

STANDARDS FOR CAMPUS-BASED ADVOCACY SERVICES:

A Framework for Consistent, Survivor-Centered Advocacy

January 2026



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SUMMARY OF STANDARDS FOR CAMPUS-BASED ADVOCACY SERVICES

Institutions of higher education should strive to meet the following standards to build trauma-informed, survivor-centered advocacy programs that promote trust, accountability, and effective response.

- Ensure survivors have access to both on- and off-campus advocacy services, allowing them to choose the best fit for their needs.
- Utilize a formal memorandum of understanding (MOU) when partnering with community providers for advocacy services.
- Require advocates to complete both community-based 40-hour victim advocacy training and campus-specific advocacy training.
- Place advocacy services in units that protect confidentiality, minimize perceived conflicts of interest, and ensure proper supervision.
- Implement structured onboarding that emphasizes confidentiality, interdepartmental collaboration, and understanding of campus culture.
- Determine staffing based on institutional size, campus structure, and case complexity —there is no fixed ratio, but data should inform decisions.
- Ensure all advocates are well-versed in the interplay between the Violence Against Women Act (VAWA), the Clery Act, Title IX, and state laws on confidentiality and privilege.
- Maintain secure, confidential, de-identified records, separate from all other campus systems.
- Follow a professional ethical code to manage confidentiality, dual relationships, and institutional pressures.
- Ensure 24/7 access to advocacy services through staffing, hotlines, or partnerships with trained community providers.
- Clearly delineate advocate, counselor, and Title IX coordinator roles to maintain trust, confidentiality, and compliance.
- Limit “other duties” to functions aligned with survivor-centered advocacy, ensuring they do not compromise confidentiality or create conflicts.



INTRODUCTION

The purpose of this document is to outline the minimum practice standards for campus-based advocates serving student survivors of domestic violence, dating violence, sexual assault, and stalking (DVSAS). The standards also aim to provide consistency for campus-based advocates and community partners serving in this capacity at institutions of higher education (IHEs) across the United States and territories. Although state and federal regulations continue to evolve, these minimum standards for advocacy are based on professional and ethical guidelines and promising practices from the field. This document is not meant to offer legal advice; instead, it aims to discuss effective practices and agreed standards for professionals on campus.

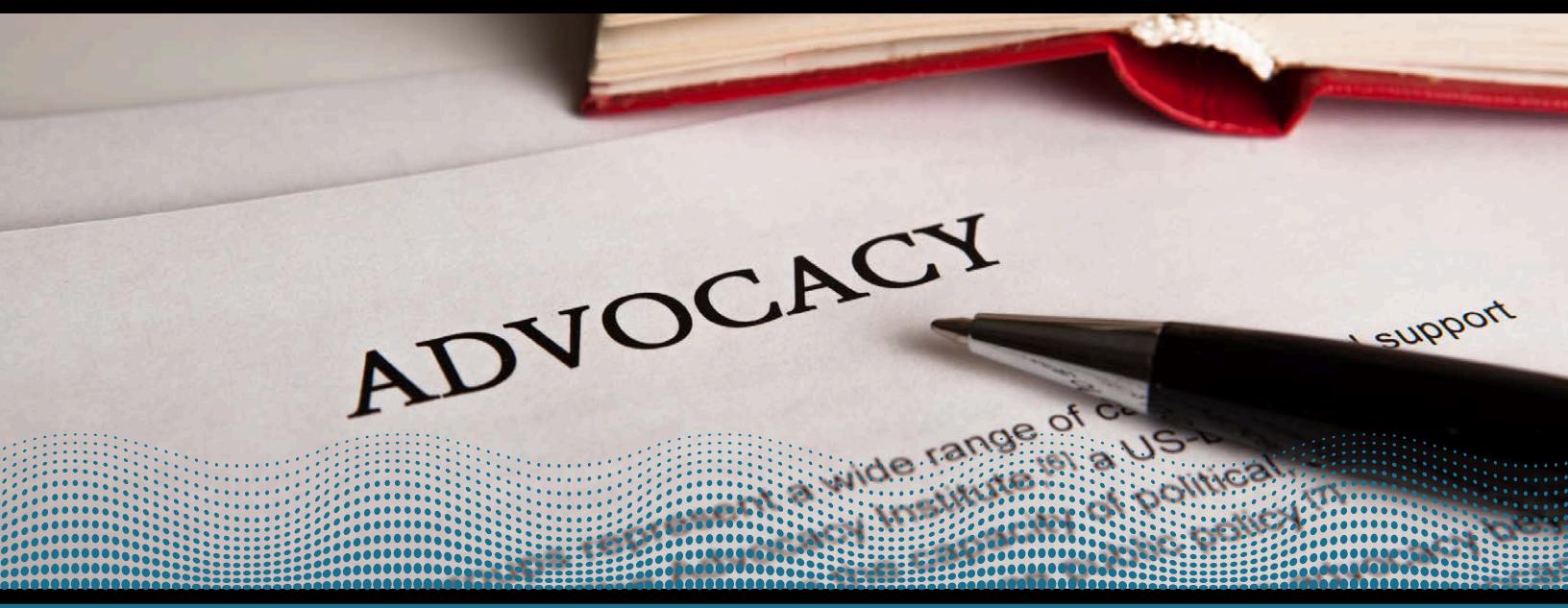
These standards were developed in partnership between the Every Voice Coalition, NASPA - Student Affairs Administrators in Higher Education, and the National Organization for Victim Advocacy (NOVA), which utilized a collaborative process including nation-wide in-person and virtual listening sessions, stakeholder reviews, and review by the National Advocate Credentialing Program (NACP)® before publication. The team that developed these standards includes:

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ADVOCACY

ADVOCACY OVERVIEW

It is important to recognize the complex landscape of Institutions of Higher Education (IHEs) and that advocacy services may be structured differently across IHEs. These standards were created specifically for the role of a campus-based advocate or community advocate supporting student survivors and reflect a survivor-centered approach.

The role of an advocate is to provide crisis intervention, options for medical care, safety planning, support, and accompaniment to campus survivors of DVSAS. Accompaniment can include being with survivors at a Sexual Assault Nurse Examiner (SANE) exam, or when reporting to campus officials or law enforcement, among others. Advocates provide information on processes and help survivors explore their options, while supporting survivors' autonomy and decision-making process (1). Importantly, advocates do not serve as a reporting resource or advise survivors on whether to report an incident of DVSAS to law enforcement or the institution, nor do they prescribe which services to access. Instead, advocates serve as a resource and a trusted guide for survivors navigating their healing journey—including options for accessing services, support, and reporting, on campus and within the community (2).

Some advocates are employed by the institution while others work for community organizations or systems-based agencies that serve IHEs through formal MOUs or informal agreements. No matter the context, advocates must walk a delicate line between centering survivors' needs and meeting institutions' safety needs. Occasionally, these two principles can conflict (3,4); therefore, it is imperative to remember that the primary role of an advocate is to support survivors' needs.

Campus Advocacy Principles

The following principles guide these standards:

- Survivors deserve access to confidential support services;
- Survivors deserve autonomy in decision-making;
- Survivors deserve options in seeking care; and
- Policies should be trauma-informed, reflecting both the safety needs of individual survivors and those of the institution.

Language Matters

While many use the terms **survivor** and **victim** interchangeably, this guide uses the term survivor. The term survivor emphasizes resilience, strength, and the healing path individuals follow after victimization. The term victim acknowledges and emphasizes the harm caused by these crimes and is typically used in criminal, civil, and campus adjudication proceedings.

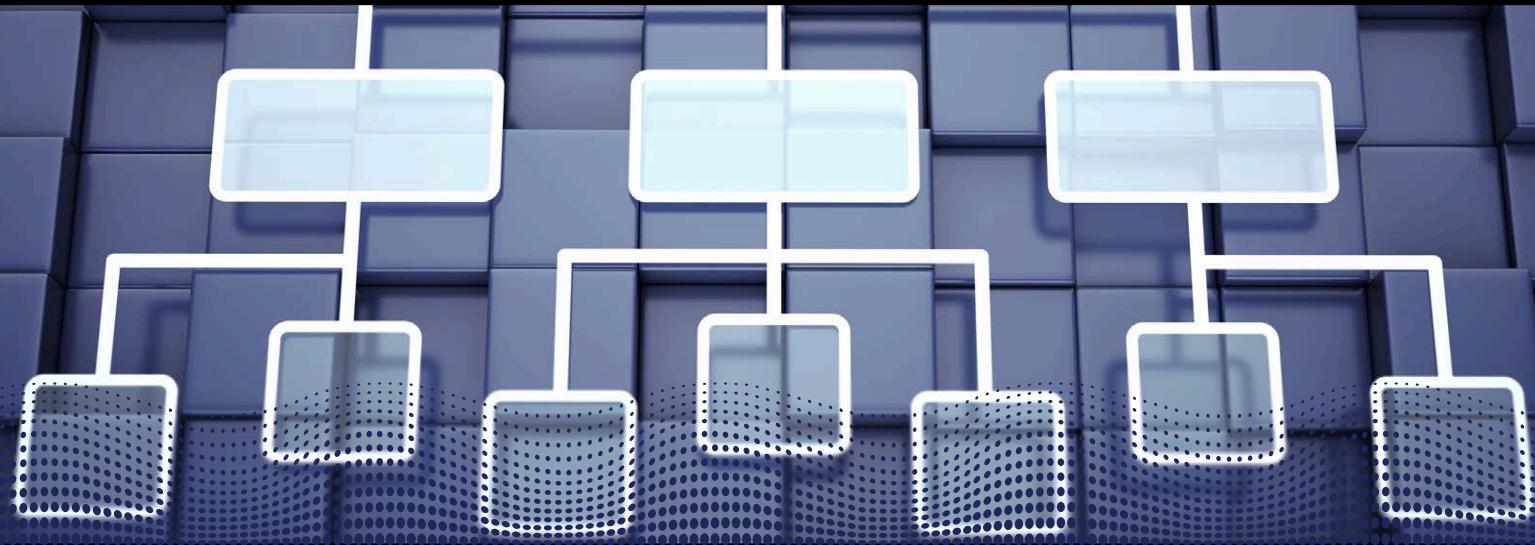
Both terms have important considerations and consequences when working with campus communities. For example, it is important to consider that language is a personal choice. Some individuals prefer survivor, victim, both, or neither, choosing instead to identify with lived experience or no language at all. Advocates are well-trained to mirror the language that those seeking services use to support their choice. It is also important to note that this description can change over time as survivors navigate their healing journey.

When developing policy, training, and outreach materials, it is important to be thoughtful and intentional about what language will resonate with and be understood by your campus community. This guide also recommends using language that reflects legal and civil requirements, especially if survivors choose to pursue campus adjudication.

How To Use These Standards

These standards should be used:

- To train personnel and administrative leadership at IHEs on the role and responsibilities of campus-based advocates;
- To guide decision-making when developing or relocating campus-based advocacy programs and/or partnerships between IHEs and community-based providers; and
- To support campus-based advocates in understanding and communicating their role to on- and off-campus partners.



ADVOCACY STRUCTURES

Many senior-level campus administrators seek “best practices” or guidance about how to structure survivor services. Some institutions look to how community organizations, such as domestic violence shelters or rape crisis agencies, have operated and try to model their structures similarly. Other institutions decide that the expertise exists in the surrounding community and prefer to work with those agencies to provide services to students. In fact, previous guidance from the executive branch encouraged institutions to sign MOUs with these agencies. Still, it did not provide guardrails for how to build and sustain these relationships ethically.



Collaborating with a Community Agency

There are several items to consider when contracting with a community agency to provide advocacy services.

Benefits

Advocates who are not institutional employees may be seen as less biased toward the institution. These advocates may have state-conferred privilege and confidentiality. They may also have existing relationships with local law enforcement when responding to DVSAS cases in the community where the institution is located. This can be important, since the majority of cases at many institutions occur off campus (5,6). Community advocates may already be connected to and part of established community processes with the District Attorney's Office or the Coordinated Community Response (CCR) Team at the municipal or county level, and thus have in-depth experience in navigating community-based medical, safety, and judicial options.

Considerations

Some community agencies are experts in one area of DVSAS, requiring institutions to implement MOUs with multiple community agencies - one for domestic violence, one for sexual assault, one for stalking, and separate ones for specific, historically underserved communities like LGBTQIA+ Centers or other culturally specific agencies. Additional considerations when contracting advocacy services with an off-campus organization include:

- How accessible are the services from campus? Do most students have access to transportation to get to the service provider?
- Is there reliable public transportation to the services for students without individual transportation?
- Do the hours of public transportation correspond with when you know students would need/want to access community services?
- Does the student have the financial capacity to cover costs related to transportation to access the service provider?
- Is there space on campus for the advocate to provide services?



Other questions to ask when making this determination:

- How are community advocates trained?
- What level of confidentiality can they offer survivors?
- Do they receive training on campus policies and services available to student survivors?
- Are community advocates professional staff or is the organization volunteer led?
- Have you considered the potential benefits and risks when student volunteer advocates are asked to provide services to peers in a small community, for instance?
- Are survivors provided with one advocate with whom they can meet as needed, or, if the agency is volunteer-driven, do survivors have to repeat their story and needs with each appointment to a new advocate?
- Are the services (e.g., chat, hotline) available 24/7?

These questions are not exhaustive but should provide senior campus administrators with a starting point when deciding whether to contract with an off-campus agency for advocacy services. One sound approach is to use data the IHE has about the experiences of student survivors and then imagine how a student in each scenario would experience support services both on- and off-campus if an external agency provided those services. Some of the concerns outlined above can be mitigated by a thoughtful partnership between the IHE and a community agency, including providing the agency with an on-campus office where an advocate could work or meet with students on a call-out basis. Additionally, if Title IX and Clery Act training are not part of a community agency's regular training process, the institution should ensure that the advocate is trained on those laws as well as on-campus policies and processes, such as safety resources, judicial hearings, and Title IX.



Campus-Based Advocacy Services

Providing campus-based advocacy services, whether by hiring individual staff members or building an entire unit or office, can be a time- and resource-intensive endeavor. Campus-based advocacy services similarly entail both benefits and considerations. It should be noted that even if campus-based advocacy services are provided, institutions are well served to ensure that students are offered both on- and off-campus advocacy options in case they feel more comfortable with a non-campus advocate.

Benefits

Access and Insider Knowledge. Campus-based advocates have a unique, insider understanding of how IHE systems work and may have greater access to institutional resources for survivors than community advocates (7). This includes the ability to request supportive measures such as housing adjustments, academic accommodations, or work schedule changes. Additionally, faculty and staff are often more responsive to requests from fellow campus staff members than from an individual from an external agency.

Higher Education Background and Training. Research has shown that campus-based advocates have more in-depth training on the federal and state regulations with which higher education institutions must comply, such as the Violence Against Women Act (VAWA), Title IX, Clery Act, etc. (7). Many campus administrators, including advocates, come from a student affairs background and are more familiar with student development theory and working with specific institutional populations, including fraternity and sorority life, athletes, LGBTQIA+ populations, culturally specific communities, international students, student organizations, etc.

DVSAS Specialization. Campus-based advocates are frequently trained in all forms of DVSAS prevention and response, whereas community agencies are sometimes experts in only one of those forms of violence.

Relationship-Building. Finally, campus-based advocates are in a position to create stronger relationships with student communities and campus partners due to their proximity, familiarity with the campus, and integration into the institution.



Considerations

Location. If advocacy services are located on campus, there are factors that are important to consider. The location of advocacy services is one of the most critical considerations. The office should be centrally located on campus, and ideally co-located with other services, so that students seeking services cannot be singled out for frequenting a particular space. Private offices for advocates are essential for confidentiality purposes as well.

Scope of Services. While staffing levels, 24-hour access to services, and reporting structures are discussed elsewhere in this guide, one additional factor to consider is whether an advocacy office will serve students only or also provide services for faculty and staff. Clearly defining the population served helps ensure that advocacy services are accessible, sustainable, and aligned with institutional policies while remaining survivor-centered and trauma-informed.

Office Name. The office budget and the name of the office are also important elements. One suggestion for naming advocacy services is to ask students what they would search for if they were in need. Often, institutions use acronyms that are not recognizable to students, or institutional terms such as “interpersonal violence” or terms found in policy but not those students may use in times of need.

On- and Off-Campus Partnerships. It is also good practice for campuses to intentionally engage community-based agencies as partners within coordinated community response efforts, in case students seek services off campus, as those agencies may have valuable trend data they can share with the institution. Even when advocacy services are provided on campus, community agencies should be engaged as essential partners rather than viewed as alternatives. There are many reasons a survivor may choose to access on-campus services, off-campus services, or both. For example, students may want to access on-campus services but have concerns about confidentiality, fear of retaliation, or mistrust of the institution. Further, students may wish to engage with agencies and advocates who have particular expertise or who share marginalized identities as survivors. These services do not have to be either on- or off-campus, but can be complementary. Shared advocacy models, with clear boundaries and communication strategies, can provide strengthened services for survivors. Partnering with community agencies builds a robust system of support, providing continuity of care and options for survivors.

Comparing Campus-Based and Community Services

There are key considerations to assess when deciding whether to provide a university-employed survivor advocate or contract with a local community-based agency for these services.

Privilege. The biggest challenge in housing advocacy services within an IHE via a campus-based advocate is privilege. Many states do not extend statutory privilege for campus-based victim advocates. While this limitation does not prevent the institution from providing confidentiality, it is essential for campus-based advocates to clearly explain the differences between privilege and confidentiality to those they serve. Survivors must clearly understand how confidentiality policies differ from the legal protections of privilege. In some states, institutions have successfully advocated for statutory privilege protections for campus-based advocates, but these protections are not universal.

Understanding Privacy, Confidentiality, and Privilege

While many IHEs use these terms interchangeably, it is critical that campus advocates understand and effectively communicate these distinctions to the campus community. Language should be consistent across campus policy, training, and outreach materials.

- **Privacy:** Survivors have the right to share as much or as little information as they are comfortable doing. Institutional privacy means that information is shared only on a need-to-know basis.
- **Confidentiality:** An ethical standard and promise to protect someone else's choices about disclosure.
- **Privilege:** A legal right and protection belonging to survivors prohibiting the disclosure of private information without express informed consent (8).

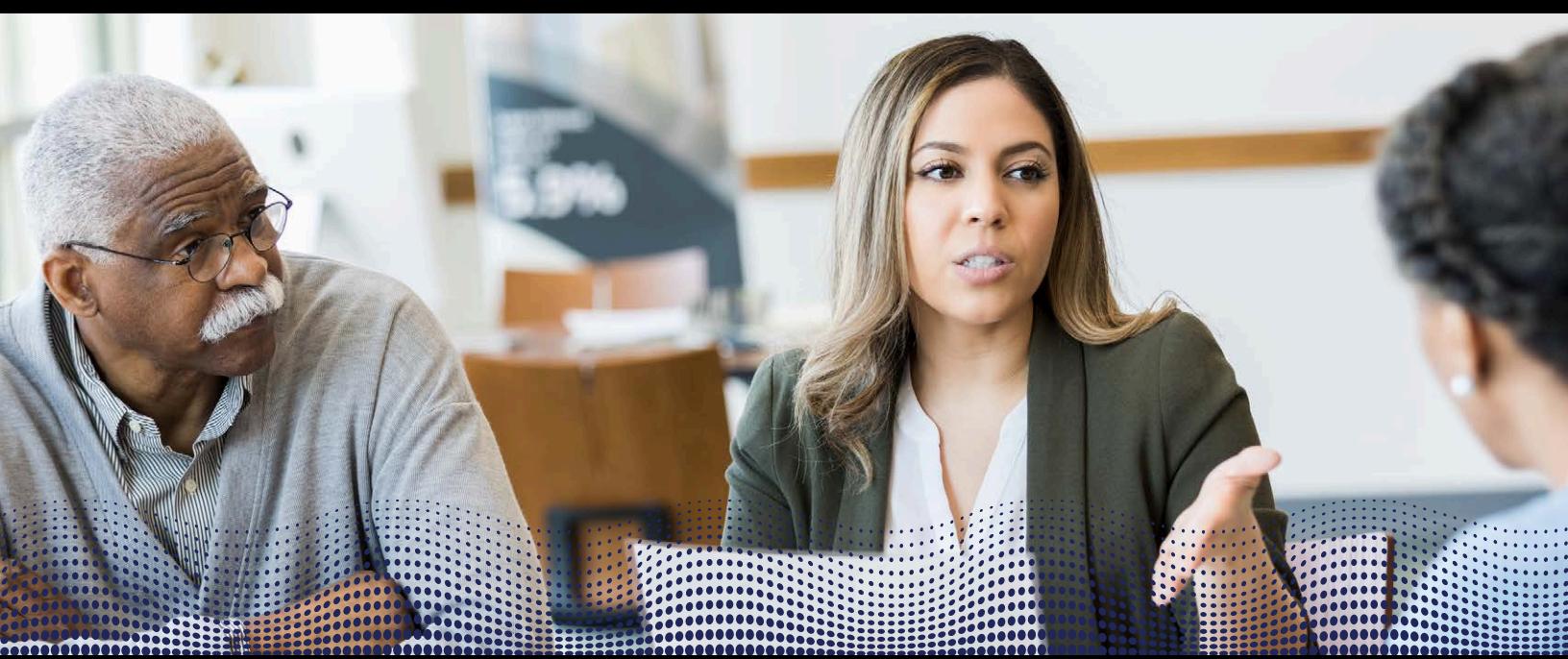
For more context on these concepts and how to apply them, see this [Primer on Privilege and Confidentiality by the National Network to End Domestic Violence \(NNEDV\)](#).

Conflicts of Interest. Another challenge that campus-based advocates must address is managing perceived conflicts of interest. Survivors may question whether campus-based advocates, as employees of the institution, prioritize institutional interests over their needs. Great care must be taken to ensure that student survivors who entrust their stories to campus-based advocates know the protections and limitations of institutionally employed advocates.

Staffing Challenges. For smaller schools and community colleges, staffing challenges may arise as well. These institutions may struggle to justify the need and sustain full-time campus-based advocate positions, given the number of survivors served and available resources. Even when accounting for the number of potential survivors served and the number of advocacy hours spent on each case, smaller institutions may simply be unwilling or unable to hire dedicated campus-based survivor advocates. In some cases, institutions may hire full-time advocates but later redirect their responsibilities, diluting their advocacy role. One potential solution is for smaller, geographically adjacent institutions to develop MOUs to share full-time, dedicated advocacy services.

Survivors' Understanding of Campus and Community Options. Another critical consideration for campus leaders is the relationship between campus- and community-based advocacy services. Students may not always understand the distinction between the two types of advocacy services available to them, which can create confusion as they navigate different support systems. To clarify options, particularly for survivors in crisis, institutions should ensure that students are presented with clear, accessible information about service options. Survivors should also be assured that community-based advocates are knowledgeable about institutional resources and processes, so they can feel confident that they will receive high-quality care regardless of where they choose to seek services.

Navigating Community Resources and Systems. Finally, many community-based advocacy organizations that have existed for decades have established strong relationships and partnerships with local law enforcement offices, prosecutors, local hospitals, and other government agencies. In the same way that campus-based advocates are often experts in navigating institutional systems and policies, community-based advocates have deep expertise in coordinating with community resources. For this reason, campus-based advocates should be trained in community resources and protocols. They should be encouraged to collaborate with, and when appropriate, rely on the expertise of, and make referrals to those community agencies when needed to provide the most comprehensive and survivor-centered support.



MEMORANDA OF UNDERSTANDING

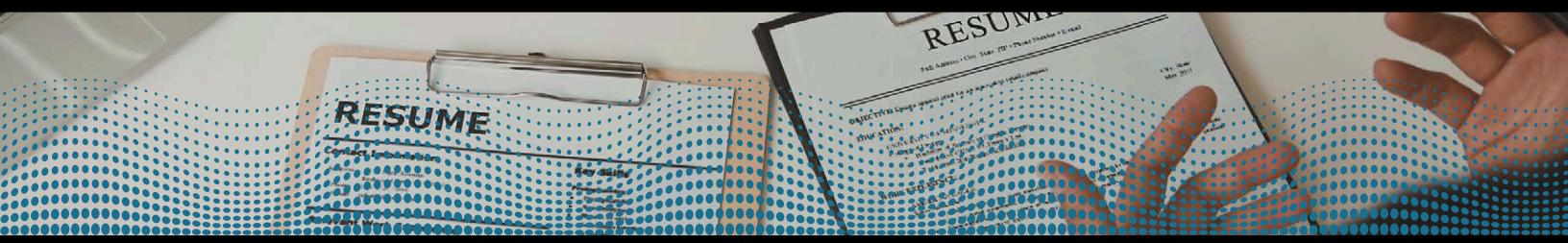
In utilizing survivor advocates who primarily work for a local rape crisis or domestic violence agency, IHEs should develop a Memorandum of Understanding (MOU) to outline the details of the partnership. MOUs not only help an institution better serve the needs of students and employees, but also clarify the roles of each community organization and the institution in overall prevention and violence response strategies.

At a minimum, MOUs with local agencies for advocacy services should include details of:

- The scope of services being provided;
- Minimum amount of training each partner should provide for the other and how often;
- Whether and how client/survivor information will be shared with the institution and vice versa; and
- What information will be shared between the institution and agency.

Even for IHEs that employ internal campus-based advocates, it is important to establish MOUs with community partners. This ensures the following: access to 24-hour advocacy services, peer supervision to navigate community resources and make ethical decisions, continuity of services between campus and community providers, and comprehensive support options for campus survivors.

When possible, all MOUs and agreements between IHEs and local agencies should include funding to account for the agency's time and resources.



EDUCATIONAL BACKGROUND AND EXPERIENCE

Whereas the history of victim advocacy is grounded in grassroots community organizing, an effort to professionalize the field has been underway since the 1970s. For this reason, there is wide variability in the educational backgrounds of survivor advocates—ranging from no formal educational requirements to Master's-level requirements, depending on the context. While educational requirements may vary among advocates in different contexts, campus-based advocates often require specific credentials because they are embedded in IHEs. Many student affairs administrative positions require a Master's degree in higher education or a relevant field such as the social sciences.

While some IHEs may require it, most community-based advocacy positions do not have formal educational requirements, in part to make advocacy more accessible to individuals with related lived experiences. It is important that institutions carefully consider the implications of having minimum educational requirements. This includes ensuring alignment with comparable roles and pay grades to promote equity and create clear pathway opportunities for advancement, while recognizing when relevant professional experience may be an appropriate substitute for formal education.

Regardless of educational background, campus-based advocates require additional, specialized training to be effective. At a minimum, many campus-based advocate positions, as well as those supervising them, should complete training provided by both IHEs and community victim service organizations. Some communities have combined sexual assault/domestic violence agencies, while others have separate agencies for each. In most states, victim service agencies require their employees and volunteers to complete a 32- to 40-hour training before they can provide advocacy services to survivors. In communities in which domestic violence and sexual assault victim service organizations are separate, advocates may need to attend training by both organizations.

Community-based victim service agencies have been providing these comprehensive trainings and serving their communities for decades. For many states, completion of required training is tied to state advocacy privilege laws; however, it is strongly recommended that campus-based advocates for whom training does not confer privilege still complete that training.

For states that do not offer 40-hour training to their advocates, national training opportunities exist. It is essential that campus-based advocates receive this training so they are aware of which community services are available to students. This can include access to forensic medical exams, emergency housing if students need to move off-campus, or access to statewide victim compensation funds, to name just a few. For this reason, the minimum level of training for campus-based advocates should be completion of training provided by a community victim services agency.

In addition to completion of training by a community victim service agency, campus-based advocates should receive training in the unique needs of college student survivors of DVSAS. There are several organizations that provide this training, but perhaps the most established is the 30-hour National Campus Advocate Training (NCAT) provided by NOVA. This training provides detailed information on the rights and options college students have when navigating supportive measures at IHEs, how to access those measures, and the specific laws that dictate the role of reporting offices.

For IHEs that engage community victim service agencies to provide their advocacy services, this training is also essential. Research has shown that when community victim service agencies provide student advocacy, many colleges offer little to no training for these advocates on the complex and unique campus dynamics that may affect how a survivor engages with services, their education and activities, and any adjudication processes (9). Institutions that utilize community-based advocates should provide this training to any individuals who provide support services to their campus community to ensure that survivors receive the most complete and holistic support possible.

Similar to many other professional fields, ongoing training and professional development are necessary for both campus- and community-based advocates serving IHEs. Advocates require continuous learning to remain effective and responsive to evolving student survivor needs. Numerous organizations provide opportunities for advocate education, including national conferences where continuing education credits can be earned. State-level coalitions and agencies that serve survivors of sexual assault and domestic violence are also valuable sources of training and resources. NOVA administers the National Advocate Credentialing Program (NACP)®, a program that requires credentialed advocates to complete a minimum of 32 hours of continuing education, specific to victim advocacy, per renewal cycle to maintain their credentialed status.

Beyond these national requirements, both campus- and community-based advocates serving IHEs should also be trained on campus-specific policies and procedures. Ever-changing federal guidance under Title IX, ongoing changes to state statutes, and updates on students' rights require annual campus-specific training on policies and procedures for advocates who serve IHEs to remain knowledgeable and equipped to provide accurate, survivor-centered support.



REPORTING STRUCTURES

Campus-based advocates may be located in a variety of departments within an IHE. Typically, these services are organized within a standalone advocacy center, a student counseling or student health center, or campus law enforcement (10). When deciding where to house survivor advocacy services, institutions should consider the overarching organizational placement and how students may perceive it. For example, if placing advocacy services within counseling or student health services, survivors might assume a higher level of confidentiality than is actually provided by the survivor advocate, who may be a campus security authority (CSA) under the Clery Act. Similarly, placing advocates within a university police department may deter student survivors from accessing services, especially survivors of color who may distrust or feel unsafe around law enforcement.

Many victim advocacy services on campus were initially housed in Women's or Gender Centers. While these centers played an important role, this structure sometimes created barriers for male survivors, LGBTQ+ survivors, military-connected survivors, and others who felt excluded. Recent political developments have resulted in the closures of many gender-based centers at IHEs in response to anti-DEI policies at the federal and state levels. The full impact of these closures on access to support services is not yet known, but the added burden on students to find available services should be a pressing priority for campus leaders.

Another key consideration is the placement of survivor advocacy services in relation to those provided to students who have been accused of perpetrating sexual harm. Survivor advocacy and respondent services should never be housed in the same office to promote student safety and avoid potential conflicts of interest. Institutions must also pay close attention to power dynamics between the two. For example, if respondent services report through a Dean or Assistant Dean of Students, while survivors meet with an advocate in a standalone office that does not report to the same line, this may create a perception that respondents are receiving preferential treatment (11).

As a best practice, advocates should be clearly designated as confidential resources under both institutional policy and in accordance with state law (12). Therefore, supervisors overseeing advocates should have experience managing confidential employees. They should also be trained in vicarious trauma, secondary trauma, and burnout, and ensure a manageable caseload, all while supporting advocates through regular supervision.

Ideally, individuals in advocacy roles should receive both administrative oversight and reflective supervision that provides an opportunity to openly discuss current and previous cases, navigate ethical challenges, and process the emotional impact of their work. Regular debriefings of cases with a supervisor are also an important part of an advocate's experience, particularly when advocates are new to the role, remain critical throughout their tenure, and are crucial for professional growth and ethical decision-making.

Additionally, supervisors of advocates should be designated as confidential, or at a minimum, not be required to initiate a report to the Title IX Coordinator under the institution's policy in ways that would breach survivor confidentiality.





ONBOARDING

Onboarding for campus-based advocates, and especially for community-based advocates who will be serving an IHE, is an essential process. The onboarding process can include the training mentioned above, but should also include other procedural guidance and relationship-building elements to prepare advocates to succeed within the institution's specific context and culture.

The onboarding needs for both campus- and community-based advocates will overlap significantly. Therefore, institutions should establish a strong foundation for collaboration and information-sharing.

Onboarding Meetings with Campus and Community Partners. Scheduling introductory meetings with key institutional partners—such as Title IX, the Clery office, student conduct, the Dean of Students, counseling services, identity-based resource centers, student health, and relevant academic administrators—helps advocates understand institutional structures, the flow of information, and expectations for what can and cannot be shared between offices.

It is also essential that advocates meet with campus and community law enforcement agencies to understand their partnerships and clarify their roles and responsibilities with the IHE and among themselves. For example, a DVSAS survivor at an IHE may interact with multiple law enforcement agencies, depending on their jurisdictions. Advocates must understand these unique dynamics, as well as any preexisting relationships between institutional offices and community partners. While such context should inform advocates' approaches, it should not predetermine how they engage with survivors or with other offices.

Confidentiality, Privacy, and Information Sharing. A central tenet of advocacy is to build trust with survivors. Advocates must be well-versed in and have a clear understanding of how confidentiality and privacy operate across campus and community resources, including what information can be shared, and how the information is managed. Advocates must be able to communicate these differentiations sensitively and accurately to survivors and their supporters.

Interactive methods, such as using case studies, can help new advocates understand these roles and practice navigating these complexities. Additional onboarding should center on campus-specific data management systems or platforms. Advocates should understand where confidential student information is stored to provide efficient, consistent support services for survivors.

Case Management Support. Regular debriefings of cases with a supervisor (within the parameters of that person's confidentiality level and professional background) are also an important part of an advocate's experience, both during the initial onboarding period and throughout an advocate's tenure. These debriefings help advocates process ethical decision-making, manage the emotional impact of the work, and continue to grow in their professional role.

Onboarding Checklist

A comprehensive onboarding process for advocates serving survivors of DVSAS is essential to institutional effectiveness, survivor safety, legal compliance, and campus trust.

- Provide foundational survivor advocacy training to include local, state, and federal policy;
- Provide advanced survivor advocacy training on campus-specific policy and considerations;
- Facilitate warm introductions to all campus and community partners;
- Institute an ongoing supervision plan to support advocates with ethical decision-making and vicarious trauma prevention; and
- Ensure advocates are well versed in privacy, confidentiality, and information-sharing, including access to documentation systems.



RECOMMENDED RATIO OF STUDENTS TO AVAILABLE ADVOCATES

Many campus-based advocates and administrators to whom campus-based advocates report seek guidance on the appropriate ratio of full-time advocates to students. While no professional associations or research have established a standard ratio, several factors should inform an institution's staffing decisions.

By way of reference, the *International Accreditation of Counseling Services* suggests that "every effort should be made to maintain minimum staffing ratios in the range of one full-time equivalent (FTE) professional staff member (excluding trainees) to every 1,000 to 1,500 students, depending on services offered and other campus mental health agencies" (13).

Campus-based advocates work side by side with campus mental health professionals to support students who have experienced DVSAS, although their roles are distinct. Mental health professionals focus on the psychological and emotional well-being of survivors, providing therapy and treatment to address trauma-related symptoms and facilitate healing, typically meeting with survivors on a weekly basis.

Advocates, by contrast, primarily focus on providing practical support, providing information and resources to survivors, navigating systems, coordinating services, and accompanying survivors through the processes to help survivors make informed decisions about their next steps. This work often involves higher-density, frequent interactions. For example, an advocate may meet with one survivor multiple times per week, making direct comparisons to counselor-student ratios inappropriate.



When determining the appropriate number of full-time advocates for an institution, it is important to consider multiple factors, such as the geographic area, the number of campus locations, after-hours/on-call support services, and the population served (i.e., undergraduate students, graduate students, faculty, staff, campus visitors, and/or the larger community). Other factors that may contribute to the need for more staff are additional campus-based advocate responsibilities, such as coordinating supportive measures required under Title IX, accompanying students through the Title IX or law enforcement investigation and resolution processes, accompanying students to medical appointments, or providing intensive case support. This greater depth of service will require increased staffing needs.

Benchmarking against similarly sized or situated institutions is one way to assess the appropriate number of advocates for your institution. Bringing in external reviewers to assess workload, staff turnover, and job satisfaction is another way to determine whether an institution is on the right track in terms of appropriate staffing levels and to provide valuable insights. Additionally, data is critical for guiding an institution's staffing decisions.

Guiding Questions

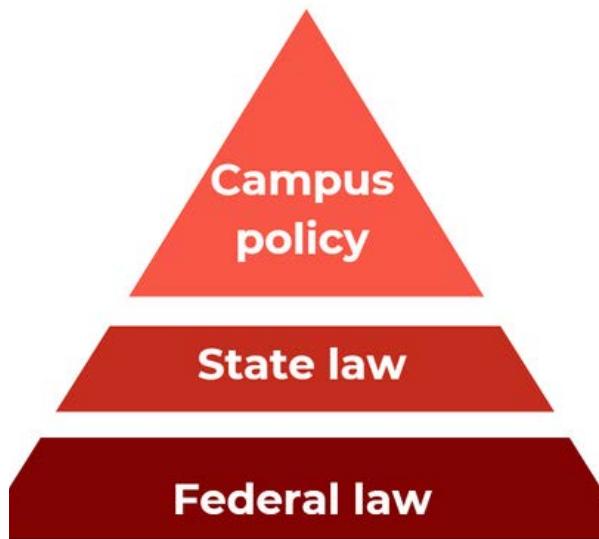
Key questions that can support decision making include:

- How often are survivors using advocacy services, and what types of support are most commonly accessed?
- On average, how often and how long are advocates meeting with survivors in a given case, and what is the typical case duration?
- How many students are pursuing reports through campus and community law enforcement, student conduct, or Title IX processes?
- How do institutional rates of DVSAS change from year to year?



NAVIGATING FEDERAL LAW, STATE LAW, AND CONFIDENTIALITY

Every campus-based advocate exists within a complex, dynamic ecosystem of state and federal laws and institutional policies, and must comply with those laws.



In this context, federal regulations establish baseline standards for institutions to follow.

State law typically build upon these federal standards by adding specificity, expanding obligations, or addressing state-level priorities and enforcement mechanisms.

Policies at IHEs operationalize both federal and state law into concrete actions, procedures, and protocols that guide day-to-day practice across campus.

To provide the best advocacy possible, campus-based advocates must be well-versed in the nuances, limitations, and potential conflicts within the legal ecosystem.

Federal Laws

If an IHE receives federal funding, they are required to comply with provisions within the following laws:

Violence Against Women Act and Confidentiality

The Violence Against Women Act (VAWA) requires that all grantees and subgrantees that receive VAWA funding through the Department of Justice Office on Violence Against Women (OVW) must adhere to the VAWA Confidentiality Provision. More specifically, individuals serving in roles that support survivors “may not disclose, reveal, or release personally identifying information or individual information collected in connection with services requested, utilized, or denied through grantees’ and subgrantees’ programs.” Additionally, MOU partners and other partners are covered by the VAWA Confidentiality Provision as subgrantees. Thus, both campus- and community-based advocates who are in any way funded by VAWA must be deemed confidential.

While institutions that do not receive federal funding are not subject to the VAWA Confidentiality Provision, OVW strongly encourages all partners to opt in and uphold it. All institutions that receive federal funding are required to comply with the VAWA amendments to the Clery Act.

To learn more, visit: [FAQ on the OVW VAWA Confidentiality Provisions](#).

Clery Act

The Clery Act is a consumer protection law that aims to provide transparency about crimes on college campuses, including other violent crimes beyond those reported as DVSAS and hazing. Notably, the Clery Act requires each institution to identify campus security authorities (CSAs), who are individuals tasked with receiving and reporting information about certain crimes on campus.

The Clery Act offers four categories of campus employees who fulfill the CSA role:

- Campus police or campus security;
- Individuals who have responsibility for campus security, but not in an official campus police or campus security capacity;
- Any individual or organization to whom students and employees should report crimes; and
- An official of the institution who has significant responsibility for student and campus activities, such as Title IX Coordinators.

Many institutions interpret the fourth category to include campus-based advocates, based on previous (now-rescinded) guidance from the Department of Education, and after conducting institution-specific evaluations to determine whether their advocates act on behalf of the institution in relation to the provision of student and/or campus activities. While pastoral and professional counselors are exempt from Clery Act reporting, the Clery Act statute and regulations do not explicitly address advocates. Confidential advocates who are also CSAs can submit reports without any identifying survivor/victim information. Still, entities such as campus law enforcement or campus security may request additional information to assess the need for timely warnings. It would be beneficial for IHEs to conduct a CSA analysis to determine if advocates can maintain survivor privacy and advocate confidentiality. To best promote survivor privacy and advocate confidentiality, policymakers need to ensure campus-based advocates are not given a CSA designation.

To learn more, visit: [Clery Center Frequently Asked Questions](#).



Considerations for Capacity

Campus-based DVSAS advocacy is most effective when institutions invest in adequate staffing and strong legal education. Staffing levels should reflect campus size, geography, populations served, on-call coverage, and the scope of advocacy responsibilities, including Title IX coordination and intensive case support. Data, benchmarking, and external review help ensure staffing is sufficient and sustainable.

Well-staffed advocates who understand the legal landscape are better positioned to protect confidentiality, build survivor trust, and support institutional accountability.

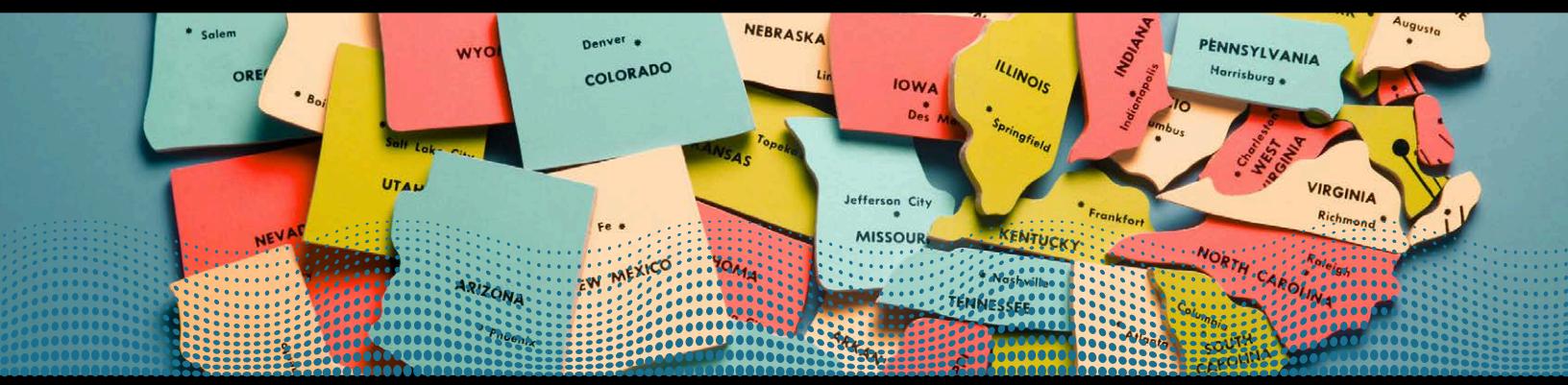


Title IX

Title IX of the Education Amendments of 1972 is a landmark civil rights law that prohibits discrimination on the basis of sex in educational institutions. In 1980, the Supreme Court ruled that Title IX also prohibits sexual harassment and sexual violence. Institutional responsibilities for handling incidents of sexual violence begin with Title IX. When a student makes a report, the Title IX Coordinator initiates an investigation to determine whether a Title IX policy violation occurred. If so, the coordinator determines whether sanctions must be imposed on the accused student (respondent) or whether accommodations must be granted to the reporting student (complainant).

It is crucial that campus-based advocates are confident in the core function of Title IX to ensure that all educational environments are free from sex discrimination, including sexual violence. Advocates must not only be familiar with the federal landscape of Title IX, but also its intersections with state law and campus-specific policies and procedures. While individual IHEs have the authority to delegate responsibilities for implementing various aspects of Title IX policies, advocates should exercise caution when participating in a Title IX hearing, as privilege can inadvertently be compromised.

An advocate's role is to understand the policy requirements and limitations, as well as their institution's Title IX ecosystem. This includes knowing the specific roles of each staff member and how those roles intersect with policy, while recognizing that students interact with staff as people, not roles. In addition, an advocate must ensure that survivors grant formal consent through a time-limited release of information about their case before sharing details with other individuals or offices, especially when staff may hold multiple roles. Most importantly, campus-based advocates must be able to explain these nuances of roles, processes, and available options to survivors clearly, accurately, and without judgment or bias.



State Law

Each state has a unique legal landscape regarding requirements for campus advocacy programs, confidentiality, and privilege. Some states require each campus to maintain campus advocacy programs, and others extend privilege to campus-based advocates. To learn more about existing state laws, see the [Appendix](#).

Policy To-Do List

An advocate's role is to understand policy requirements and limitations concerning VAWA, Clery Act, Title IX, and state laws.

- Understand and comply with the VAWA amendments to the Clery Act.
- Understand the advocate's institutional designation as a CSA or not.
- If designated as a CSA, understand procedures for sharing information, maintaining survivor privacy and confidentiality, and navigating timely warning requirements.
- Exercise caution if participating in a Title IX hearing, as privilege may be inadvertently compromised.
- Ensure that survivors grant formal consent through a time-limited release of information about their case before sharing details with other individuals or offices, especially for staff that may hold multiple roles.

Most importantly, campus-based advocates must be able to clearly, accurately, and without judgment or bias explain the nuances of roles, processes, and available options to survivors.



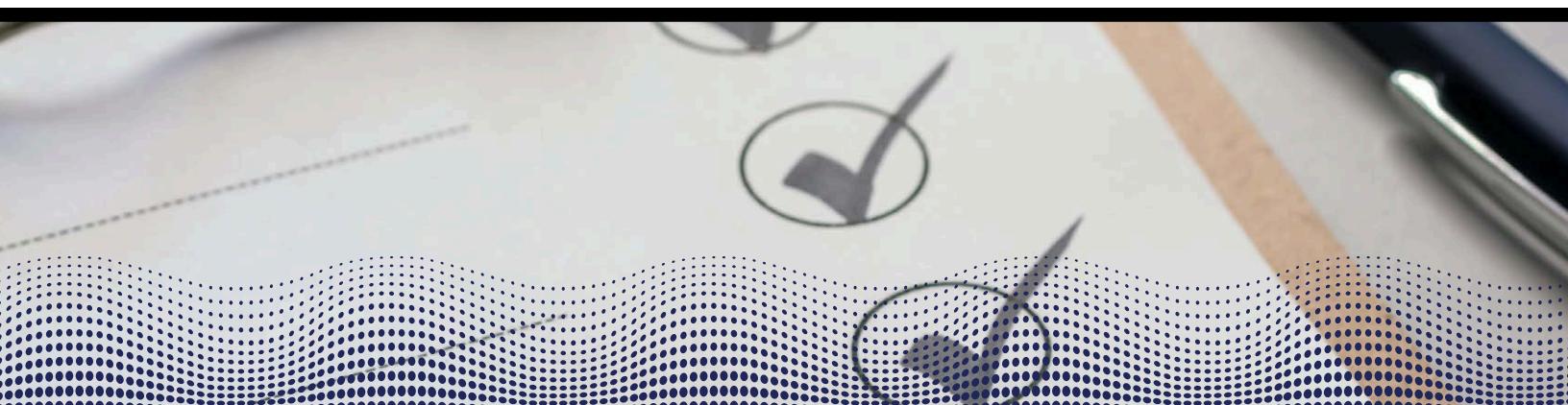
CONFIDENTIAL RECORD KEEPING

Case notes and record-keeping are common in the field of advocacy and help maintain accurate records of services provided to an individual survivor. This is particularly helpful for offices that employ more than one advocate and allows for information sharing across the department so that if one advocate is unavailable, another can step in and continue supporting a survivor. It is recommended that all campus-based advocates maintain records of their services and that the confidentiality of these records be protected.

Record keeping for campus-based advocates is important for a variety of reasons, but can be especially helpful to those interested in accessing additional resources. By maintaining information on who is accessing services, an advocacy office can pull de-identified, aggregate data to provide to its institution and support the need for more staff, different office space, or other resources with real data rather than anecdotal references. Aggregate data can also be used to inform targeted interventions within specific populations at an IHE, as well as to understand trends that may be prevalent within the community.

In situations where a campus-based advocate is confidential but not privileged, documentation such as case notes may become a part of a student's educational record. In these scenarios, case notes should be de-identified. Additionally, when maintaining case notes and records, campus-based advocates should remember that case notes belong to the survivor and that the survivor may request to see them at any time. Campus-based advocates without privilege should take even further precautions when taking case notes, as their documents could be successfully subpoenaed in a court case. Survivor advocates should avoid the use of emotional language when writing case notes and should only include dates and what services and referrals were provided.

Importantly, records should not be combined with those of any other offices, including student conduct, Title IX, or campus law enforcement. This separation is equally important even when considering other offices with privilege, such as counseling or medical centers. If using a shared system (e.g., Maxient, Advocate, Titanium, Medicat), advocacy records should be maintained and secured using a firewall or a dedicated account accessible only to survivor advocate(s) that is not accessible to the administrator of the platform. Documentation should never be accessible to individuals outside the advocacy role. If an institutional partner, such as the Title IX Coordinator, is interested in data around supportive measures being provided, advocates may provide aggregate data rather than individual case details. In these cases, it is important to exercise best judgment and consider whether the population is small enough that the data shared may inadvertently identify survivors.



Advocacy Records & Confidentiality Checklist

- Advocacy records are entirely separate from Title IX, student conduct, law enforcement, counseling, and medical records.
- Advocacy documentation is not combined with any other institutional records.
- Shared systems use a firewalled or advocate-only account.
- Only survivor advocates can access advocacy records; administrators and non-advocacy staff cannot.
- Advocacy information is never shared outside the advocacy role.
- Institutional requests receive only aggregate, non-identifying data.
- Aggregate data is reviewed to prevent survivor identification, especially in small populations.



ETHICS

CODE OF ETHICS AND MANAGING CONFLICTS OF INTEREST

Campus-based advocates have always occupied a unique ethical space in college and university environments. By virtue of their roles, they must navigate the tension between advocating for individual survivors and representing the institution they work for. They may feel pressured by colleagues whom they respect and admire to push the limits of professional ethical requirements around confidentiality or privacy. Because IHEs are typically self-contained communities, advocates may also have dual relationships with survivors who are also student-employees, student organization leaders, and/or co-workers. Advocates are engaging with this delicate work during an unprecedented time for IHEs, one in which they operate amid increasing uncertainty and in a litigious context.

These conflicts can be exacerbated by the fact that many advocates operate as one-person offices, where someone may be the only advocate among a team of student affairs staff. Student affairs colleagues, while supportive of the work, may not be available to talk with advocates about some of the most challenging ethical dilemmas they face, because non-advocate staff don't understand the work of advocates or have access to the same level of confidentiality. Many times, non-advocate staff are designated by the institution as responsible employees and required to report to the Title IX office. In other words, advocacy work can sometimes feel isolating at an IHE. Advocates should be encouraged to create supportive pathways to ensure their well-being and retention in the role. These pathways can vary by institution but may include regular meetings with other confidential staff and/or participation in Sexual Assault Response Teams (SART) and/or Behavioral Intervention Teams (BIT) to talk through high-level ethical dilemmas or concerns for survivors.

There are also networks and resources that can help to combat the isolation that campus-based advocates often feel. In addition to the existing technical assistance providers in the field, new professional organizations are emerging that seek to reduce isolation and provide advice and serve as support networks for one another across institutions. Some examples include:

- [NASPA Sexual and Relationship Violence Prevention and Response Knowledge Community](#)
- [National Organization for Victim Advocacy \(NOVA\)](#)
- [National Women's Law Center \(NWLC\)](#)
- [Victim Rights Law Center \(VRLC\)](#)
- Local and state anti-violence coalitions

Resources like these can connect advocates who are working on or with campuses and often provide tremendous support to professionals in roles that, otherwise, may be experienced by advocates as a lonely work environment. This type of meaningful connection may also reduce burnout among advocates, especially those working as the sole member of an office or unit (14).

NACP Code of Ethics

Because there is no standard educational background required to be a survivor advocate, campus-based advocates may have different professional backgrounds that already have their own distinct codes of ethics (e.g., social work, counseling).

Advocates with these backgrounds should adhere to the ethical guidelines of their licensure and also follow the [NACP Code of Professional Ethics for Victim Assistance Providers](#).

This document outlines how advocates can maintain ethical practice while caring for the survivor and themselves.

Ultimately, when considering advocacy ethics, there is often a focus on legal requirements; however, practicing ethically and understanding boundaries and confidentiality requirements are also essential. These elements are interconnected with personal values, institutional policies, professional responsibilities, and legal requirements. All of these layers are intricately connected with one another.

There are two ways to think about ethics:

1. In terms of work with individual survivors
2. In terms of work as advocates within institutions and communities

The role of advocates is to serve the needs of survivors, even when those needs conflict with the best interests of their institutions. There may be times when an advocate's individual system of values differs from that of the survivors with whom they are working. When this happens, one of the most significant ethical tasks is to avoid placing that advocate's own values and judgments upon others, even in an effort to help. Advocates must be vigilant that they do not lift their own voices and values above the individuals and populations they serve. This requires continuous self-assessment and checking in with trusted colleagues when guidance is needed.

It can be helpful to discuss ethical considerations in the abstract, without disclosing details, with other professionals in the field to gauge how others have navigated similar conflicts. Additionally, discussing general scenarios or doing tabletop exercises on frequent ethical challenges with other student affairs colleagues can help guide everyone involved when those situations arise. Ideally, if someone with confidentiality or privilege supervises an advocate, that person can seek more direct guidance and support when ethical challenges arise.



Common Ethical Challenges

Below is a non-exhaustive list of examples of ethical challenges or boundary violations that advocates may face:

- Asking the same advocate to work with multiple clients involved in the same case or work with clients who have previously been identified as the respondent who want to access services as survivors;
- Navigating conflicts between survivors' wishes and institutions' decisions in their case;
- Pursue ongoing training and preparation to practice cultural humility and build meaningful relationships with culturally specific service providers;
- Being pressured by colleagues to share information;
- Maintaining confidentiality while meeting Clery Act reporting obligations;
- Navigating how to work with other departments or colleagues who need training and/or aren't providing appropriate responses to survivors;
- Recognizing the limitations of being able to advocate fully if an advocate doesn't have confidentiality;
- Over-utilizing self-disclosure; finding a balance between being authentic and maintaining boundaries that serve the interest of the survivor;
- Ignoring or minimizing self-care, which may lead to burnout;
- Going beyond professional limits, such as not referring out when a client needs more care than an advocate can provide;
- Allocating time appropriately, especially when a survivor only or mostly trusts a specific advocate, which requires extraordinary time and resources;
- Navigating an advocate's own feelings around wanting to help when a survivor doesn't want to act;
- Sharing an advocate's personal phone number or other contact information when no office contact information is available or in cases when no 24-hour support is available;
- Working to maintain boundaries when a survivor is also a student who may be served by the same office in other capacities; and
- Understanding that advocates may wear multiple hats, which to wear and when, and the potential impact on survivors (especially when navigating a role that might be confidential in some capacities and not others).

Advocate Do's and Don'ts

There are some important ways to ensure that advocates avoid practices that fall outside of the role of an advocate:

DO:	DON'T:
<input checked="" type="checkbox"/> Understand laws that impact institutions and the policies of those institutions.	<input checked="" type="checkbox"/> Provide legal advice. Instead, refer a survivor to legal counsel.
<input checked="" type="checkbox"/> Know about community resources and build relationships with those individuals and agencies will assist in making referrals to trauma-informed resources for survivors.	<input checked="" type="checkbox"/> Assume you can meet all of a survivor's needs on your own or make referrals without understanding the quality, safety, or trauma-informed nature of the resources.
<input checked="" type="checkbox"/> Explain to survivors and colleagues that advocacy is just one piece in a larger system of support , with each person/agency serving as an expert in their area to provide the best and most comprehensive support to survivors.	<input checked="" type="checkbox"/> Present advocacy as the only solution or position yourself as the sole expert responsible for meeting all of a survivor's needs.
<input checked="" type="checkbox"/> Communicate that advocates can give options. Ensure survivors understand when something is beyond an advocate's scope.	<input checked="" type="checkbox"/> Give advice or answers. When something is beyond an advocate's scope, the ethical thing to do is to make an appropriate referral.
<input checked="" type="checkbox"/> Remember that survivors are the experts in their own lives and the most well-positioned to make choices that make sense in their own context.	<input checked="" type="checkbox"/> Assume you know what is best for survivors or make decisions on their behalf without their input and consent .



Advocate Communication

There are some ways that advocates can clearly communicate their responsibilities that might lessen the frequency of the conflicts noted above:

- Creating a detailed informed consent policy and protocol to explain the role of the advocate, the scope of service providers, and any limits to confidentiality;
- Being *very* clear about an advocate's limits of confidentiality, communicating these limits despite any discomfort it might cause for a colleague, is still better than a survivor being blindsided by a report they didn't know would need to happen;
- Ensuring all offices that refer to the advocate or with whom the advocate regularly works understand the limits of the advocate's confidentiality and can reinforce this in their own trainings or if they are providing a referral;
- Communicating in multiple ways about the importance of confidentiality in an advocate's role to multiple stakeholders, including survivors, survivors' families, colleagues, faculty, community partners, and others (this can be in person, written materials, online, signs in the office, etc.);
- Recognizing the tension between preserving the right for survivors to report if and when they are ready and an institution's desire to respond and protect the campus community;
- Advocating for survivors to do what is best for them, while continuing to push for survivor-centered processes and systems that can be viable options for those who do decide to report; and
- Having a clearly written records and data collection and retention policy, in accordance with state laws and federal statutes.



ON CALL / AFTER HOURS AVAILABILITY

Whatever structure an institution uses to provide advocacy services, whether campus-based advocates or community-based advocates, services should be available 24 hours a day, 7 days a week. Some institutions may use a combination of services to provide this level of support, such as having staff available during regular institutional business hours and directing students to a 24-hour hotline for support services after hours. In these cases, institutions must develop structures for warm referrals between the after-hours services and campus-based advocacy services.

This sharing of information between off-campus and on-campus advocacy services should be detailed in any MOU between the two organizations and should prioritize the survivor's consent regarding what information is shared. Institutions may look to similar agreements between after-hours counseling crisis line services and on-campus counseling center staff for best practices in this area. Organizational staff for an external 24-hour hotline should receive basic training on institutional policies and protocols at each MOU renewal.

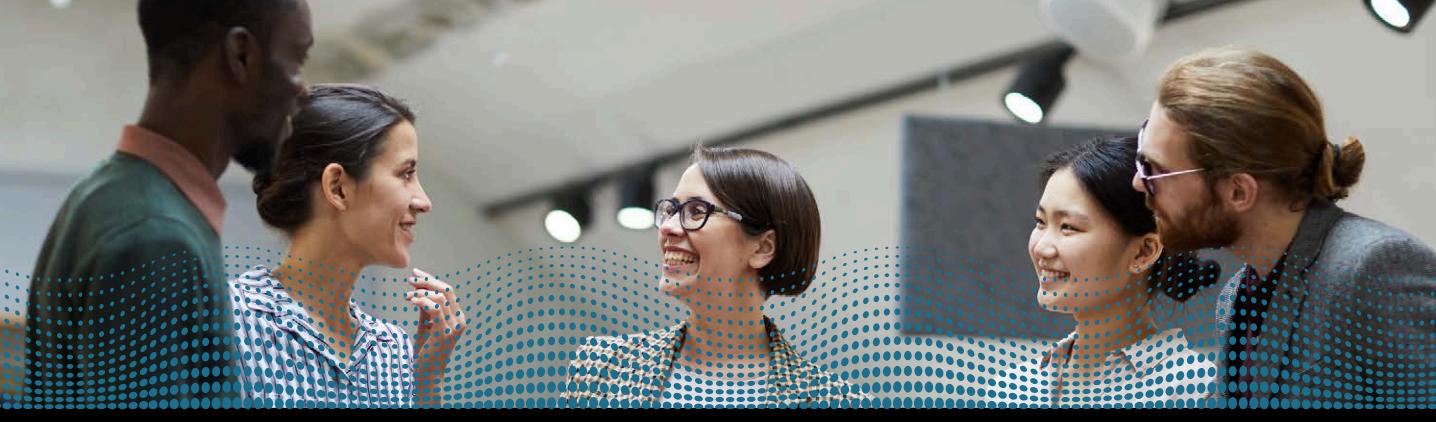
It is also vital that students, parents, and faculty/staff be made aware of the level of support provided to the IHE by a third party. It can be jarring for students to reach out for advocacy services in the immediate aftermath of an experience of DVSAS, only to be directed to an off-campus, after-hours hotline or service provider who may be unable to answer basic questions, such as how to request supportive measures from the institution's staff or faculty members. Students, parents, and the campus community should be assured that students will be referred to campus-based staff who can assist during business hours or that off-campus service providers are trained to assist students in accessing support.



Recommendations for 24/7 On Campus Services

For IHEs that provide 24/7 campus-based advocacy services, it is vital that the following supportive conditions are in place:

- An adequate number of staff to support that level of care;
- Having enough staff to serve in an on-call capacity, which is essential to avoid burnout and turnover in those positions; and
- On-call staff are provided flexible work options to accommodate for after-hours support provided.



DIFFERENTIATION OF ROLES

It is important that the job description and expectations for campus-based advocates are made explicitly clear and that the position is distinctly separated from other roles at an IHE. While advocates, Title IX Coordinators, and counselors may all serve students impacted by DVSAS, each has distinct roles, responsibilities, training, and ethical considerations to consider when determining the services they will provide. Blurring these roles can create confusion for students, undermine trust, and compromise both support and compliance functions.

Campus-based advocates provide confidential, survivor-centered services focused on empowering students to make informed choices about their healing, safety, and participation in institutional or legal processes. Advocacy services may include emotional support, crisis intervention, safety planning, assistance navigating campus and community resources, and accompaniment during disciplinary, medical, or legal proceedings. Advocates prioritize the expressed needs and wishes of the student, and do not initiate a report to the Title IX office without the explicit consent of the survivor.

Title IX Coordinators, on the other hand, are responsible for ensuring institutional compliance with federal and state laws related to sex discrimination. They respond to reports, can coordinate and provide supportive measures, and oversee grievance procedures. They must remain neutral and fair to all parties involved in a report or complaint. Unlike advocates, Title IX Coordinators are not confidential resources for survivors, but rather private resources.

Counselors provide clinical mental health services, including assessments, diagnosis, treatment, and ongoing therapy. They support emotional and psychological healing while helping students build skills for long-term mental health and well-being. Their practice is grounded by licensure, ethical standards, and mental health care frameworks. While advocates may provide emotional support, they are not mental health providers and should not deliver therapeutic interventions or clinical care.

Maintaining clear boundaries among these roles protects the integrity of each service, reduces duplication or gaps in support, and ensures survivors understand their options. Institutions should proactively educate students, staff, and faculty on the unique responsibilities of campus-based advocates, Title IX Coordinators, and counselors, emphasizing the importance of confidentiality, neutrality, and survivor choice in accessing these services.



OTHER DUTIES AS ASSIGNED

When IHEs include “other duties as assigned” in campus-based advocate job descriptions, it should be specified that these duties are consistent with trauma-informed, survivor-centered advocacy and do not include functions that compromise survivor confidentiality or create conflicts of interest.

As with many positions in higher education, campus-based advocates are often responsible for duties outside of their primary roles as direct survivor support advocates. While the list of all potential “other duties” varies across institutions, care must be taken to ensure additional responsibilities do not create dual roles that undermine institutional confidentiality or statutory privilege. For example, many IHEs engage advocates to serve in both advocacy and prevention roles.

While it is not always possible to separate these roles, or avoid the “other duties as assigned” designation, the following principles should be used to guide such assignments:

- **Open communication with institutional leaders:** Ensure expectations for “other duties” are realistic and acknowledge that additional responsibilities may reduce time available for direct survivor support.
- **Distinct Skill Sets:** Advocacy and prevention require different training, education, credentials, and supervisory support.
- **Confidentiality and neutrality:** Serving in dual roles can interfere with an institution’s ability to designate an advocate as confidential and may create conflicts of interest.
- **Clarity for students:** Dual roles can be confusing for students and potentially create a conflict of interest for the advocate.

What is a Conflict of Interest?

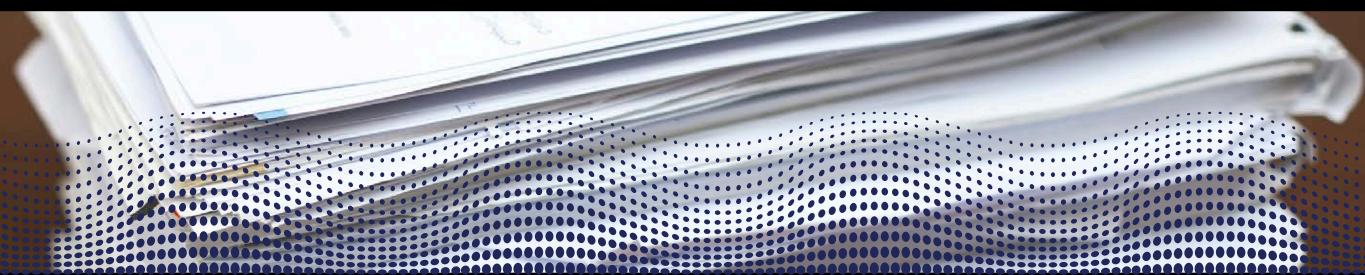
A conflict of interest in campus-based advocacy occurs when an advocate’s ability to provide survivor-centered, confidential, and independent support is compromised—or appears compromised—by competing roles, responsibilities, or institutional pressures.

These conflicts often arise from dual roles within processes such as Title IX, student conduct, or campus security, or from pressure to prioritize institutional interests over survivor autonomy and privacy, which can undermine survivor trust and access to support.

Role of Adjudication Process Advisors

While it may be obvious that advocates should never serve as Title IX investigators, hearing officers, or informal resolution facilitators, ideally advocates should also not serve as adjudication process advisors (15). Not only would doing so compromise a campus-based advocate's role and could risk violating survivor trust, but survivor advocates by default do not have the appropriate training to serve in this capacity (e.g., to cross-examine witnesses) and are often confidential. Because of this, campus-based advocates are better suited to serve as confidential advisors, to provide options, or as accommodation specialists. Because of the importance of this distinction, IHEs should allow all parties in a Title IX case to have an advisor and a support person (15).

However, if the student survivor specifically requests their campus-based advocate to serve as an advisor, the advocate should clearly explain the implications of assuming this role. In such cases, campus-based advocates must be properly trained on Title IX, including the cross-examination procedures. IHEs must facilitate annual Title IX training and strongly encourage campus-based advocates to participate, ensuring they remain informed about institutional processes and any updates to federal or state guidance.



Tips for Job Descriptions

When crafting job descriptions for campus-based advocates, institutions should carefully consider:

- Whether the assigned duties are reasonable for one person;
- If adequate supports are in place through training and supervision; and
- If the role is structured to avoid creating conflicts of interests or dilution of advocacy services.



CONCLUSION

The purpose of these standards is to provide IHEs with additional tools and resources to help structure advocacy services in alignment with promising practices. Colleges and universities that work toward these standards demonstrate a commitment to creating trauma-informed, survivor-centered environments where students can access the support they need and deserve. While nothing in this document should be considered a requirement beyond what is written in federal and state policies, administrators should strive to meet these standards to ensure effective, trauma-informed, and ethical advocacy services.

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APPENDIX

State Law (as of September 2025)

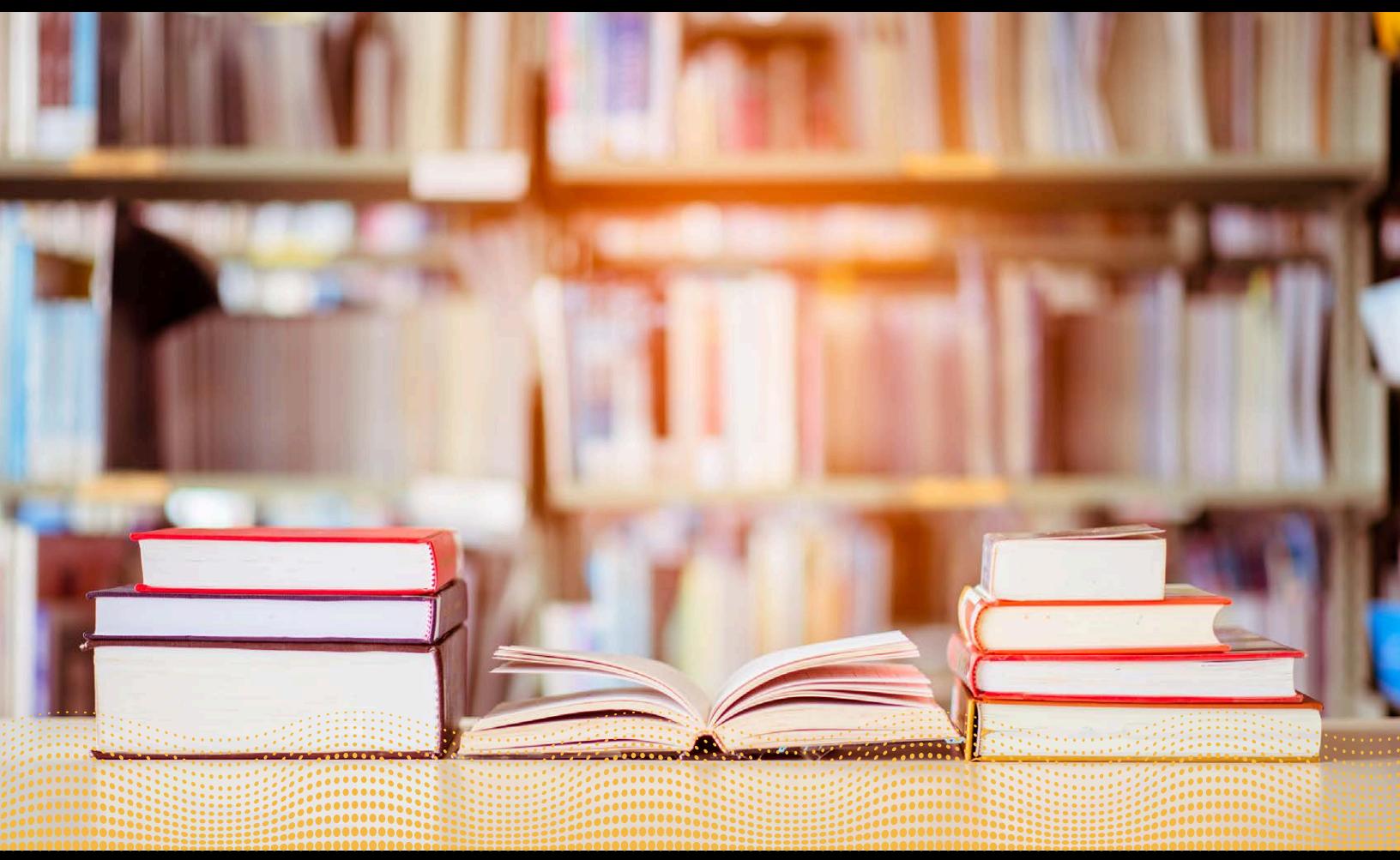
Click the links in each row to view the specific policy requirements for that state. To learn more about confidentiality statutes in each state, visit: [Victim Advocate Confidentiality \(National District Attorney's Association\)](#).

State	Campus-Based Advocates Mandated by State Law	Campus-Based Advocates Granted Privilege	Other
California		✓	
Colorado		✓	Campus-based advocates only have confidentiality if their position is established through an MOU with a service provider (section 113-90-107 (1)(l)).
Hawaii	✓	✓	
Illinois		✓	

State	Campus-Based Advocates Mandated by State Law	Campus-Based Advocates Granted Privilege	Other
Indiana		✓	
Louisiana	✓		
Maine	✓	✓	
Massachusetts	✓	✓	
Minnesota			Data shared with a confidential resource is classified as sexual assault communication data as defined by section 13.822, subdivision 1.
New Hampshire	✓	✓	
Oregon	✓	✓	
Texas		✓	
Vermont		✓	
Washington		✓	

Pending Legislation

- [HB 1279](#) in Pennsylvania
- [B26-0029](#) in Washington, D.C.
- S.5086 - [SOS Campus Act](#)
- S.2990 - [Campus Accountability and Safety Act](#)



Additional Resources

- [The Campus-based Advocacy Evaluation Toolkit - Implementation and Evaluation](#)
- [Campus Victim Services Positions](#)
- [CAS Standards and Guidelines: Sexual Violence-Related Programs and Services](#)
- [Cost of Reporting \(Know Your IX, a Project of Advocates for Youth\)](#)
- [Enhancing and Professionalizing the Victim Services Field Should Be a National Priority](#)
- [From Surviving to Healing: Results and Demands from a Study with Survivors of Sexual Violence on University of California Campuses](#)
- [Institutional Betrayal and Institutional Courage resources](#)
- [NACP Code of Professional Ethics](#)
- [OVC Program Standards for Serving Victims & Survivors of Crime](#)
- [Victim Services Toolkit: Establishing A Comprehensive Victim Services Program On Campus](#)