduate and undergraduate student staff members, and student leaders. The department is organizationally positioned within the Office of the Chancellor and the Division of Student Affairs.

Job Scope

The OVW Campus Program Grant Coordinator, reports to the Director of the [Center Name], and the role involves analytical studies on a variety of policies, projects, programs and issues in support the achievement of the grant activities and improvement of campus prevention and response policies, procedures, and programs. The OVW Campus Program Grant Coordinator assists in policy and program planning, development and administration; interprets, monitors and analyzes information regarding policies and procedures; and provides coordination and consultative services to the Project Director and department administrators.

Key Responsibilities

- Provides a variety of analytical duties in support of a function, program and/or organizational unit. Specifically, oversee project planning and implementation of the OVW Campus Program grant. Ensure the 2017-20202 OVW Campus Program grant achieves stated goals, including:
  - Under the direction of the Project Director and CCRT Co-Chairs, coordinate the work of and staff the Coordinated Community Response/Review Team. Participates in the development and revision of campus operating procedures and guidelines. Participates in administrative policy and program planning and development.
  - Under the direction of the Assistant Director for Prevention, coordinate and assist with prevention initiatives. Coordinate the development and implement a campus-wide prevention and social norms campaign, accompanying toolkit, and campus-wide prevention messaging.
  - Under the direction of the Assistant Director for Survivor Support Services and OVW Technical Assistance, coordinate and assist with trainings for law enforcement, investigators, and adjudicators.
  - Under the direction of the Center's Director and Assistance Directors, coordinate and assist with the development and implementation of a certificate program focused on prevention and survivor support skills tailored to the student populations and staff and faculty communities.

- Using subject matter knowledge, collects and prepares information for use in discussions, meetings of high-level management and external constituents. Understand, promote, and support laws, policies and procedures that aim to reduce sexual assault, dating and domestic violence, and stalking. Schedule and facilitate meetings between all Project Team members; collaborate with grant partners to achieve stated goals; develop evaluation and feedback mechanisms; and outreach to campus community for project engagement.
- Applies professional concepts to perform analysis of data and systems pertaining to moderately complex projects, policies and/or processes and functions. Provides guidance on how to resolve Project's issues of concern, meet grant requirements, and properly document these actions in accordance with all applicable laws, regulations, policies and procedures. Communicate with project director and partners to resolve all identified concerns.
- Gathers and assembles analytical and factual data on assigned problems and issues to prepare reports and/or analyses summarizing information on the assigned issues and commenting on other significance for internal department constituents. Prepares, edits and modifies documents including research reports, manuscripts, presentations and proposals. Generates and analyzes reports and other materials related to grant project. Determines strategies for gathering data and metrics related to project reporting. Under general supervision, issues formal communications to funding agencies.
- On a project basis, performs analytical studies on a variety of policies, programs and issues. Attend all required technical training institutes and participate in monthly teleconferences. Work cooperatively with the Office on Violence Against Women and their technical assistance providers in the development and implementation of grant activities. Provide information from the project to other institutions of higher education.

Required Knowledge and Skills
- Skills to thoughtfully navigate a workplace and environment that that responds violent crimes to and provides services to survivors and victims of violent crimes. Awareness of group dynamics and impact on others. Skills to recognize cues of distress.
- Demonstrated experience working with people from diverse ethnic, cultural, religious, socioeconomic, sexual orientation, and gender identities and backgrounds in a multicultural environment. Experience building trust and rapport across difference.
- Effective, efficient and tactful oral and written communication skills. Strong communication
- and interpersonal skills to communicate effectively with all levels of staff, both verbally and in writing.
- Ability to prioritize, exercise initiative, and demonstrate sound judgment, while effectively executing numerous tasks in a high-pressure, fast-paced environment. Ability to use sound and independent judgment in responding to issues and concerns.
- Strong planning, decision-making skills, and organizational skills. Solid ability to multi-task, handle frequent interruptions and meet demanding and multiple deadlines.
- Ability to work in a team-oriented setting, to prioritize work, and to follow through on routine assignments.

- Ability to use discretion and maintain all confidentiality within applicable laws and standards.
- Working skills to analyze information and synthesize large amounts of data with strong attention to detail.
- Proficiency with computers, including ability to operate personal computer software (for example, Word, Access and Excel, email, electronic calendaring, internet, et cetera) with sophisticated retrieval, storage, and merging capabilities. Working knowledge of common campus-specific and other computer application programs.

Education and Training
- **Education/Training:** Bachelor's degree in related area and/or equivalent experience/training
- **Licenses or certifications, if any:**
  o California Certification for Sexual Assault Crisis Counselor Training (within 6 months of start date)
  o California Certification for Domestic Violence Advocate (within 6 month of start date)
- **Special Conditions**
  o Must be willing to work evenings and weekends, as needed.
  o Must be able participate in grant-required travel and off-site meetings.
  o Must be able to maintain confidentiality within the bounds of applicable laws, regulations, policies, and professional codes.
  o Must pass a background fingerprint screening.