2016-2017 Student Success Thematic Area Annual Report
The Haven

FY 16-17 Highlights/Reflections of Year

This academic year was the first year The Haven was fully staffed by the new Director who was hired in February, 2016. There were significant enhancements to the operation of The Haven during this time. The Director implemented a robust 32-hour volunteer training program for approximately 35 volunteers, created a Standard Operating Procedures (SOP) Manual for volunteers, improved the recruitment and selection process of volunteers, strengthened the capacity of volunteers to adequately respond to survivors of sexual and intimate partner violence utilizing a trauma-informed model, collaborated with other college offices to improve campus response and prevention initiatives, drafted an assessment form to measure trauma-informed practices at The Haven, conducted training and public awareness events across campus, documented 51 confidential reports and provided advocacy services to those individuals, tracked 147 visits to The Haven resource center, and served as an advisor to 9 students going through a Title IX investigation. This academic year, the Director focused on learning and observing the sexual misconduct infrastructure, increasing the capacity of The Haven to achieve its mission, identifying and operationalizing The Haven's core values, and improving The Haven's recognition across campus. In addition, The Haven was awarded an Impact Week Grant which provided enough funding to redesign and redecorate The Haven's space. This project enhanced the visual appeal of The Haven and provided necessary resources that aid in providing advocacy services. There were significant strides made this year in establishing a strong foundation and The Haven is in an excellent position to continue to provide dynamic trauma-informed services as a key part of the sexual misconduct prevention and response system.

Initiatives

Trauma-Informed Advocacy has been implemented as a core value of The Haven’s mission. A trauma-informed model includes five components: 1) providing information to survivors about the traumatic effects of assault/abuse, 2) creating an environment of respect that fosters personal agency, 3) offering opportunities for connection, 4) focusing on survivors’ strengths, 5) cultural responsiveness and inclusivity. This year the Director worked to incorporate this model into service delivery and volunteer training. This model also has become the basis for The Haven’s assessment plan (see section 3). Currently, The Haven collects limited data on visitors who utilize services. In the future, the Director plans to track additional items beyond number of visits. Items such as “new visits” vs. “repeat visits,” “type of victimization,” and “class” would be helpful data to collect to understand patterns and improve response. In addition, collecting some basic demographics on visitors would also be very useful. Below are data that have been collected during the 2016-17 academic year.

The number of visits to The Haven has increased over the past academic year. The fall 2016 semester had the largest number of visits. This is not surprising because the highest risk timeframe for freshman is during their first semester enrolled. There was a 32% increase between the 2016 spring semester and the 2017 spring semester. This could be due to better visibility of services across campus. A few other factors impact these numbers. Currently, The Haven only tracks “visits” and not unique visitors, meaning the number of visits could be duplicates of the same individual. Also, poor volunteer data entry during shifts could reduce the recorded number of visits to The Haven. Data entry practices are a crucial component of volunteer training and must be consistently monitored.

Number of visits Spring 2016 semester: 44  
Number of visits Fall 2016 semester: 82  
Number of visits Spring 2017 semester: 65

The Director of The Haven responded to 51 confidential reports (32 confidential reports were initiated by the Director after meeting with a student). Twenty-three of the 51 reports subsequently became non-confidential when the survivor requested a non-confidential accommodation (e.g. no-contact order) or decided to report to the Office of Compliance/Equity (Title IX). These numbers may indicate that when students have access to confidential services initially, they feel more compelled to engage with
accommodations and services offered by the school because they have a better understanding of the options and resources available to them. Trauma-Informed Advocacy services provided by The Haven relate to Seligmans’s Theory of Well-being/PERMA(V) in the areas of Relationships, Meaning, and Vitality. The relationship between survivor and advocate cannot be understated. After a trauma, trusting another person with the bio-psycho-social impact of such an event is very difficult. The Haven Confidential Advocates seek to start where the survivor is and create a positive relationship built on mutual respect and personal agency. Often, survivors will draw significant meaning from their personal experience and engage in other efforts across campus to raise awareness and prevent sexual and intimate partner violence. Finally, The Haven strives to improve physical and mental well-being in the aftermath of a traumatic experience by normalizing the trauma response and connecting students to acute or long term care providers.

The Haven’s 32-hour volunteer training program has two components: 1) a 16-hour core training program that must be completed before volunteers can start taking shifts in The Haven, and 2) an additional 16 hours of training comprised of monthly continuing education sessions and educational opportunities. Approximately 35 volunteers attended the core training at the beginning of fall semester 2016. Sophomores, juniors, and seniors are eligible to become Haven volunteers and continue in their role until resignation or graduation.

The volunteer training program relates to Seligmans’s Theory of Well-being/PERMA(V) in the areas of Engagement, Relationships, Meaning, Accomplishment, and Vitality. Student volunteers commit a substantial amount of time being trained on Trauma-Informed Advocacy and the impact of trauma, campus reporting options and policies/procedures, campus and community resources, counseling services, legal services, and services that meet the needs of underserved student populations. They take tremendous care in understanding their role and recognize the courage it takes for another student to disclose an experience of assault or abuse. There is a high level of engagement and experiential learning throughout the training program in order for volunteers to connect with the seriousness and responsibility of their role and to establish boundaries and self-care skills. Many positive relationships are built among volunteers and between volunteers and the Director of The Haven. Being a Haven volunteer provides students with a sense that they are positively impacting the William & Mary community, not only with the individual lives they touch, but feeling they are part of addressing a larger societal issue that impacts campuses across the nation. They contribute to helping visitors feel they are believed, seen, and heard and that William & Mary is a place they belong, despite having experienced trauma. Many volunteers feel accomplished in learning the core tenants of advocacy and confidence in helping others. One of the core training elements in The Haven volunteer training program is self-care. It is critically important that The Haven volunteers practice self-care techniques, as their role can be emotionally burdensome. In the area of mental health, volunteers learn tools and techniques to strengthen their self-care routines. These tools carry over into many other aspects of the volunteers’ lives. Having good self-care skills will be invaluable well beyond their time at William & Mary.

The Haven Advisory Board is comprised of 4-6 William & Mary students with at least 2 semesters of confidential advocate service experience at The Haven. The function of The Haven Advisory Board is to 1) provide input to policies and procedures related to the functions and operations of The Haven and its volunteers, 2) assist with managing the day to day operations of The Haven including scheduling, maintaining supplies and resources, marketing, awareness programming, providing a welcoming and clean space, and volunteer management and recruitment, 3) recruit and select members of The Haven Advisory Board when there are vacancies, and 4) provide input to and implement a strategic plan that advances the mission of The Haven. The Haven Advisory Board meets weekly.

The Haven Advisory Board role relates to Seligmans’s Theory of Well-being/PERMA(V) in all areas. Students on the Advisory Board have the opportunity for high levels of satisfaction, engagement in meaningful change on campus, belonging to a community of like-minded students, and creating long-lasting professional and personal relationships. They hold a leadership role with other volunteers and students at large which contributes to a sense of accomplishment.
Survivor-Centered Initiatives, beyond The Haven’s Trauma-Informed Advocacy services, are important to foster healing, connection, and belonging. The Haven seeks to go beyond a “crisis response” and provide opportunities for survivors that contribute to improved health and well-being. Trauma from sexual and intimate partner violence can last months or years and as students navigate the aftermath of trauma, opportunities on campus for continued healing and support are important. “Horizon” is a student-led, peer-based group for students who have experienced sexual assault and/or sexual harassment that began in the fall of 2016. The four core values of Horizon are: 1) Peer-Based, 2) Self-Determination, 3) Survivor Autonomy, and 4) Connection. These four values also serve as group guidelines. The purpose of Horizon is to build social and emotional well-being through connection and support with other survivors. Horizon is not a group facilitated by licensed or clinical therapists and does not intended to replace the need for, and benefit of, professional therapeutic interventions. HORIZON is facilitated by trained students who are also survivors, under the supervision and guidance of the Director of The Haven. This academic year, 17 students participated in Horizon.

The Haven also piloted a program in collaboration with the Campus Recreation Tribe Adventure Program (TAP). The program offered students who have experienced trauma to engage with alternative supports that can foster healing and connection. For some, traditional talk-therapy can feel limiting and/or re-traumatizing. More and more, opportunities that are movement-based, nature-based, art-based, and recreational are being explored as another avenue for survivors of trauma to heal, connect, and feel grounded. The pilot trip was conducted in the spring semester at First Landing State Park over a weekend. Hiking, swimming, building a campfire, and connecting to nature and the environment were elements of the program. Three survivors and 3 staff attended this program.

Survivor-centered initiatives relates to Seligmans’s Theory of Well-being/PERMA(V) in all areas. Survivors lack opportunities to connect with others who have had similar experiences. Experiencing trauma can feel isolating and lonely. Engaging in activities with others who can relate can increase well-being and positive emotions. Providing opportunities for engagement that ground trauma survivors can be very powerful. Often survivors feel like they are not alone after engaging in positive relationships with others and feel accomplished in engaging in an activity that connects them to nature and the outdoors, expanding physical and mental health outlets.

Collaboration with the Sexual Assault Prevention and Response Infrastructure has been an integral part of the 2016-17 academic year. The Haven Director has collaborated with the Dean of Students Office, Office of Compliance and Equity, Office of Health Promotion, W&M Police, Counseling Center, Student Health, Student Leadership Development, First Year Experience, and Residence Life. Most significantly has been the formation of strong relationships with the Dean of Students Office, Office of Compliance and Equity, and Office of Health Promotion, each having a significant role in the response to, and prevention of, sexual and intimate partner violence at William & Mary. The Director of The Haven met with the Sexual Violence Prevention Specialist on a weekly basis, attended weekly Dean of Students staff meetings, attended monthly Compliance and Equity staff meetings, and attended weekly Title IX meetings.

The collaboration with the sexual assault prevention and response infrastructure relates to Seligmans’s Theory of Well-being/PERMA(V) in the area of Relationships. Strong professional relationships support long-term job satisfaction and also improve collaboration, trust, and accountability. This is especially critical when addressing serious issues such as sexual and intimate partner violence.

Public Awareness of Haven Services was a priority this academic year with the addition of a new Director. Advertisements were placed in the Flat Hat to highlight The Haven’s services in the fall. The Director conducted in-service trainings with Athletics, Undergraduate Admissions, the Study Away Program, The Washington Center, Residence Assistants, Orientation Aids, Fraternity and Sorority Life, the Meridian, W&M Police, and several other offices, departments, and student groups. A highlight was providing an in-service training to student affairs professionals in March, 2017 conducted by Beth Walters, RN, BS, FNE, SANE. The in-service training was on the topic of strangulation and forensic evidence collection. Additionally, the Director provided training, in collaboration with the Office of Compliance and Equity, for members of the employee discrimination hearing panel.
Public awareness of Haven services relates to Seligman's Theory of Well-being/PERMA(V) in the areas of Relationships and Meaning. To achieve culture change that will reduce the perpetration of sexual and intimate partner violence, we must establish relationships with the whole campus community and promote community-level culture change. Part of that change is the belief that we all impact the type of climate we have on campus and that we are all integral in preventing sexual and intimate partner violence. Each individual sees the larger "we" and believes in creating a community that does not tolerate sexual and intimate partner violence.

Data and Data Analysis/Decision Making

In the first academic year that The Haven has been under the leadership of the Director, planning for improved qualitative and quantitative data collection has begun. Assessment is at the core of program planning and is an essential element in program improvement. Assessment must be conducted in order to identify what is working well and to identify areas for improvement. In alignment with the Division of Student Affairs' Assessment Plan, three areas of The Haven's functions will be assessed as followed.

Learning/developmental (Outcome 1) - **Survivors who visit The Haven will be better prepared to choose their next steps**

In collaboration with the Director of Planning and Assessment, a draft visitor assessment form has been developed (Appendix 1). This assessment is based on a scale developed by Cris M. Sullivan, PhD and Lisa Goodman, PhD called, *A Guide for Using The Trauma-Informed Practice (TIP) Scales (Appendix 2).* The domains the assessment seeks to measure are: 1) environment of agency and mutual respect, 2) access to information on trauma, 3) connection, 4) emphasis on strengths, and 5) cultural responsiveness and inclusivity. These are the core tenants to providing a trauma-informed response to survivors of sexual and intimate partner violence. It is critical that all volunteers are trained to utilize a trauma-informed model to providing services and the assessment will be the method in which to measure The Haven's areas of strengths and weaknesses and improve practices where they fall short. Implementation of the assessment tool is on target for the fall of 2017.

Admin/Operational (Outcome 2) - **The Haven confidential advocate is knowledgeable about resources and options**

Another critical component to Trauma-Informed Advocacy is ensuring The Haven’s volunteers are knowledgeable about resources and options available to survivors of sexual and intimate partner violence. This includes understanding William & Mary’s sexual misconduct policies and procedures. At the conclusion of the core volunteer training program in the fall of 2016, an assessment was conducted to measure volunteer’s knowledge of the key learning objectives of the program. The full test statistics are located in Appendix 3. As a group, the volunteers scored very well on the assessment (86%) which measured knowledge regarding confidentiality and protecting data, services provided, shift protocols, secondary trauma, sexual and intimate partner violence statistics, trauma-informed advocacy model, risk assessment, safety planning, crisis intervention, and communication. The area that required the most improvement was “confidentiality limitations.” In an effort to address this area, the Director held another training session specifically on this subject matter to improve volunteers’ knowledge and confidence in understanding the limitations of volunteers’ confidentiality with visitors at The Haven. A series of continuing education sessions were held throughout the academic year with volunteers to maintain a high level of confidence in their knowledge of resources, options, polices, and procedures.

Diversity/Inclusion (Outcome 3) - **The Haven confidential advocate is respectful of visitors' personal identities and diversity**

In the fall of 2016, each thematic area was charged with creating a Diversity/Inclusion Action Plan in order to improve and measure the Division’s success in this area. This domain is now included in the Division of Student Affairs’ Assessment Plan. The Haven’s draft visitor feedback form includes this domain (cultural responsiveness and inclusivity). One of the core values of The Haven is creating a welcoming environment to all students who may have experienced trauma. It is essential that a diversity of students feel The Haven is responsive to their cultural background, religious or spiritual beliefs, sexual orientation, gender identity, immigration status, and/or physical and mental health status. The assessment seeks to
measure The Haven’s inclusivity in these areas. Implementation of the assessment tool is on target for the fall of 2017.

**Challenges**

An initial challenge for the Director was orienting to a new position and the student affairs profession. It takes time to adjust to any new system that has its own culture, procedures, and processes. Understanding the role of each office and assessing how to fit into the infrastructure took time. In addition, because this is a new role on campus, new systems needed to be established. Many offices and positions intersect with the sexual misconduct prevention and response infrastructure and therefore regular coordination and communication is essential. Challenges arose with communication between offices as new systems were established to improve response. The offices that intersect with the sexual misconduct prevention and response infrastructure are also extremely busy providing a host of services and responding to numerous emergencies. Creating time to improve systems and coordinate between offices is a challenge when staff are in high demand. The impact of poor communication can delay timely services to students which may exacerbate a crisis. Ensuring all staff are updated with the most current information is critical. More planning time between relevant offices to establish new and/or improved systems could aid in coordination and communication.

**Professional Service/Recognition**

The Director of The Haven has participated in the following committees:

**Coordinating Committee for the Prevention of Sexual Assault and Harassment** – The Director of The Haven is a member of this committee that meets monthly. The Director was actively involved in two sub-committees: the campus climate subcommittee and the sexual violence prevention subcommittee. The campus climate subcommittee released an extensive survey to students in the spring and the prevention subcommittee is working to improve prevention initiatives beyond the first year experience.

**Fraternity and Sorority Life** – The Director of The Haven is a member of the Fraternity/Sorority Life Sexual Misconduct Prevention Steering Committee charged with implementing the recommendations derived from the Fraternity/Sorority Life Task Force on Sexual Assault and Harassment Prevention.

**Healthy Campus 2020 Committee** – The Director of The Haven participated as a member of this committee, meeting bi-monthly to develop initiatives that support the eight dimensions of wellness.

**It’s On Us** – The Director of The Haven participated on the campus chapter of It’s On Us, a national campaign to encourage bystander intervention related to sexual assault and harassment.

**Victim Rights Week Planning Committee** - The Director of The Haven was a member of this community-based committee lead by the James City County Commonwealth’s Attorney’s Office. The Director assisted in planning a community-wide event to raise awareness about victims’ rights and services for victims of crime.

**Professional Associations**

**ACPA** – Director became member in fall of 2016

**NASPA** – Director became member in spring 2017, attended national conference March 11-15, 2017

**Virginia Sexual & Domestic Violence Action Alliance**, Director is a Lifetime Member, 2016

**Awards Recognition**

**Personnel**

The Director of The Haven received an **1832 Award from the Wren Society** in May 2017. The award is named for the year of the founding of the Wren Society, 1832, and is given in recognition for “tremendous contribution to the College, commitment to bettering our community, and selflessness and humility in working so hard for the campus and college we all love”.

**Department**
The Haven received **Excellence in Outstanding Educational Programming Award** from SEIFC on February 18, 2017 for the partnership with Fraternity/Sorority Life in implementing the Supporting Survivors Program.

The Haven received the **Activism Award** on May 13, 2017 presented by the Gender, Sexuality, & Women’s Studies Department.

**Campus Collaborations**

Current Office Collaborations
The Haven has collaborated with several offices and student groups over the past academic year. The following is a list of some of the collaborations.

- A major collaboration of the academic year was an event held in January 2017 in conjunction with the Impact Week grant The Haven received. As part of the redesign of The Haven, an event to engage the campus community in supporting survivors and raising awareness was planned. Coordination with several student groups was essential to the success of this event. The event, called The Haven Beautification Project, invited students, staff, and faculty to practice self-care while creating therapeutic toys and creative art that would be utilized within the scope of providing advocacy services at The Haven. Participants engaged in making air plant terrariums, aromatherapy playdough and bean bags, calming glitter jars, poetry, and art. Approximately, 100 students, staff, and faculty attended. The therapeutic items and the art are currently utilized in The Haven.

- Fraternity and Sorority Life – The Director of The Haven is a member of the Fraternity/Sorority Life Sexual Misconduct Prevention Steering Committee. This committee is charged with implementing the recommendations derived from the Fraternity/Sorority Life Task Force on Sexual Assault and Harassment Prevention (Task Force). The Director has also been heavily involved in the development and implementation of the “Supporting Survivors Program,” one of the recommendations from the Task Force. The Director worked with Fraternity and Sorority Life council members to establish a train-the-trainers program in which members conduct trainings with their chapters on supporting survivors and resources on campus regarding sexual assault. The Director helped facilitate the Fraternity/Sorority Life Summit on Sexual Misconduct Prevention in the spring, along with other members of the committee to hear from students on priority initiatives based on the Task Force recommendations. Work to implement the recommendations continues.

- Healthy Campus 2020 Committee – The Director of The Haven participated as a member of this committee meeting bi-monthly to develop initiatives that support the eight dimensions of wellness. The Haven participated in collaborations with many offices on the committee to improve health and wellness promotion across the campus.

- Student Assembly PERK infographic – The Director of The Haven collaborated with Student Assembly to create an infographic that clarifies how to access a PERK (Physical Evidence Recovery Kit) after an experience of sexual assault. The infographic was completed spring semester.

- Tribe Adventure Program - The Haven piloted a program in collaboration with the Campus Recreation Tribe Adventure Program (TAP). The program offered students who have experienced trauma to engage with alternative supports that can foster healing and connection in a recreational setting.

- Collaboration with First Year Experience - The Director of The Haven collaborated with the Office of First Year Experience, Dean of Students Office, and Office of Health Promotion to plan orientation and extended orientation for first year students to ensure understanding of sexual misconduct, student’s rights, campus resources, and an increased knowledge of consent and healthy relationships. Planning continues to improve the orientation content related to sexual misconduct and prevention.

- HOPE – The Director assisted Health Outreach Peer Educators with special events such as Take Back the Night and events planned for SAAM (Sexual Assault Awareness Month), including moderating a discussion with End Rape On Campus (EROC).

Future Collaborations
The Haven would like to expand its collaboration with the Counseling Center to offer art therapy specific to survivors of trauma. Health, wellness, and healing goes beyond the mere absence of disease. Health encompasses many dimensions to include emotional, social, physical, and spiritual wellness. When individuals are impacted by a traumatic event, those dimensions are often negatively impacted as well. Providing a wide range of opportunities for trauma-survivors to improve social-emotional well-being is beneficial because many traditional “talk-therapies” are limiting. More and more the arts are being used in a variety of ways to heal from trauma. Creative expression can increase understanding of oneself and others, develop the capacity for self-reflection, reduce symptoms, and alter behavior and thinking patterns. Benefits can include expressing feelings safely, exploring identity, discovering what brings one joy, practicing coping, building strength and confidence, improving communication, and fostering connection with oneself, others, and the broader W&M community.

2017-2018 Priorities

The mission of The Haven is to produce a dynamic trauma-informed resource center at William & Mary for individuals affected by sexual violence, intimate partner violence, stalking and/or other gender-based discrimination to foster empowerment, autonomy, connection, and healing.

Goals for the upcoming academic year include:

The Haven will implement a visitor assessment by September 2017, completed by 50 visitors over the fall semester, to measure quality of services.

Action steps – finalize draft of visitor assessment by August 15, 2017; enter assessment into Qualtrics by August 30, 2017; incorporate volunteer training on assessment by August 30, 2017; post assessment to The Haven website by September 1, 2017.

This goal directly relates to supporting the Division Strategic Framework Goal of “Personal Well-being” by understanding how well The Haven is addressing the physical, social, and emotional well-being of the students who have experienced sexual and intimate partner violence.

The Haven will improve volunteer knowledge about Haven services, policies, and procedures, and W&M sexual misconduct policies, by 15% as measured by the volunteer training program assessment administered in September 2017 and again in April 2018.

Action steps – modify volunteer training program assessment based on updated training content by August 30, 2017; complete core volunteer training by September 15, 2017; administer assessment through Blackboard by September 30, 2017; complete continuing education sessions with volunteers throughout fall/spring semesters; administer follow-up assessment through Blackboard by April 30, 2018.

This goal directly relates to supporting the Division Strategic Framework Goal of “Integrated Learning, Leadership Development, and Community” by improving critical thinking skills, encouraging reflection, applying leadership skills to practice, discovering meaning and purpose, upholding values and standards important to the College, and developing relationships with individuals of diverse backgrounds and identities.

The Haven Director will complete four professional development trainings in the student affairs/sexual misconduct content area by June 2018 in order to improve professional competencies, skills, and knowledge specific to the Director’s role at William & Mary.

Action steps – establish budget for professional development by August 30, 2017; research appropriate opportunities for professional development specific to Director role (2 opportunities in fall semester, 2 in spring semester); register and attend trainings/conferences identified; document attendance and learning outcomes in Cornerstone within 2 weeks of attending training; report back skills and knowledge gained to supervisor during monthly supervision; utilize and implement skills where applicable throughout academic year.

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This goal directly relates to supporting the Division Strategic Framework Goal of “Staff Enrichment and Well-Being” by developing the Directors professional talents and strengths and seeking out diverse perspectives to better inform The Haven’s work.

Fiscal Information
Overview of your 2016-2017 budget (if applicable)
The Haven’s budget included the following funding sources:
- General Expenses – 120977 $2,500
- Ambrose/Foundation – 221994 $5,000
- Parent Fund – 223000 $14,500
- $22,000

The Haven also received an Impact Week grant totaling $5,000 that was for a specific project of renovating and redesigning The Haven resource center, including the purchase of furniture, supplies, and resources.

Overview of expenditures
$12,000 of the budget was used for the Director’s salary.
$516 was utilized for printing resources and training materials.
$75 was used for professional organizational membership dues.
$2,969 was used for staff development, including attending NASPA in San Antonio, TX.
$1,541 was used for meals and groceries for events and programs.
$950 was used for painting The Haven and the Director’s office.
$138 was used for non-conference travel.
$627 was used for office supplies.
$1,563 was utilized for Haven branded clothing (designating volunteers) and volunteer awards/honors.

Balance
$1,620 is the balance after the 2016-17 academic year.

Proposed budget for 2017-2018
For the upcoming academic year, the proposed budget for The Haven includes:
- Resources and training materials $500
  Educational and training materials to assist in adequate education and capacity building of volunteers and to add survivor resources to The Haven resource center (manuals, books, journals, etc.)
- Printing $500
  Printing is needed to make copies of volunteer training program materials, Haven pamphlets and resources, and educational handouts.
- Professional Development $3,000
  Conference registrations, travel, per diem, and lodging will be required to meet professional development goals.
- Membership Dues $150
  Annual professional membership dues to ACPA and NASPA will be necessary to network with staff across other institutions, access professional resources, and increase the professional capacity to meet the demands of the Director’s role.
- Programs and training $2,000
  A bulk of the budget will go to support The Haven’s volunteers, ensuring adequately trained staff throughout the academic year. During the trainings supplies and meals will be provided. In addition, supplies and meals will be utilized to support Haven events across campus that will assist in raising awareness about The Haven’s services.
- Travel (non-conference) $300
  Transportation (rental cars, mileage, etc.) is necessary for The Director to attend meetings and events in the Commonwealth in the course of establishing campus collaborations with other institutions and providing training to off campus locations (VIMS, Washington Center, etc.)
- Office supplies $800

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Paper, printers, ink, and other general office supplies is necessary for The Haven resource center and the Director in order to carry out the functions of the office.

Art Therapy Group  $800
Funds will be utilized to contract with the Counseling Center to provide a specific art therapy group to survivors for 8 weeks.

Volunteer Appreciation  $950
At the conclusion of the academic year, The Haven conducts a volunteer appreciation event and provides seniors with acknowledgement (award) of their dedication and service to The Haven.

Total  $9,000

Parent and Family Council Fund
The Parent and Family Council Fund was instrumental in providing trauma support resources and funding for The Haven volunteer training. With this funding, approximately 35 volunteers were able to participate in the core mandatory volunteer training at the beginning of the academic year. In addition, The Haven was able to purchase resources such as books, journals, and other therapeutic interventions that aid in advocacy and healing. Continued support in the amount of $2,500 would allow The Haven to offer the necessary programs and resources during the 2017-18 academic year.

Personnel
This past academic year, The Haven was staffed by one employee classified as 9-month professional. Starting in July, 2017, The Haven will be staffed by one employee classified as 12-month professional.
Appendix

Visitor Assessment Form (draft)
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<th>Statement</th>
<th>Strongly agree (1)</th>
<th>Somewhat agree (2)</th>
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<td>The Haven Confidential Advocates treat me with dignity. (4)</td>
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<td>The Haven Confidential Advocates respect the choices I make. (5)</td>
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<td>At The Haven, I can share things about my life on my own terms and at my own pace. (6)</td>
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<td>The Haven Confidential Advocates can handle difficult situations. (7)</td>
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<td>I can trust The Haven. (8)</td>
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<td>The Haven gives me opportunities to learn how abuse or assault affect peoples’ ability to think clearly and remember things. (1) At The Haven, I have the opportunity to connect with others. (2) At The Haven, I have the option to get support from peers or others who have had experiences similar to my own. (3) The Haven Confidential Advocates respect the strengths I have gained through my life experiences. (4)</td>
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The Haven Confidential Advocates respect the strengths I get from my culture or family ties. (5)
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<th>Neither agree nor disagree (3)</th>
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<tr>
<td>The Haven Confidential Advocates respect people's sexual orientations and gender identities and/or expressions. (3)</td>
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<td>The Haven Confidential Advocates understand the challenges faced by people who are international students or immigrants. (4)</td>
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</tr>
</tbody>
</table>
The Haven Confidential Advocates treat people who face physical or mental health challenges with compassion. (5)

<table>
<thead>
<tr>
<th>Q28 What is your class level?</th>
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</thead>
<tbody>
<tr>
<td>☐ Freshman (1)</td>
</tr>
<tr>
<td>☐ Sophomore (2)</td>
</tr>
<tr>
<td>☐ Junior (3)</td>
</tr>
<tr>
<td>☐ Senior (4)</td>
</tr>
<tr>
<td>☐ Graduate Student (5)</td>
</tr>
<tr>
<td>☐ Unclassified (6)</td>
</tr>
<tr>
<td>☐ I prefer not to respond</td>
</tr>
</tbody>
</table>

Q4 Enter the year of your birth (e.g., 1994).

Q5 What is your racial or ethnic identification? Select all that apply.

☐ American Indian or Alaska Native (1)
☐ Asian (2)
☐ Black or African American (3)
☐ Hispanic or Latino (4)
☐ Native Hawaiian or Other Pacific Islander (5)
☐ White (6)
☐ Other (7)
☐ I prefer not to respond (8)
Q6 What is your gender identity?
- Cisgender man (1)
- Cisgender woman (2)
- Transgender man (3)
- Transgender woman (4)
- Genderqueer or gender non-conforming (5)
- Another gender identity, please specify (6) ____________________
- I prefer not to respond (7)

Q7 Which of the following best describes your sexual orientation?
- Heterosexual (1)
- Lesbian (2)
- Gay (3)
- Bisexual (4)
- Asexual (5)
- Questioning or unsure (6)
- Another sexual orientation, please specify (7) ____________________
- I prefer not to respond (8)

Q8 Have you been diagnosed with any disability or impairment including mental health conditions?
- Yes (1)
- No (2)
- I prefer not to respond (3)

Display This Question:
If Have you been diagnosed with any disability or impairment including mental health disorders?
Yes Is Selected

Q9 Which of the following have been diagnosed. Select all that apply.
- A sensory impairment (vision or hearing) (1)
- A mobility impairment (2)
- A learning disability (e.g., ADHD, dyslexia) (3)
- A mental health condition (4)
- A disability or impairment not listed above (5)
Q10 Are you an international student?

- Yes (1)
- No (2)
- What is your country of citizenship? (3) ____________________
- I prefer not to respond

2. Volunteer Training Program Assessment statistics
   https://dl.dropboxusercontent.com/u/37627788/TestStatistics_HavenCoreTng_16-17.pdf