



PRL325: Public Relations Campaigns

FIORS & OFFICE OF HEALTH PROMOTIONS

Group 3 - Sam Aaronson, Sarah Green, Ziyi
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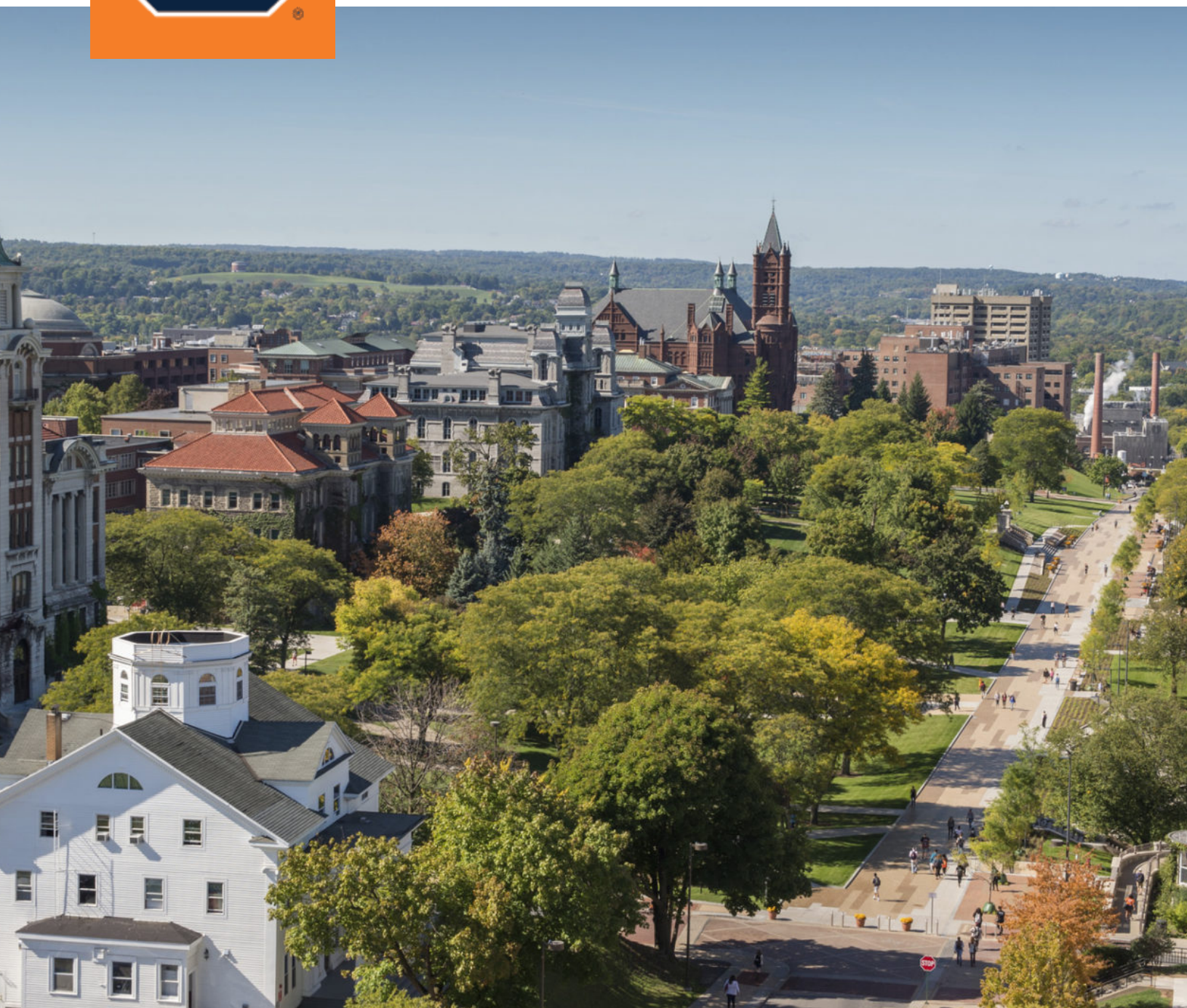


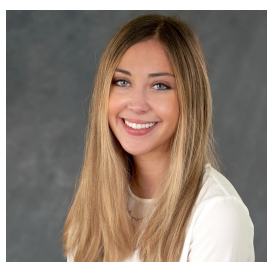
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Campaign Team Bios



Sam Aaronson is a current junior at Syracuse University studying public relations at the S.I. Newhouse School of Public Communications and political science at the Maxwell School of Citizenship and Public Affairs. She also has a minor in English and is a part of the Renee Crown Honors Program. She has previous internship experience in the pharmaceutical industry at Pfizer, Inc. (summer 2020) and in government communications in the Office of Media Relations at the Federal Communications Commission (fall 2020).



Sarah Green is a current junior at Syracuse University studying public relations at the S.I. Newhouse School of Public Communications and information management & technology at the School of Information Studies. Green has prior experience in the fashion and beauty industry at Complice PR, and she now runs her own small clothing company called Method to Madness. She contributes her graphic design skills to teams on campus such as Women in Communications and Popcycle LLC., and has also served as the head of social media for her sorority, Alpha Epsilon Phi.



Brendan Ryan is a current senior at Syracuse University studying public relations at the S.I. Newhouse School of Public Communications and marketing management at the Martin J. Whitman School of Management. He has prior experience interning at Rookie Road and PostNet as a content creator and marketing intern. During his free time, Ryan writes for *Mixtape Magazine* on campus and freelances for various music journalism outlets.



Jessica Shechtman is a current senior at Syracuse University in the S.I. Newhouse School of Public Communications and the Maxwell School of Citizenship of Public Affairs studying public relations and international relations with a minor in Spanish. Shechtman has held an internship at the Nassau County District Attorney's Office in Long Island, New York and has coordinated social media and advertising for a screen printing company. She has served as the community service chair for her sorority, Kappa Kappa Gamma, and is a current volunteer at Syracuse Refugee and Immigrant Self-Empowerment. Shechtman plans to attend law school beginning in the Fall of 2021.



Ziyi Qiu is an international student studying at Syracuse University at S.I. Newhouse School of Public Communications. Qiu majors in Public Relations and has two minors in Marketing and Psychology. She has had prior internship experience in the television industry at Hunan Television Station and in corporate communication at ToJoy Holding Group.

Executive Summary

To create a campaign for EOIRS and the Office of Health Promotions, we first researched the background of the offices and researched students' behaviors concerning sexual and relationship violence. Through these methods, we concluded that while students know that there are on-campus resources provided for them by the school, they would rather confide in friends.

While sexual violence is an issue that affects Syracuse University as a collective, segmenting this population into groups will help EOIRS best achieve their mission. We identified two key publics, the general student body and the faculty, staff, and administration at Syracuse University. For students, this campaign will help them identify sexual relationship violence, strengthen their understanding of the appropriate resources for these issues on campus, and recognize EOIRS and the designated office. For the faculty and staff, it will aid them in understanding the signs of sexual assault, as well as the effects these experiences have on students, ultimately helping them be better informed advocates for the client.

In order to reach these objectives, our campaign covers a wide variety of strategies. By conveying messages such as "Our priority is providing support for victims" and "You are never alone in this," our tactics aim to help the key publics recognize and understand the purpose of EOIRS and the Office of Health Promotions.

We suggest that the client establishes branded social media accounts to ensure that it is present in the place where its most important public spends most of their time. With this tactic, the offices can promote their services and spur engagement by speaking out on issues that they face. We also suggest for the client to create physical posters, signs, and triangle stickers to place around campus. These placards will catch the attention of students and faculty alike to promote the desired messages. Both the digital and physical tactics will utilize the overall messaging of the campaign and a "Myth v. Fact" component. "Myth v. Fact" will try to either verify or debunk select theories about both sexual assault and the duties of the two offices.

With ideation and setup happening during the long winter break SU has this year, this campaign will be set to reach campus by the start of the Spring 2021 semester. Constant brainstorming and social media content will help keep the campaign relevant throughout the semester until its results can be evaluated in May. We structured this campaign to be relatively cheap in terms of both manpower and monetary value. We estimate that the suggested tactics combined will only require about fifteen people and at least \$2000 but up to \$7000 (this price depends heavily on the speakers chosen for educational programming) to achieve.

By implementing this campaign, EOIRS and the Office of Health Promotions can better communicate and achieve its purpose and provide much needed support to survivors and education to bystanders. The services that these offices provide are more than essential to a healthy campus. Between the recommendations laid out in this campaign and the thoughtful and qualified professionals who work for the offices, EOIRS and the Office of Health Promotions have the opportunity to create a greater positive impact on the university.

Background & Situation Analysis

Client Background:

EOIRS Mission Statement:

The mission of the Office of Equal Opportunity, Inclusion & Resolution Services works with students, faculty, and staff, to foster a climate of inclusion, access, and opportunity. Our office collaborates across all divisions of the University to build community and cultivate a culture of respect, safety, and equity that recognizes the value of diversity in all its forms.

Office of Health Promotions Mission Statement:

To provide quality integrated wellness services and programs, which support a holistic and inclusive student-centered experience promoting lifelong growth and development.

Research:

Overview:

We conducted research for the Office of Equal Opportunity, Inclusion & Resolution Services (EOIRS), as well as the Office of Health Promotions at Syracuse University. Our research was centered on customer reactions based on existing data provided by the two offices mentioned above.

Our method of collecting information was primarily through secondary research, specifically a content and statistical analysis of the Syracuse University Campus Climate Survey from 2018. From these materials we were able to gather quantitative information on individuals who have previous experience with these two offices, including what led individuals to use or not use these services and what opinions they have of the client after working with them.

The information we gathered helps inform a generalized sentiment of these two offices from those who have used their services, as well as helps us evaluate what the client is doing well or could be doing better.

Key Statistics:

- About 67% said they had a general understanding of how Syracuse University addresses cases of sexual and relationship violence through various procedures.
- About 51% had a general understanding of the role of the University's Title IX coordinator.
- 14.3% of the people who contacted an on or off campus resource found out about it through a restroom sticker.
 - 28.6% found out from a friend/roommate/family member.
 - 7.1% found their resource from an internet search.

- About 23 percent reported having experienced sexual contact without their consent since coming to Syracuse University. Of those:
 - About 67 percent confided in a friend other than their roommate, 43.6 percent confided in a roommate, and 20 percent told nobody. (Respondents may have told multiple people.)
 - Almost all (95 percent) said they did not file a report.
- 60% of the people surveyed shared their experience with someone because they wanted to talk to someone they knew.
 - 33.3% spoke to someone for guidance on how to navigate the situation.
- 95% of respondents did not file any report to proceed with formal resolution.
 - Only 1.9% reported the incident to the Title IX Coordinator.

Analysis:

From the data, we have inferred there is a lack of reporting across Syracuse's campus. The lack of reporting, however, is not for a lack of knowledge about the resources available.

Unfortunately, although students may have an idea of what the resources available to them are, if the time were to come that they needed them, they may not be able to recall exactly where to go in accordance with the situation at hand.

A lack of reporting and reaching out for help on campus can be explained by the fact that students would rather confide in someone they feel comfortable with, like a friend or roommate, rather than reach out to an on-campus office. This analysis underscores how there is not a strong bond of trust between EOIRS and their publics, nor is EOIRS reaching students in the way they hope to. They do not appear as personable as they hope to, nor invite students to feel comfortable enough to share their experiences with their offices.

Another inference that can be drawn from our research is that people are mainly finding out about the client's services through friends and roommates.

Research Conclusions:

After reviewing the data from the 2018 report, our group has come to the conclusion that a main area for improvement for the client is with outreach and recreating an image to revoke misconceptions that students may have about the client's goals and purposes.

A main issue is that victims and survivors have expressed that they would prefer to confide in a friend, so it should be a goal of the offices to create a sense of comfort and act like a friend rather than school administrative personnel. With these broad recommendations in mind, further public relations campaigns can be created and expanded on to encourage more survivors to use the services offered by the university.

Client Situation Analysis:

Strengths & Weaknesses:

Because EOIRS and the Office of Health Promotions are the designated offices on Syracuse University's campus for sexual and relationship violence, they have inherent credibility and expertise. They have the appropriate number of staff members and access to resources that allow them to be experts in this particular area of student care.

Additionally, EOIRS and the Office of Health Promotions benefit from power. They are not only a positive organization that works towards helping students, but have the power to rectify the situation and bring about a solution that benefits the reporter/survivor. Additionally, they have the power to refer individuals for punishment based on their actions. They also have the power to engage faculty, staff and administration in training and education programs.

Another strength the client has is honesty. Any student who goes to these offices for assistance will be met with honesty, compassion, acceptance and sincerity.

On the other hand, students do not easily recognize the names of EOIRS and the Office of Health Promotions, nor do they associate these offices with resources for sexual and relationship violence. Because of a lack of communication and interaction coming from EOIRS and the Office of Health Promotions, both students and administration feel more or less indifferent towards them even if they support the efforts of the offices in the abstract. Another weight on the perception of the offices is that the offices could be misconstrued as just another arm of the administration, which can be intimidating to students who are hesitant to come forward.

The final area where the offices are missing a key opportunity is in the lack of student testimonials. Although we recognize there are privacy and legality concerns that surround this, without student testimonials from those who have used the services before, there isn't any peer-to-peer reinforcement of the credibility of these offices for students to reference when looking for on-campus resources.

Takeaways:

The positive attributes of honesty, expertise, power and credibility are undermined by the client's lack of familiarity and status among its publics. The strengths can not be properly showcased to the public because the students and faculty are not fully aware of the services and support provided.

Despite the credibility that comes with EOIRS and the Office of Health Promotions being associated with the University, some students may be intimidated by approaching people related

to Syracuse administration. Those who do not want to make the situation more “serious” may be inclined to keep their story or trauma to themselves, rather than confide in adults who they do not know.

Key Messages:

- Our priority is providing support for victims. We are here for you.
- Support can be tailored to fit different needs. No student who comes to the offices will be forced to proceed with anything they do not want to do.
- It is important to recognize signs of sexual and relationship violence.
- Be involved and direct people who may be suffering to us for further assistance.
- You are never alone in this.

Analysis of Publics

Key Publics:

- Primary Public - Student Body
 - General Student Population
 - Students Directly Affected by Sexual/Relationship Violence
- Secondary Public - Faculty, Staff and Administration

Key Public 1:

Student Body (Including Students Directly Affected By Sexual/Relationship Violence)

Psychographics

- **Hardworking:** College students are dedicated and driven in their studies.
- **Social/Involved:** Many SU students are involved in extracurriculars, while also enjoying free-time with their friends.
- **Socially Responsible:** SU students have shown that they are passionate about social justice issues (racial injustice, sexual misconduct, administration accountability) and are not afraid to make noise or demand action.

Influencers/Media Habits

- **Peers:** Students look to each other for advice and approval. The individual behavior of college students is almost always influenced by other peers in some way.
- **Public Figures/Celebrities:** The 18-22 age group of college students pays attention to public figures, celebrities and social media influencers. They enjoy relating to these celebrities and can be persuaded by their actions.
- **Parents:** Although college students live a very independent lifestyle on campus, many return to their parents and their families for breaks, and continue to be influenced by their opinions.
- **Social Media**
 - The general student population reads and receives a lot of their news from social media outlets such as Twitter, Instagram, Snapchat, and most recently, Tik Tok. Other less-used applications include Facebook, LinkedIn and Pinterest.
 - Daily updates or briefings from news publications have become increasingly popular, being that college students are accustomed to shorter and more skimmable content

Key Public 2:

Faculty, Staff and Administration

Psychographics

- There are many values and attitudes that professors and staff members are meant to uphold as faculty at Syracuse University. As listed on the Syracuse website, they are:

- Encourage global study, experiential learning, interdisciplinary scholarship, creativity, and entrepreneurial endeavors
- Balance professional studies with an intensive liberal arts education
- Foster a richly diverse and inclusive community of learning an opportunity
- Promote a culture of innovation and discovery
- Support faculty, staff, and student collaboration in creative activity and research that address emerging opportunities and societal needs
- Maintain pride in our location and history as a place of access, engagement, innovation and impact.
- More broadly, this key public is motivated by the desire for their students to excel and succeed. As an instructor or faculty member of the university, it is their job to make sure that the students are getting all of the help that they can, both inside and outside of the classroom.

Influencers/Media Habits

- **Peers:** Because the nature of their profession revolves around sharing knowledge, professors, faculty and staff often collaborate with each other and pass along interesting news or information that they find in the media.
- **Traditional News Sources:** Faculty and staff often get their news from print or digital newspapers and magazines, as well as TV/radio broadcast news
- **Social Media:** Even though social media may not be as strong of a media source for the staff as it is for the student population, the Syracuse University professors and faculty members stay up-to-date with news through the constant circulation of information on social media.

Addressing Each Public:

Public #1: What this public needs from the client is the provision of information and services. The students need more knowledge of who you are and what you can do for them and to create easier access to your services. In one sentence, this public essentially needs your support and to know your doors are always open for all students and that they will be shown support and compassion if they are to confide in you. This public also needs educational materials and tools to learn more about issues relating to sexual and relationship violence in general.

To reach this public and effectively communicate these sentiments to them, the offices need to meet the students where they're at. Primarily this is through social media, including Instagram and Twitter. The offices should activate peers to speak amongst themselves because students most often listen to their friend's opinions and recommendations.

Public #2: What this public needs from your offices is motivation to help students and engagement with both offices to help get this public involved and serve as a liaison between your

offices and students. This public also needs educational materials and tools to learn more about issues relating to sexual and relationship violence in general in order to help faculty, staff and administration support students and refer them to your offices.

To activate this public, the offices should create programs through the administrative structure because faculty and staff will be most receptive to this type of programming - mostly because they have to be employees of the university.

Goals & Objectives

Goals Aimed at the Student Body

Goal 1: Strengthen the student body's understanding of the campus resources surrounding sexual and relationship violence.

Objective 1: Increase the student body's understanding of the services offered concerning sexual and relationship violence on Syracuse's campus by 20% by the completion of the Spring 2021 semester.

Associated Strategy: Distributing noteworthy information concerning the services offered on Syracuse University's campus that relate to sexual and relationship violence. This will be completed through social media, the myth v. fact campaign, physical posters and educational programming.

Objective 2: Increase the student body's recognition of EOIRS and the Office of Health Promotions' names as offices on Syracuse's campus that deal with sexual and relationship violence by 15% by the completion of the Spring 2021 semester.

Associated Strategy: This strategy will work in tandem with the previous objective to get information to the intended public, specifically regarding name recognition of EOIRS and the Office of Health Promotions. This will be completed through social media, the myth v. fact campaign, physical posters and bubbles around campus.

Objective 3: Decrease the amount of students that associate EOIRS and the Office of Health Promotion with the Syracuse University administration by 15% by the end of the Spring 2021 semester.

Associated Strategy: Although the offices are technically part of the administration, we look to distance it from the attitudes held by current students about the "admin" and reinforce that the service is driven by and provided for students. This will be completed through social media, the myth v. fact campaign, physical posters and bubbles around campus.

Goal 2: Increase the general student population's awareness of what sexual and relationship violence looks like.

Objective 1: Increase the general student population's ability to identify what constitutes sexual and relationship violence by 20% by the completion of the Spring 2021 semester.

Associated Strategy: We will focus on creating educational materials for EOIRS and the Office of Health Promotions. This will be completed through social media, the myth v. fact campaign, physical posters and educational programming.

Objective 2: Increase the general student population's ability to identify signs and symptoms associated with sexual and relationship violence by 12% by the completion of the Spring 2021 semester.

Associated Strategy: Like the above objective, we will focus on creating educational materials for EOIRS and the Office of Health Promotions, specifically surrounding how to identify signs and symptoms associated with sexual and relationship violence. This will be completed through social media, the myth v. fact campaign, physical posters and educational programming.

Goals Aimed at Faculty, Staff & Administration

Goal 1: Increase faculty, staff and administration's understanding of sexual and relationship violence, and how it impacts students both inside and outside of the classroom.

Objective 1: Increase faculty, staff and administration's understanding of what constitutes sexual and relationship violence by 12% by the completion of the Spring 2021 Semester

Associated Strategy: We will focus on creating educational materials for EOIRS and the Office of Health Promotions, specifically surrounding what constitutes sexual and relationship violence. This will be completed through social media, the myth v. fact campaign, physical posters and educational programming.

Objective 2: Increase faculty, staff and administration's abilities to recognize signs and symptoms associated with sexual and relationship violence by 20% by the completion of the Spring 2021 Semester.

Associated Strategy: Like the above objective, we will focus on creating educational materials for EOIRS and the Office of Health Promotions to share with faculty, staff and administration to help them identify when a student is in need of help. This will be completed through social media, physical posters and educational programming.

Objective 3: Increase faculty, staff and administration's understanding of how sexual and relationship violence can affect a student in many different aspects of life, including academically, by 12% by the completion of the Spring 2021 Semester.

Associated Strategy: This strategy is part education, part communication between EOIRS and the Office of Health Promotions and faculty, staff and administration. Education often connotes a one-way flow of information, but for a topic of this severity and classified nature, there needs to be more of a conversation between the parties. This will be completed through the myth v. fact campaign, physical posters and educational programming.

Goal 2: Strengthen faculty, staff and administration's abilities to act as advocates for the resources available on campus

Objective 1: Increase faculty, staff and administration's understanding of the specific resources provided by EOIRS and the Office of Health Promotion by 20% by the completion of the Spring 2021 semester.

Associated Strategy: Distributing noteworthy information concerning the services offered on Syracuse University's campus that relate to sexual and relationship violence. This will be completed through the myth v. fact campaign and educational programming.

Objective 2: Increase faculty, staff and administration's ability to point students with issues concerning sexual and relationship violence to EOIRS and Office of Health Promotions by 12% by the completion of the Spring 2021 semester.

Associated Strategy: Sharing resources with faculty, staff and administration about the situations and ways in which they should handle referring a student to EOIRS or the Office of Health Promotions. This will be completed through the myth v. fact campaign, physical posters and educational programming.

Tactics

Overview & Elaboration of Tactics

Tactics Overview

- Social Media
 - Created content on Twitter and Instagram
 - Curated content on Twitter and Instagram
 - Service PSAs on Twitter and Instagram
- Myth v. Fact campaign
- New and redesigned posters and placards
- Educational programs

Social Media:

Tactic #1: Use Instagram to post informational and helpful content about sexual and relationship violence, varying from slides to single posts.

Examples:



Tactic #2: Use Instagram stories and Twitter to share/recommend useful and interesting podcasts, readings, articles, news blog posts etc., related to sexual and relationship violence as well as sexual education in general.

Examples:

- <https://twitter.com/continuesafter/> (Twitter Account)
- <https://www.breakthecycle.org/blog/journaling-tool-healing> (Blog Post)
- Tweet Example: “Check out this article about this survivor’s inspiring story [insert link]. Remember you are never alone.”

Tactic #3: Use Twitter for purely informational content. Incorporate short, informative, resourceful content such as links to services, links to EOIRS and Office of Health Promotions websites and directions of where to go for specific issues.

Examples:

- Tweet Content: “Looking for counseling services? Click here to schedule an appointment [insert link].”

Myth v. Fact Campaign:

Tactic #1: Develop a bank of myth v. fact pairings

Examples:

- “Myth v. fact”s about who the offices are and what their services are:
 - Myth - when you speak to EOIRS or the Office of Health Promotions about an incident involving sexual or relationship violence, you are required to go through a formal reporting process
Fact - by bringing an incident to EOIRS or the Office of Health Promotions, you open yourself up to a variety of avenues to resolve the issue
 - Myth - EOIRS and the Office of Health Promotions is just an extension of the SU administration
Fact - EOIRS and the Office of Health Promotions are university-sponsored offices that work for the betterment of students
 - Etc.
- “Myth v. fact”s about sexual and relationship violence:
 - Myth - most sexual assaults are committed by strangers. It’s not rape if the people involved know each other
Fact - most sexual assaults and rapes are committed by someone the victim knows. Among victims aged 18 to 29, two-thirds had a prior relationship with the offender
 - Myth - drugs, alcohol, stress and mental illness are the causes of domestic violence
Fact - while drugs, alcohol, stress and mental illness can be factors in an abuser’s life and can certainly make an abusive situation more complicated, these things do not cause domestic violence
 - Etc.

Tactic #2: Share myth v. fact graphics on Instagram as a story, saved to a “myth v. fact” highlight

Examples:



(9:16 dimensions made for Instagram stories, but can also be used for Twitter)

Tactic #4: Incorporate “myth v. fact” into educational programming by using “true v. false” questions of myths and facts to test understanding.

Examples:



Physical Posters and Placards:

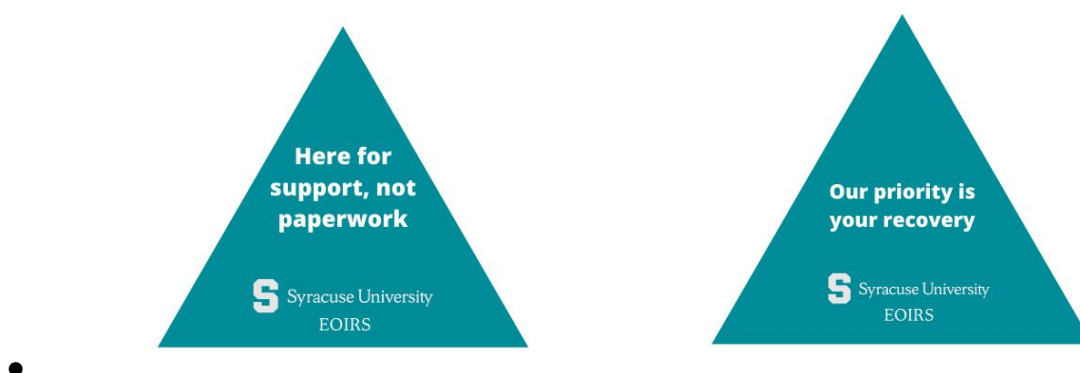
Tactic #1: Create physical signs to place around campus emphasizing the offices' commitment to the students. The signs should be put in high traffic areas such as the Quad or in front of the Hall of Languages. These signs will feature short slogans and messages to ensure that students can read the message with the fast pace of campus.

Examples:



Tactic #2: Creates triangles on the ground with slogans from the offices. Place these triangles along walkways and in buildings around campus (no exact locations yet because placement should be decided in relation to where the signs are put up)

Examples:



Educational Programming:

Tactic #1: Create and host 2 mandatory educational programs for faculty, staff, and administration for every academic school year (one each semester).

- The first program will include 2 parts. The first part will be teaching this public about what sexual and relationship violence is, how to recognize signs of it, and discussing the impact of the issue on a college campus. The second part will discuss what each office does and explain the available resources, as well as instruct this public to direct students to these offices when necessary and explain how to do so. The program can include a

Powerpoint presentation, student speakers (if students agree to volunteer), and even a guest speaker such as an influencer or a well-known person who has opened up about their experience with sexual assault to tell their story. This will depend on if a speaker can be secured for the event.

- The second program either in the middle or end of the school year will include more questions for the audience to answer about how they've made use of the information provided in the first program. The audience will be asked to anonymously answer questions about if they've referred anyone to the offices this year or if they have made more of an effort to be a liaison between students and the offices this year. The second program will also discuss goals for the next academic school year.
- Include interactive elements such as Kahoot or questionnaires to make sure the information is being absorbed and receive feedback from the audience.
- Reinforce information from these programs via emails and flyers for faculty, staff, and administration throughout the year.
- The Myth v. Fact campaign will also be incorporated into this programming.

Tactic #2: Create and host 2 (additional) educational programs for student organizations such as Greek life, athletic teams, clubs, etc. for every academic school year (one each semester).

- The current programming that is mandatory for student organizations including Speak About It is not as effective as it could be. One more additional mandatory program and one optional program will be implemented per academic year for students in student organizations to attend. The optional program will be mandatory for leaders of each organization but voluntary for other members.
- Include interactive elements such as Kahoot or questionnaires to make sure the information is being absorbed and receive feedback from the audience.
- At least one of the programs should include a guest speaker such as an influencer or someone well-known who has experience with this topic to discuss their story. Having a speaker who students would be interested to hear from will encourage attendance and participation and help bridge the gap between students and the offices.
- The first program should cover signs of sexual and relationship violence and promote the importance of recognize these signs among peers, steps to help someone who may be experiencing this (including referring them to the office rather than trying to provide advice or guidance to them personally), and discussions of who the offices are (including their goals, resources available, etc.).
- The second program will be more evaluative, encourage introspection and discuss steps for the next academic year.
- The Myth v. Fact campaign will also be incorporated into this programming.

Examples:



**INTRODUCING
BRITTANY
PIPER**

**Educator &
Wellness Coach**

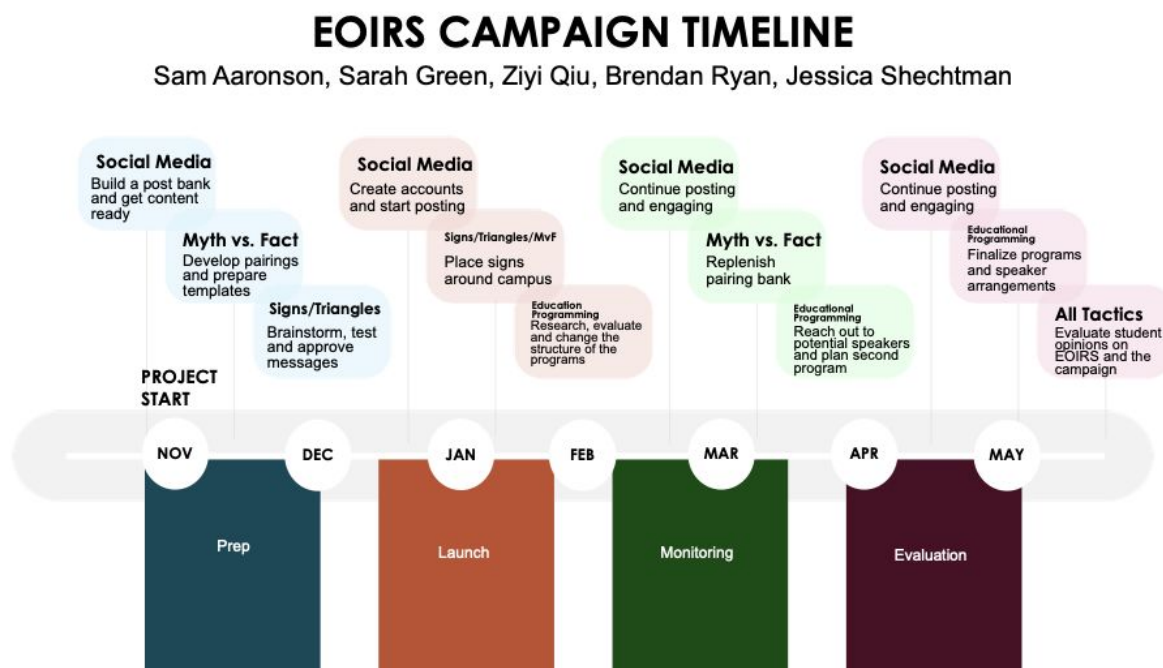
Brittany Piper overcame one of the most horrific events any of us could imagine: sexual assault. Now as a leading national expert on sexual violence and prevention, and a healing and wellness coach—Brittany uses her story of adversity, resilience and triumph to empower and inspire audiences to take brave action in their own lives and communities.

**Friday, Oct.
15th, 2021**

**Sign up for
the zoom link
in our bio!**

Timeline & Budget

Timeline



Budget

| Tactics | | # of People | # of Hours | Overall Cost |
|-------------------------|--|-------------|---|---------------|
| Social Media | | 2-4 | 3 hrs/day | 0 |
| Myth v. Fact Campaign | | 3 | 1- 2 hrs/day on average | 0 |
| Physical Signs | | 3-4 | - 10 hrs for design and printing - 6 hrs for putting up the signs and placards - TOTAL: 16 hrs | \$997 |
| Educational Programming | | 3-5 | - 1 hr per session (both learning session and guest speaker); - 4 hrs of preparation for each session (4 programs in total throughout the campaign) - TOTAL: 5 hrs each time | \$1000-\$5000 |

Priority Rankings

- *Rank 1: Myth v. Fact Campaign*
 - This tactic tends to be content-driven with no monetary attribution specifically associated. It only requires personnel and time costs to complete this “mini-campaign.” This tactic is ranked No.1 because in this tactic a relatively small amount of investment can be rewarding. Specially, successful completion of this tactic will help the overall campaign reach its goal, which is allowing students greater comfort in using EOIRS and the Office of Health Promotion’s service to recover from sexual misconduct and relationship violence. Also, the Myth v. Fact campaign also plays a crucial role in other tactics. Without the Myth v. Fact Campaign, the overall campaign may fail to correct the misconceptions.
- *Rank 2: Physical Signs and Triangles*
 - The total budget for this tactic is \$997. This tactic helps emphasize EOIRS and the Office of Health Promotion’s commitment to the students. Funding this tactic disseminates the core messages among students in an immersive way. This physical promotion exposes the information to students more effectively than social media because the placement of the signs and triangles are more accessible to the large numbers of the student population. Without this physical on-campus promotion, the overall campaign would lack an effective way to precisely target its oriented public, the general students.
- *Rank 3: Educational Programming*
 - The total budget for educational programming is between \$1000-\$5000, which varies based on the guest speaker the office invites. This tactic recommends EOIRS and the Office of Health Promotion increase their budget by at least \$700. This increase will account for additional expenses for educational programming such as inviting a new guest speaker to school can intrigue students to attend the speech around these topics. Ultimately, it is an effective way to educate both the general student population and faculty, staff, and administration. Without funding this tactic, the overall campaign is further away from its goals that target the general student population and faculty, staff, and administration public.
- *Rank 4: Social Media*
 - The budget for social media is also a content-driven tactic as the Myth v. Fact Campaign. There is no monetary attribution for social media tactics. However, it is still an important tactic that needs to be implemented. It is also a vehicle for other tactics. Without valid social media construction, the office would lack a solid media foundation. It is an effective means of sharing informational and helpful content, and will aid in positioning EOIRS and the Office of Health Promotions as an approachable and trustworthy organization in the eyes of the student population.

Evaluation

What We Are Looking to Measure:

- Student's recognition of EOIRS and the Office of Health Promotions as the designated office for sexual and relationship violence at Syracuse University
- Student's level of trust in EOIRS and the Office of Health Promotion
- Student's and administration's understanding of the services offered by EOIRS and the Office of Health Promotions
- Student's and administration's abilities to identify what constitutes sexual and relationship violence
 - Recognizing signs and symptoms
 - For faculty: Emphasis on the ways trauma can affect a student academically
- Student's and administration's abilities and comfort levels in pointing other peers to EOIRS and the Office of Health Promotions

How We Are Going to Measure It:

Social Media

- *Pretesting:* In order to get a baseline number for the general student body's awareness and sentiments on EOIRS and the Office of Health Promotions, a survey/questionnaire will be released prior to the start of the campaign. This survey will prompt the students to share their opinions on how they view sexual and relationship violence, how they view EOIRS and the Office of Health Promotions, and how likely they are to trust or confide in the office during a time of need. Further data could be found in the 2018 campus climate survey responses.
- At the end of the Spring 2021 semester, a final survey/questionnaire will be sent out to the student body. This will allow EOIRS/Office of Health Promotion to compare the change in responses from before and after the campaign. In addition to this, we will look at the social media metrics to measure engagement, impressions and reach. We will use the number of likes, comments, messages, etc.

Myth v. Fact Content

- *Pretesting:* To build a bank of myths that need to be rectified, a focus group or set of interviews should be conducted to gather student's knowledge and misconceptions of sexual and relationship violence. These misconceptions can also be found by looking at the 2018 campus climate survey responses.
- EOIRS and the Office of Health Promotions can perform an analysis of the feedback generated by the newest installment of the campus climate survey, on top of more specialized surveys on the effectiveness/helpfulness of the "Myth v. Fact" campaign itself.

- An additional evaluation mechanism for the “Myth v. Fact” mini-campaign is a before and after check-in of myths and facts during educational programming.
- Staff, faculty and administrators will engage in a feedback collection process.

Physical Signs/Placards

- *Pretesting:* In order to pretest the phrases and messages to be featured on these physical signs and placards, a focus group of students will be created to see if these slogans resonate with students.
- Halfway through the campaign, a survey will be sent out to students with questions about their opinion on the signs and triangles and will ask them if they recognize the topic the signs are referencing.
- Similar to the “Myth vs. Fact” evaluation, the campus climate survey after the campaign, and specific surveys catered to the campaign, will help gauge the success of this tactic and if the perception of EOIRS changed.

Educational Programming

- We will test the success of our educational programs mainly through surveys and questionnaires before, after and during each program to evaluate changes in the publics’ attitudes and beliefs before and after each training session regarding the topics and objectives relevant to each specific session.
- We will also incorporate focus groups of faculty, staff, administration and students that will meet before and after each educational training to test for feedback and to evaluate the success of each program.
- Some of these objectives could be tested in training sessions during the programs in which both publics are asked to go through a series of situations that test to see what each public has learned from each program.

Note: Surveys and focus groups can be conducted to account for multiple evaluation measures at once.

Appendix

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Appendix A - Research

Full Research Report:

Research Methods:

Our Methods:

We conducted research for the Office of Equal Opportunity, Inclusion & Resolution Services (EOIRS), as well as the Health Promotion Services Office at Syracuse University. The task was to do an analysis of customer reactions based on existing data provided by the two offices mentioned above.

Our method of collecting information was primarily through secondary research, specifically a content and statistical analysis of the Syracuse University Campus Climate Survey from 2018. These reports are publicly available and can be found through Syracuse University students' "myslice" accounts. From these materials we were able to gather quantitative information on individuals who have previous experience with these two offices, including what led individuals to use or not use these services and what opinions they have of the client after working with them.

What this methodology is missing is access to, and an assessment of, individual accounts and perspectives, perhaps in the form of quotes from those who have used these two offices, however due to the sensitive and private nature of the information we are researching and working with, this was not an option to explore more in depth.

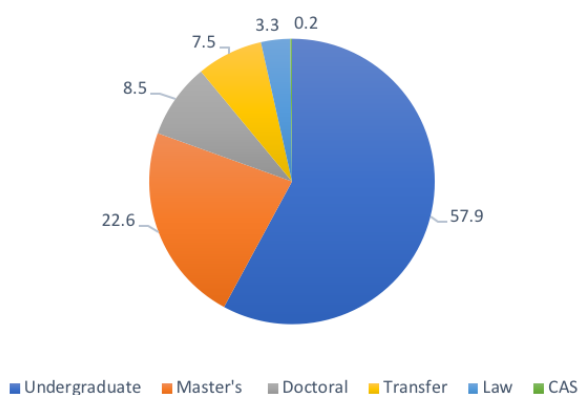
However, the information we do have helps inform a generalized sentiment of these two offices from those who have used their services, as well as help us evaluate what the client is doing well or could be doing better. Ultimately, this analysis will lead to recommendations and steps for future programs, outreach and services.

Syracuse University's Campus Climate Survey Methods

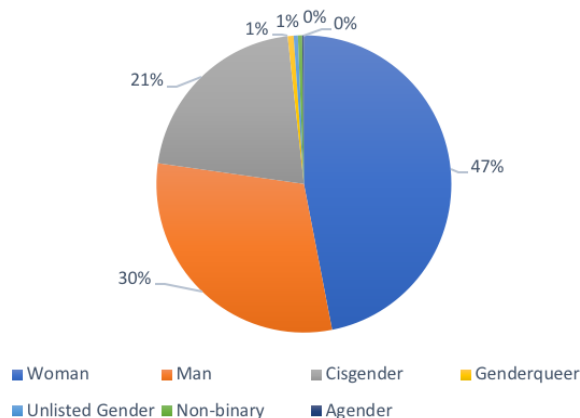
To conduct the Syracuse University Campus Climate Surveys, the Chancellor's Task Force on Sexual and Relationship Violence distributed online surveys to a portion of the Syracuse University student population by way of the Qualtrics platform. The survey covered topics of sexual assault, stalking, dating violence and sexual harassment and was sent to 1,997 undergraduate, graduate and law students enrolled during the Spring 2018. 482 students responded to the survey, coming out to approximately 24.1% of the original sample size.

The sample was diversified by type of student, race/ethnicity, class year, and school/college. It is important to note however that no substantial differences in response rates by race/ethnicity, class year, or school/college were observed. Additionally, because only one in four students responded to the survey, results should be interpreted with caution. A visual representation of the 2018 survey respondents' demographic profile is included below:

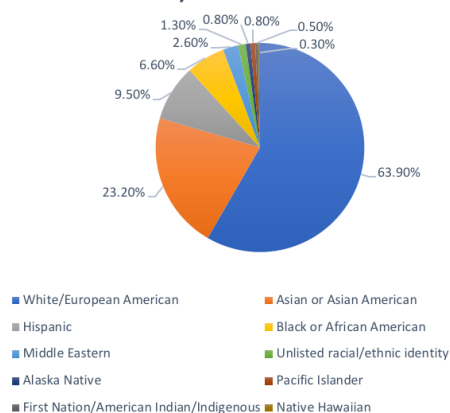
Survey Demographics



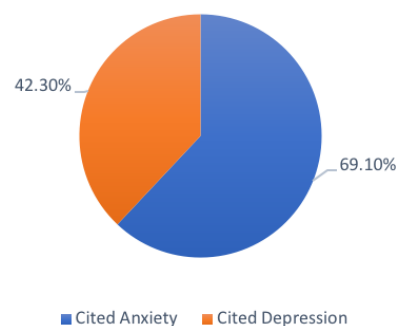
Gender



Racial/Ethnic Identification



Mental Health



Research Results/Findings:

After reviewing the Syracuse University Campus Climate Surveys, including Syracuse University's 2018 Sexual Assault and Relationship Survey Report, we were able to compile the most important statistics relevant to the client: EOIRS and the Office of Health Promotions.

General Statistics

- About 67% said they had a general understanding of how Syracuse University addresses cases of sexual and relationship violence through various procedures.
- About 51% had a general understanding of the role of the University's Title IX coordinator.
- 14.3% of the people who contacted an on or off campus resource found out about it through a restroom sticker.
 - 28.6% found out from a friend/roommate/family member.
 - 7.1% found their resource from an internet search.
- About 23 percent reported having experienced sexual contact without their consent since coming to Syracuse University. Of those:

- About 67 percent confided in a friend other than their roommate, 43.6 percent confided in a roommate, and 20 percent told nobody. (Respondents may have told multiple people.)
- Almost all (95 percent) said they did not file a report.
- 60% of the people surveyed shared their experience with someone because they wanted to talk to someone they knew.
 - 33.3% spoke to someone for guidance on how to navigate the situation.
- 95% of respondents did not file any report to proceed with formal resolution.
 - Only 1.9% reported the incident to the Title IX Coordinator.

Sexual Assault

- More than 70% of students who took the survey said that they knew where they could get help if they or a friend were sexually assaulted.
- While 80% of survivors who responded to the survey told at least one person, office, or the law about the incident of sexual assault, only 3.6% of the respondents told EOIRS.
 - 7.3% of respondents went to the Counseling Center/Sexual and Relationship Violence Response Team

Stalking

- Among those who reported having experienced any kind of stalking behavior by others, 58.8 percent told a close friend other than a roommate, 31.8 percent told a roommate, and 27.6 percent did not tell anybody.
 - More than 93 percent said they did not file a report.

Dating Violence

- About 27 percent of respondents indicated that they had been affected by dating violence since they became a student at this University. These behaviors included physical violence, threats, verbal abuse, and coercive behavior. Among those affected:
 - About 58 percent told a close friend other than a roommate.
 - About 30 percent told a roommate.
 - About 30 percent told nobody about the experience(s).
 - Roughly 93 percent said they did not file a report.

Sexual Harassment

- Of those who reported having experienced sexual harassment:
 - About 59 percent told a close friend other than a roommate.
 - More than 40 percent told a roommate.
 - About 29 percent told no one.
 - Less than two percent of students who experienced sexual harassment filed a report.

Research Analysis:

The data gathered from the survey gives us insight into the perspectives of those who have interacted with EOIRS and the Office of Health Promotions in one way or another. What we've learned is that there is a lack of reporting across Syracuse's campus. The lack of reporting,

however, is not for a lack of knowledge about the resources available. The survey reported that 70% of respondents knew that they could get help and where to go if they needed. It is important to note that while students may have an idea of what the resources available to them are, if the time were to come that they needed them, they may not be able to recall exactly where to go in accordance with the situation at hand. It is very easy in surveys to be overconfident in your knowledge and generalize how much you believe you could recall if you needed to. Even so, this statistic shows us that students may be actively not reporting or going to these offices because of an underlying reason. The reasoning may be that students do not trust that anything is going to be done if they do report, or that they will be asked to go through a process they are not comfortable with. Unfortunately, the survey does not provide us with the exact reason why.

The other side to this issue is that the lack of reporting and reaching out for help on campus is not that people don't understand SU's procedures and policies as 67% of respondents reported that they had a general understanding of these policies. The problem here is that people are not turning to the offices for support, and a possible reason for this is that they would rather confide in someone they feel comfortable with rather than reach out to an on-campus office.

While 80% of survivors told at least one person about an incident involving sexual misconduct, only 3.6% of the respondents told EOIRS. At the same time, 95% of survivors chose not to file a report to proceed with formal resolution. These statistics underscore how EOIRS lacks public trust and is not reaching students in the way they hope to. They do not appear personable, nor invite students to feel comfortable enough to share their experiences with their offices. Ultimately, EOIRS and the Office of Health Promotions needs to market themselves as a safe and friendly option to get help whether or not the survivor wants to take a formal route.

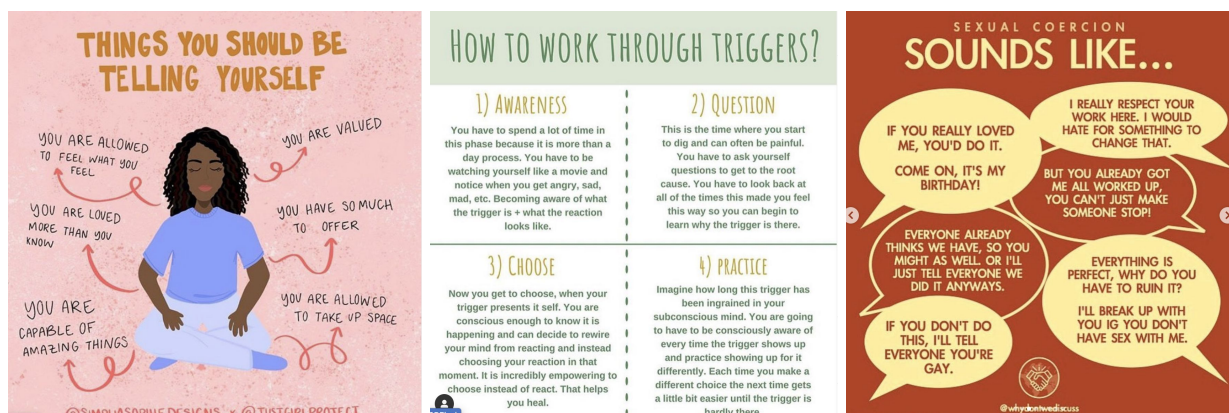
Another inference that can be drawn from our research is that people are mainly finding out about the client's services through friends and roommates. Statistics show that 28.6% of people who contacted the on or off campus resource found out about the service through friends, roommates, and family members. However, only 14.3% of the people found out about the service from the restroom stickers, which shows the need for updated campaigns and advertising tactics.

Recommendations and Solutions Based on Research:

- 1) Although the client currently has exposure across campus in the form of bathroom stickers, we believe these placards are not being as effective as they could be to inform students of the resources these offices provide. We believe - based on our understanding of the survey responses - that because the stickers have been there for so long and are in every stall, in every bathroom, students have become accustomed to them and no longer take the time to actively look at them. We believe they are valuable, however may need to be updated or redesigned to peak the interest of students who no longer take notice of them.
- 2) Our second recommendation is to combat the misunderstandings associated with the offices, their services and the processes through which one might go through if they share an incident with either the Office of Health Promotion or EOIRS. To educate the student body, the client could put together a "Myth v. Fact" or "True v. False" campaign in

which they not only dispel rumours about their offices, services and processes, but educate the student body on all the issues under their purview.

- 3) Based on the data provided, it is clear that students who experience sexual and relationship violence feel most comfortable sharing their stories with close friends or roommates. As a result of this, we believe that the client should make an effort to educate the general student body about indicators and signs of sexual and relationship violence. The thought behind this is if an individual hears from a friend about a sexual misconduct incident, because they are not as close to the situation, they may feel more comfortable seeking help than their friend who went through the experience themselves. The goal would be to empower the student body to look out for one another and be a source of comfort and reassurance for those who have been personally affected by sexual and relationship violence. Having a close friend supporting you through the process may encourage more people to reach out and use the services provided by the client.
- 4) Another general recommendation based on our research would be to change the outreach, PR, and advertising tactics to make the office's image appear more as an ally and friend rather than school administration can help students and survivors feel more at ease and willing to turn to these offices for help and guidance. One way to do this is to work with students more often. Even though a lot of information and communication between survivors and the office is confidential and requires a professional team, students can join and assist the office in other ways such as by running social media pages, working on outreach and campaigns and helping educate other students about the services offered and general information about sexual and relationship violence. Taking more students on to the team will help both offices bridge the gap between staff and students that often scares students away from using services offered by the school.
- 5) When it comes to bridging the gap between staff and students, EOIRS would benefit from increasing their social media presence on Twitter and Instagram. Now more than ever, college students are using social media platforms to talk about their experiences with sexual assault. For example, Instagram has recently seen a rise in profiles that feature anonymous first-hand accounts of sexual misconduct on different college campuses—such as @speakoutcuse. Even though these posts would not be appropriate for a University affiliated account to share on their profile, EOIRS would set an approachable tone for themselves by interacting through the comment section. This could end up being one of the most efficient ways for EOIRS to offer words of support and solidarity to the victims who feel more comfortable confiding in a virtual community, rather than visiting the office. This Instagram engagement would also be seen by members on campus, which helps with exposure. In addition to this, the EOIRS Instagram account should be a place of reference for useful information and resources regarding sexual assault and coping mechanisms. Below are some examples of posts that could be shared to inform students, and establish EOIRS as a welcoming place on campus. Similar posts like this could be posted on Twitter, and the same idea of interacting with other accounts on Twitter applies as well.



Research Conclusion:

After reviewing the data from the 2018 report, our group has come to the conclusion that a main area for improvement for the client is with outreach and recreating an image to revoke misconceptions that students may have about the client's goals and purposes. A main issue is that victims and survivors have expressed that they would prefer to confide in a friend, so it should be a goal of the offices to create a sense of comfort and act like a friend rather than school administrative personnel. With these broad recommendations in mind, further public relations campaigns can be created and expanded on to encourage more survivors to use the services offered by the university.

Appendix B - Analysis of Publics: Demographics

Key Public #1: General Student Population

- The general student population consists of all Syracuse University students, meaning all individuals who take classes with the university. This includes undergraduate, graduate and law school students. According to the most recent university census (2019), there are 15,275 undergraduate students - 46.6% male, 53.4% female - 6,919 graduate students - 51.6% male, 48.4% female - and 656 law students - 48.6% male, 51.4% female. The total enrollment and count for this public comes out to 22,850 - 48.2% male, 51.8% female.

Sub-Public of Key Public #1: Students Directly Affected By Sexual/Relationship Violence

- The Syracuse University 2018 Sexual and Relationship Violence Survey Report offers the most accurate way to identify the demographics of this public as specific data cannot be obtained from specific accounts.
- For ethnic and racial identity, 63.9% of respondents specified white, 23.2% Asian or Asian American, 9.5% Hispanic/Latinx/Chicanx, 6.6% Black or African American, 2.6 Middle Eastern, 0.8% Alaska Native, 0.8% Pacific Islander, 0.5% First Nation/American Indian/Indigenous, 0.3% Native Hawaiian, and 1.3% identified as an unlisted identity.
- Many of the students who responded to the survey are involved on campus. Of the 396 respondents, 63.9% participate in some organization or club at Syracuse. The most common forms of involvement included Greek life at 20.5%, an academic department club or organization at 18.7%, and sports and recreation at 13.9%.
- In terms of gender, 50.5% identify as a woman, 32.6% identify as a man, 22.6% are cisgender, or identify with the gender assigned to them at birth, 0.7% identify as genderqueer, 0.5% as non-binary, 0.2% as agender, and 0.5% as an unlisted gender.
- The majority of the respondents to the survey
- Of the respondents, about 23% fall into the public being studied, students who acknowledged the experience of nonconsensual sexual contact at Syracuse. Another 27% have experienced relationship violence since starting at Syracuse University.
- There are three important subpopulations to consider for this public: students actively seeking help or resources, students not seeking help or resources, and students not aware of the available resources at the school.

Key Public #2: Faculty, Staff and Administration

- At Syracuse University, there are 3,554 staff members, including 1,013 full-time instructional faculty, 96 part-time faculty and 454 adjunct faculty. Of these members, 930 are tenured or on the tenure-track, whereas 881 are non-tenure-track faculty. In addition to this, approximately 86% of the full-time faculty have earned Ph.D. or professional degrees. When it comes to the gender of Syracuse University's instructors, data from 2017 shows that 42.2% are female, while 57.8% are male.

- These professors have many different areas of specialization and expertise, since there are many different schools within Syracuse University (School of Architecture, The College of Arts and Sciences, School of Education, The College of Engineering and Computer Science, The David B. Falk College of Sport and Human Dynamics, School of Information Studies, College of Law, The Martin J. Whitman School of Management, Maxwell School of Citizenship and Public Affairs, S.I. Newhouse School of Public Communication, College of Visual and Performing Arts).
- One of the main factors that distinguishes this key public from others is their age. While our other key publics are young adults who have varying priorities as college students, the Syracuse University faculty and staff are all adults whose main priority is performing well in their occupation as an educator and mentor in order to best teach their students.

Appendix C - Full Tactics List

Full Tactics List with Deliverables

Social Media Deliverables

Examples of shareable visual content

- **Note:** Content from other accounts can be screenshotted and posted on the EOIRS and the Office of Health promotions Instagram profile, as long as the original source is credited in the caption. When it comes to sharing these posts on their Instagram stories, no source is required because the photo will link back to the original account regardless.



Examples of shareable written/audio/interactive content

- <http://www.joyfulheartfoundation.org/blog/quiz-how-much-do-you-know-about-consent> (Quiz)
- <http://www.joyfulheartfoundation.org/blog/digital-abuse-signs-and-help> (Blog Post)
- <https://twitter.com/continuesafter/> (Twitter Account)
- <https://www.breakthecycle.org/blog/dating-violence-and-reauthorization-wawa> (Blog Post)
- <https://www.breakthecycle.org/blog/journaling-tool-healing> (Blog Post)
- https://www.lyft.com/blog/posts/rainn_dv (News)

Myth v. Fact Campaign:

Bank of myth v. fact pairings

- “Myth v. fact”s about who the offices are and what their services are:
 - Myth - when you speak to EOIRS or the Office of Health Promotions about an incident involving sexual or relationship violence, you are required to go through a formal reporting process
Fact - by bringing an incident to EOIRS or the Office of Health Promotions, you open yourself up to a variety of avenues to resolve the issue
 - Myth - EOIRS and the Office of Health Promotions is just an extension of the SU administration
Fact - EOIRS and the Office of Health Promotions are university-sponsored offices that work for the betterment of students
 - Etc.
- “Myth v. fact”s about sexual and relationship violence:
 - Myth - most sexual assaults are committed by strangers. It’s not rape if the people involved know each other
 - Fact - most sexual assaults and rapes are committed by someone the victim knows. Among victims aged 18 to 29, two-thirds had a prior relationship with the offender
 - Myth - drugs, alcohol, stress and mental illness are the causes of domestic violence
Fact - while drugs, alcohol, stress and mental illness can be factors in an abuser’s life and can certainly make an abusive situation more complicated, these things do not cause domestic violence
 - Etc.

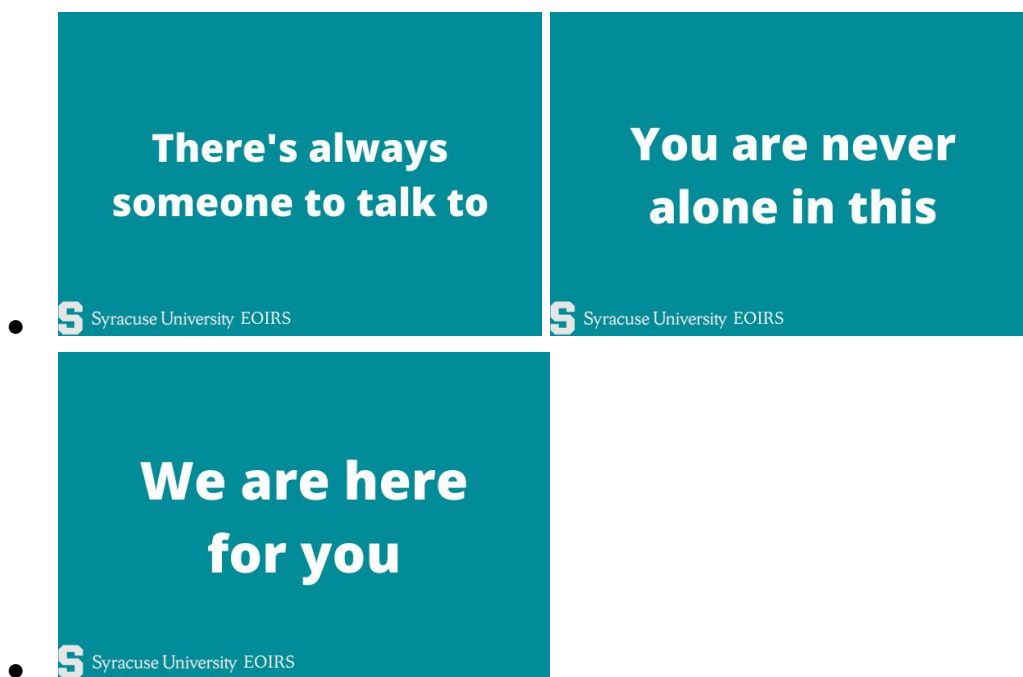
Examples of Myth v. Fact Graphics



(9:16 dimensions made for Instagram stories, but can also be used for Twitter)

Physical Signs Deliverables:

- The signs and triangles will be teal as that is the official color of sexual assault awareness.





•

Educational Programs Deliverables:

- We will keep some aspects of the current educational programming and believe the overall format can remain the same. Below is an example of a Kahoot quiz that can be used during programming to increase participation and interaction during the programs. Other surveys and questionnaires should be incorporated as well as needed.
- We created a Kahoot for the Myth v. Fact campaign to incorporate into the educational programs. Please contact us for the information to use the Kahoot because we could not put a link to it into this document. Below are sample questions taken from the Kahoot:

Myth or Fact? Most sexual assaults and rapes are committed by someone the victim knows.



•

Myth or Fact? Drugs, alcohol, stress and mental illness can make an abusive situation more complicated

7




39
Answers

▲ Myth

◆ Fact

Myth or Fact? By bringing an incident to our offices, you open yourself up to a variety of avenues to resolve the issue

16



12
Answers

▲ Myth

◆ Fact

Appendix D - Full Timeline

Full Timeline:

November 2020

Week 4

- *Social Media*
 - Begin following relevant accounts on Instagram and Twitter (those that relate to sexual and relationship violence, similar accounts from similar offices on other college campuses, accounts aimed at younger demographics)

December 2020

Week 1

- *Myth v. Fact Campaign*
 - Develop a bank of myth v. fact pairings
 - About who the offices are/what their services are AND about RSV → Look to old surveys for misinformation/misunderstandings, consult staff's knowledge about the issues
- *Physical Signs & Triangles*
 - Brainstorm and decide on the locations of the physical signage
 - Approve potential messages and designs of the physical signage with the administration (including signage that covers the Myth v. Fact campaign)
- *Social Media*
 - Browse Instagram and other online sources to find informational slides and graphic posts to add to the bank of posting content for the Instagram account
 - Test the student's awareness and understanding of EOIRS in a focus group or survey in order to get a baseline

Week 2

- *Myth v. Fact Campaign*
 - Create an Instagram story template and a highlights folder
- *Physical Signs & Triangles*
 - Test the messages and designs of the designs of the signs and triangles with small sample of students
- *Social Media*
 - Finalize Instagram account posting bank
 - Browse online sources, blogs, news, etc. to find useful and interesting podcasts, readings, articles, news, blog posts, etc. related to sexual and relationship violence as well as sexual education

Week 3

- *Physical Signs & Triangles*
 - Finalize messages and designs for signs and triangles
- *Myth v. Fact Campaign*

- Replenish pairing bank as needed
- *Social Media*
 - Finalize bank of links and references to readings, articles, blog posts, etc. to be used for both Instagram and Twitter
 - Identify the important information that isn't being covered by the selected posts and links in the social media materials bank

Week 4

- *Social Media*
 - Create any graphic materials and posts to address the important information that wasn't previously covered by the selected posts and links in the social media materials bank

January 2020

Week 1

- *Social Media*
 - Continuing Week 1 efforts to create graphic materials for the social media → shift focus to think about branding as well (Prepare infographic slide that addresses who EOIRS is, to be used as the first post)

Week 2

- *Social Media*
 - Create/set-up Instagram account and post the prepared infographic slide about EOIRS
- *Physical Signs & Triangles*
 - Place signs and triangles around dormitories and in off-campus locations

Week 3

- *Myth v. Fact Campaign*
 - Replenish pairing bank as needed
- *Physical Signs & Triangles*
 - Place signs and triangles around academic buildings on campus (including those highlighting the Myth v. Fact campaign)

Week 4

February 2020

Week 1

- *Social Media*
 - Share informational/helpful slide or single post on Instagram
 - Post first myth v. fact Instagram story and form a similar tweet to be posted on the Twitter account
 - Post a tweet on Twitter that redirects viewers/students to the link needed to create an appointment for counseling

- *Educational Programming*
 - Sort through old educational programming content and begin to research and create new material for first program (will be set for some date in September or October 2021).

Week 2

- *Social Media*
 - Post a tweet on Twitter that redirects viewers/students to the link needed to create an appointment for counseling
 - Post myth v. fact Instagram story → create a highlight on the profile page that shows all of the myth v. fact related stories
 - Share interesting article, blog post, or podcast on Twitter (cross-promote on Instagram page)
- *Educational Programming*
 - Redesign structure of first program
 - Include information about what sexual and relationship violence is/how to recognize signs of it, and discuss the impact of the issue on a college campus.
 - Include discussion of what each office does and explain the available resources, as well as instruct this public to direct students to these offices when necessary and explain how to do so.

Week 3

- *Myth v. Fact Campaign*
 - Replenish pairing bank as needed
- *Educational Programming*
 - Create Powerpoint presentation for first program. Add in interactive elements such as Kahoot.
- *Social Media*
 - Continue to post on the Instagram using the social media materials bank previously created (promote events and other information as necessary)
 - Post myth v. fact Instagram story and form a similar tweet to be posted on the Twitter account
 - Post a tweet on Twitter that redirects viewers/students to the link needed to create an appointment for counseling

Week 4

- *Educational Programming*
 - Begin to search for guest speakers such as students and/or an influencer and continue throughout the rest of the planning process.
- *Social Media*
 - Post myth v. fact Instagram story

- Share article, blog post, or podcast on Instagram, and remember to put the link in the profile biography for easy user-access
- Post a tweet on Twitter that redirects viewers/students to the link needed to create an appointment for counseling

March 2020

Week 1

- *Educational Programming*
 - Begin planning for second program (Will be set for March or April 2021).
- *Social Media*
 - Post myth v. fact Instagram story and form a similar tweet to be posted on the Twitter account
 - Post a tweet on Twitter that redirects viewers/students to the link needed to create an appointment for counseling
 - Continue to post on the Instagram using the social media materials bank previously created (promote events and other information as necessary)

Week 2

- *Educational Programming*
 - Incorporate more questions for the audience to answer about how they've made use of the information provided in the first program.
 - The audience will be asked to anonymously answer questions about if they've referred anyone to the offices this year or if they have made more of an effort to be a liaison between students and the offices this year. The second program will also discuss goals for the next academic school year.
- *Social Media*
 - Post myth v. fact Instagram story
 - Post a tweet on Twitter that redirects viewers/students to the link needed to create an appointment for counseling
 - Share article, blog post, or podcast on Instagram, and remember to put the link in the profile biography for easy user-access

Week 3

- *Myth v. Fact Campaign*
 - Replenish pairing bank as needed
- *Educational Programming*
 - Sort through Myth v. Fact Campaign to include in both programs.
- *Social Media*
 - Post myth v. fact Instagram story and form a similar tweet to be posted on the Twitter account
 - Post a tweet on Twitter that redirects viewers/students to the link needed to create an appointment for counseling

- Continue to post on the Instagram using the social media materials bank previously created (promote events and other information as necessary)

Week 4

- *Educational Programming*
 - Curate content for emails and flyers for faculty, staff, and administration throughout the year to promote the programs.
- *Social Media*
 - Post myth v. fact Instagram story
 - Post a tweet on Twitter that redirects viewers/students to the link needed to create an appointment for counseling
 - Share article, blog post, or podcast on Instagram, and remember to put the link in the profile biography for easy user-access

April 2020

Week 1

- *Educational Programming*
 - Continue to work on promotional materials
 - Finalize planning for both faculty programs for the next academic year.
 - Switch efforts and begin planning for student programming (Tactic #2) by analyzing old programming and choosing which parts to keep and which to alter or change (Discuss whether Speak About It should remain)
- *Social Media*
 - Post on Instagram and Twitter about April being sexual assault awareness month
 - Post myth v. fact Instagram story and form a similar tweet to be posted on the Twitter account
 - Post a tweet on Twitter that redirects viewers/students to the link needed to create an appointment for counseling
 - Continue to post on the Instagram using the social media materials bank previously created (promote events and other information as necessary)

Week 2

- *Educational Programming*
 - Create Powerpoint presentation.
 - The presentation should cover signs of sexual and relationship violence and promote the importance of recognize these signs among peers, steps to help someone who may be experiencing this (including referring them to the office rather than trying to provide advice or guidance to them personally), and discussions of who the offices are (including their goals, resources available, etc.).
- *Social Media*
 - Post myth v. fact Instagram story

- Post a tweet on Twitter that redirects viewers/students to the link needed to create an appointment for counseling

Week 3

- *Myth v. Fact Campaign*
 - Replenish pairing bank as needed
- *Educational Programming*
 - Include interactive elements such as Kahoot or questionnaires to make sure the information is being absorbed and receive feedback from the audience.
- *Social Media*
 - Post myth v. fact Instagram story and form a similar tweet to be posted on the Twitter account
 - Post a tweet on Twitter that redirects viewers/students to the link needed to create an appointment for counseling

Week 4

- *Educational Programming*
 - Begin to search for a guest speaker(s) for the mandatory program (The optional one/training for student organization leaders does not need one unless students volunteer to speak).
- *Social Media*
 - Post myth v. fact Instagram story
 - Post a tweet on Twitter that redirects viewers/students to the link needed to create an appointment for counseling

May 2020

Week 1

- *Educational Programming*
 - Switch efforts to planning the optional program.
 - The second program will be more evaluative, encourage introspection and discuss steps for the next academic year. Create questionnaires/surveys to distribute for feedback.
- *Social Media*
 - Post myth v. fact Instagram story and form a similar tweet to be posted on the Twitter account
 - Post a tweet on Twitter that redirects viewers/students to the link needed to create an appointment for counseling

Week 2

- Survey students about their opinions on EOIRS and the Office of Health Promotions, asking questions related to the physical signs/triangles, myth v. fact campaign, and social media
- *Educational Programming*

- Incorporate Myth v. Fact Campaign into both student programs.
- *Social Media*
 - Post myth v. fact Instagram story
 - Post a tweet on Twitter that redirects viewers/students to the link needed to create an appointment for counseling

Week 3

- Curate content for emails and flyers for faculty, staff, and administration throughout the year to promote the programs.
- *Social Media*
 - Post myth v. fact Instagram story and form a similar tweet to be posted on the Twitter account
 - Post a tweet on Twitter that redirects viewers/students to the link needed to create an appointment for counseling

Week 4

- *Educational Programming*
 - Continue Week 3 and finalize planning for all 4 educational programs. Set dates for all 4 programs, secure speakers and volunteers, finalize promotional content, etc.

Appendix E - Budget Rationalization

Myth v. Fact Campaign

Because this tactic is really a content driver, the budgeting associated with this tactic is interwoven with some of the other tactics. The social media timeline includes posting the myth v. fact Instagram stories, the physical signs will include content from this “mini-campaign” and the educational programming will use the myth v. fact content and a checkmarker for participants. Along with the budget items that go along with those pieces, the budget items specifically for the myth v. fact campaign are in terms of time and personnel. Staff across the two offices will need to work together to go through old surveys and feedback to find common threads of misinformation or misunderstanding among the publics, as well as converse with each other about what they see as misunderstandings from their “expert” point of view. We suggest this process take about two weeks so that enough content is gathered for at least the first month of posting (although the goal is to gather as many pairings as possible). Following this initial push for information, and the costs associated with the other incorporations of this tactic, the only other resources that need to be dedicated to this tactic are staff’s time in replenishing the bank of pairings each month if there are not enough for the upcoming content calendar.

While there is no monetary attribution inherently associated with this tactic, that does not mean it is not valuable. As it was mentioned, this “mini-campaign” is the content driver of the larger operation and should be given the proper individuals and attention to ensure it is properly crafted and properly integrated into the other pieces of the campaign.

Physical Signs and Triangles

For this tactic, EOIRS and the Office of Health Promotions must purchase the signs and triangle stickers to be placed around campus. Forty of these signs cost \$350 on Vistaprint. A custom floor decal on Signs.com is \$25.88, so the total cost for this part will be \$647 for 25 units of this product. The total budget for this tactic is \$997. The estimated budget for these items could be smaller if Syracuse University has partnerships for these products.

The physical signs and triangles hold great value to this campaign. While the reach is broader for the social media accounts, the on-campus promotions give the client great visibility to its most important public, students. While these products are relatively expensive, the quality of exposure these items bring to these offices by constantly garnering glimpses from the thousands of people who flow through the campus on a normal school day. If there are budgetary concerns for this campaign, this tactic could reasonably be dropped, but if the funds are present, the signs and triangles keep the messages of these offices in the direct view of the student.

Educational Programming

The budget for both tactics for educational programming (2 programs for faculty, staff, and administration and 2 programs for student organizations) should be kept relatively the same as

the current budget that the client spends on educational programming. We are not trying to make these programs more expensive or create a bigger team for the planning process. This should be as easy as possible for the client to make the necessary changes and incorporate new material into the programs. However, we do recommend that a few student and faculty volunteers join the team to help plan these programs to curate material that will interest both publics and encourage attendance and excitement to learn. We recommend a \$700 increase in budget from the current budget to account for an interesting guest speaker. This increase was calculated based on data published stating: “In general, professional speakers (non-celebrities) range from \$1,500 to \$30,000 for an event. For example, Pro Speak has most of its speakers available in the \$5,000 to \$10,000 range.”

Since this event is not a graduation and the speaker(s) will most likely not be celebrities or any big time influencers, we minimized the cost to under \$1,000 and hopefully even under \$500. Since the current educational programming already incorporates promotional materials such as flyers and emails, the budget can remain relatively the same. The budget for the Myth v. Fact Campaign will cover the incorporation of this campaign into the programming. The budget for these tactics will be very valuable to the overall campaign. The current problem is that the publics do not want to attend mandatory training events and there is minimal eagerness to learn about these topics. Adding a guest speaker and new interactive elements will help the educational programming become more enticing and exciting for publics to engage in, which is why a slight budget increase is necessary.

Social Media

For this tactic, it is most important to focus on forming a team that will help curate, create and post content on different social media outlets. Although the current employees at EOIRS and the Office of Health Promotions would be able to complete the tasks as listed in the timeline, they would benefit more from enlisting student's help in this process. By creating a team of 2-4 students to focus specifically on social media, other office member's will have more time for something like educational programming. At the same time, these students are a part of the key public that the office is trying to reach, and so they can offer an invaluable perspective on the type of content that other students want to see. Luckily, there are many Syracuse University students who are looking for a way to get involved on campus, practice the skills they learn in class, and gain valuable experience working with professionals. By leveraging this, EOIRS and the Office of Health Promotions offer students an opportunity to learn and grow their skills in a real-life setting, while taking active steps to rebrand and create a social media presence for themselves that is helpful, informative and relevant.

The preparation of the social media materials will be conducted from the months of November to January, prior to the start of the Spring 2021 semester. Once the semester starts, curated content and helpful links will be shared to both the Instagram and Twitters pages. Some of these posts

will be chosen from the prepared content, whereas others will continue to be added as the team stumbles upon any more useful information or infographics. While there is no monetary attribution associated with social media, the effects of rebranding the social accounts and profiles are invaluable. In the current age of technology and social media, it is impossible for an organization to be well-known and well-understood if they do not have an Instagram or Twitter account that a user can view. A new and improved social presence for EOIRS and the Office of Health Promotions is exactly what they need to reach the general student population.

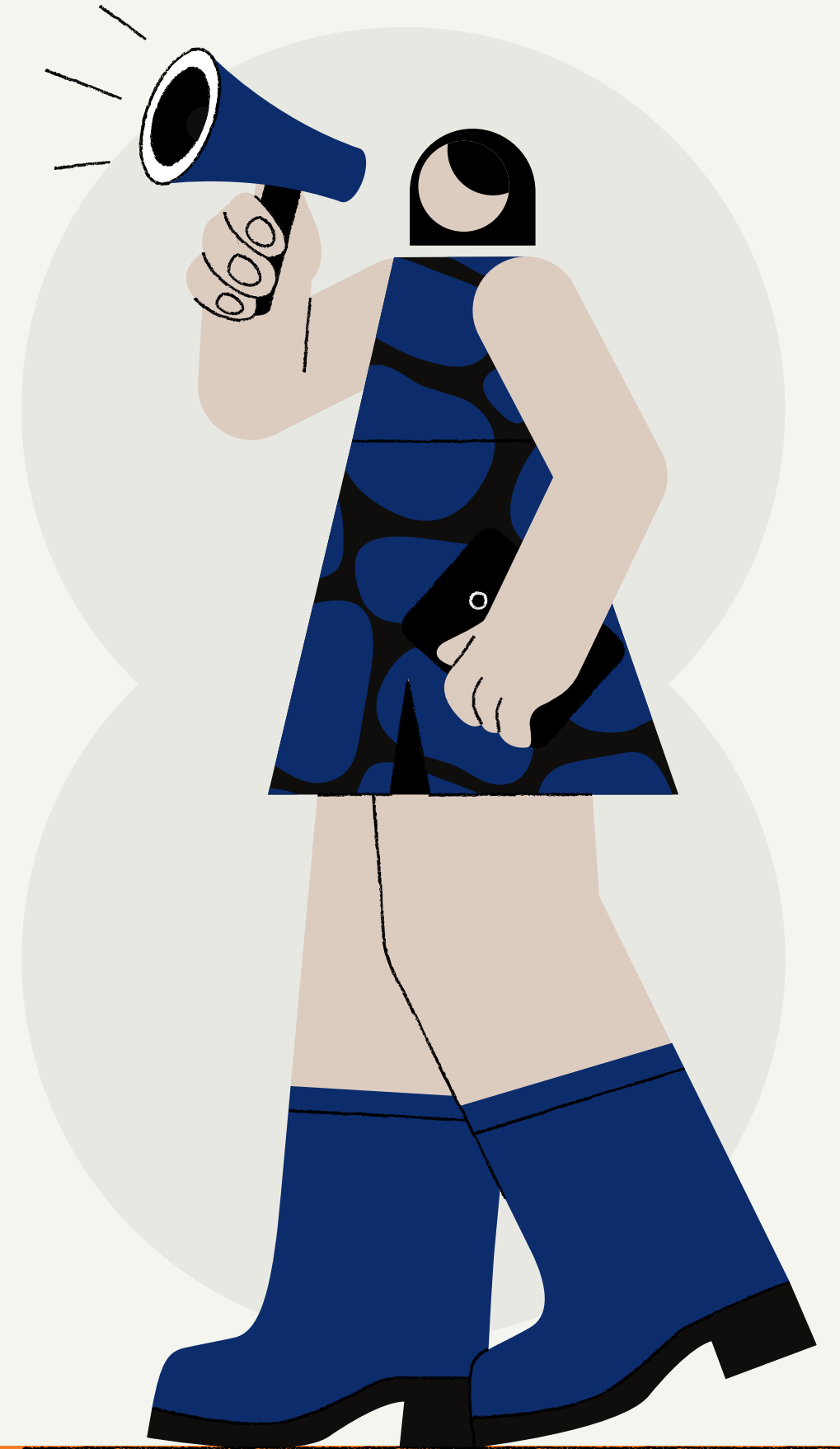
Appendix F - Campaign Video Link

<https://youtu.be/7A59rFTEBE0>

EOIRS & Office of Health Promotions

PRL325: Public Relations Campaigns

Group 3 - Sam Aaronson, Sarah Green, Ziyi Qiu, Brendan Ryan, Jessica Shechtman



Background

EOIRS Mission Statement:

The mission of the Office of Equal Opportunity, Inclusion & Resolution Services works with students, faculty, and staff, to foster a climate of inclusion, access, and opportunity. Our office collaborates across all divisions of the University to build community and cultivate a culture of respect, safety, and equity that recognizes the value of diversity in all its forms.

Office of Health Promotions:

To provide quality integrated wellness services and programs, which support a holistic and inclusive student-centered experience promoting lifelong growth and development.

Situation Analysis

Despite the credibility that comes with EOIRS and the Office of Health Promotions being associated with the University, some students may be intimidated by approaching people related to Syracuse administration. Those who do not want to make the situation more “serious” may be inclined to keep their story or trauma to themselves, rather than confide in adults who they do not know. Even with strengths such as honesty, expertise and likability, students and faculty are not fully aware of the services and support provided.



Public #1

Student Body

Need to know who you are and what you can do for them and to create easier access to your services.

- Need to know they will be shown support and compassion if they are to confide in you.
- Needs educational materials and tools to learn more about issues relating to sexual and relationship violence in general.

To reach this public and effectively communicate these sentiments to them, the offices need to meet the students where they're at. Primarily this is through social media, including Instagram and Twitter. The offices should activate peers to speak amongst themselves because students most often listen to their friend's opinions and recommendations.



Public #2

Faculty, Staff &
Administration

Needs accurate training and information to serve as a liaison between your offices and students.

- Needs educational materials to learn more about issues relating to sexual and relationship violence

To activate this public, the offices should create programs through the administrative structure because faculty and staff will be most receptive to this type of programming - mostly because they have to be as employees of the university.

Key Messaging

- Our priority is providing support for victims. We are here for you.
- Support can be tailored to fit different needs. No student who comes to the offices will be forced to proceed with anything they do not want to do.
- It is important to recognize signs of sexual and relationship violence.
- Be involved and direct people who may be suffering to us for further assistance.
- You are never alone in this.



Goals



1. Strengthen the student body's understanding of the campus resources surrounding sexual and relationship violence.
2. Increase the general student population's awareness of what sexual and relationship violence looks like.
3. Increase faculty, staff and administration's understanding of sexual and relationship violence, and how it impacts students both inside and outside of the classroom.
4. Strengthen faculty, staff and administration's abilities to act as advocates for the resources available on campus.

Objective Examples



1. Increase the student body's understanding of the services offered concerning sexual and relationship violence on Syracuse's campus by 20% by the completion of the Spring 2021 semester.
2. Increase the student body's ability to identify signs and symptoms associated with sexual and relationship violence by 12% by the completion of the Spring 2021 semester.
3. Increase the student body's understanding of the services offered concerning sexual and relationship violence on Syracuse's campus by 20% by the completion of the Spring 2021 semester.
4. Increase faculty, staff and administration's ability to point students with issues concerning sexual and relationship violence to EOIRS/Office of Health Promotions by 12% by the completion of the Spring 2021 semester.

Tactics

Social Media

Curated content on TW and IG

Service PSAs on TW and IG

Myth v. Fact campaign

New and redesigned posters and placards

Educational programs



Myth v. Fact Campaign

- Develop a bank of myth v. fact pairings
- Share myth v. fact graphics on IG as a story, saved to a “myth v. fact” highlight
- Incorporate “myth v. fact” into educational programming by using “true v. false” questions of myths and facts to test understanding

Myth v. Fact

FACT.

EOIRS and the Office of Health Promotions are university-sponsored offices that work for the betterment of students

“

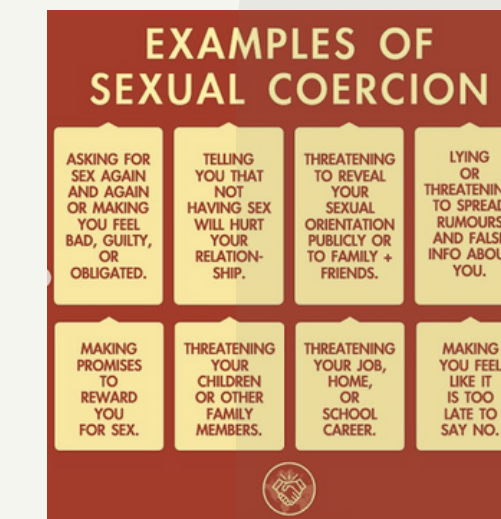
MYTH

EOIRS and the Office of Health Promotions is just an extension of the SU administration

For More information and resources concerning sexual and relationship misconduct, follow @bewellsu & @xxx

Social Media

- Post informational and helpful content about sexual and relationship violence on IG
- Share/recommend useful and interesting podcasts, readings, articles, news blog posts etc. on IG (stories) and TW
- Post informational content, including links to resources on TW



New Posters & Placards

- Create physical signs to place around campus emphasizing the offices' commitment to the students
- Creates triangles on the ground with slogans from the offices



Educational Programming

- Create and host 2 mandatory educational programs for faculty, staff, and administration for every academic school year (one each semester).
- Create and host 2 (additional) educational programs for student organizations such as Greek life, athletic teams, clubs, etc. for every academic school year (one each semester).



**INTRODUCING
BRITTANY
PIPER**

Educator & Wellness Coach

Brittany Piper overcame one of the most horrific events any of us could imagine: sexual assault. Now as a leading national expert on sexual violence and prevention, and a healing and wellness coach—Brittany uses her story of adversity, resilience and triumph to empower and inspire audiences to take brave action in their own lives and communities.

Friday, Oct. 15th, 2021

Sign up for the zoom link in our bio!

Myth or Fact? Most sexual assaults and rapes are committed by someone the victim knows.

14

Kahoot!

20
Answers

▲ Myth

◆ Fact

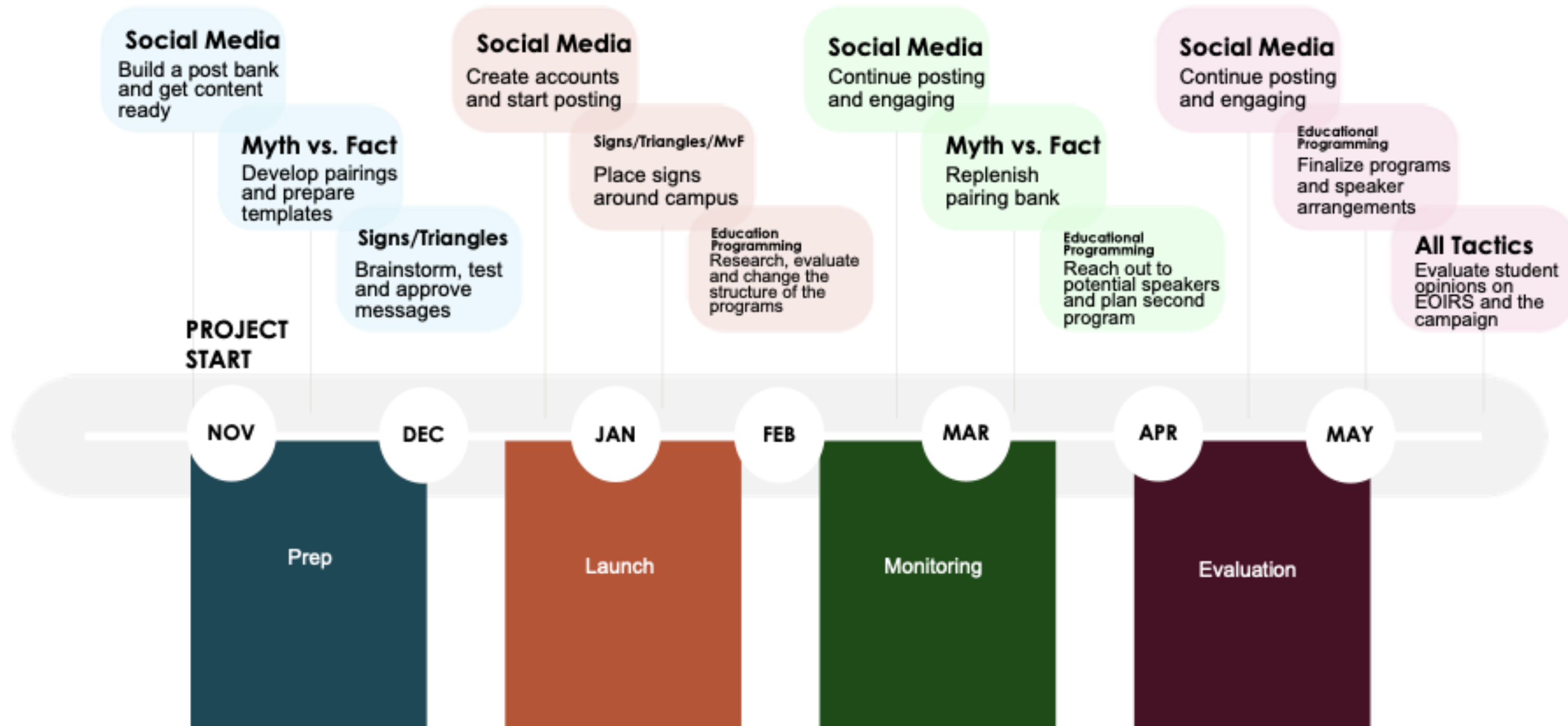
EIORS Video

<https://www.youtube.com/watch?v=7A59rFTEBE0&feature=youtu.be>



EOIRS CAMPAIGN TIMELINE

Sam Aaronson, Sarah Green, Ziyi Qiu, Brendan Ryan, Jessica Shechtman



| Tactics | | # of People | # of Hours | Overall Cost |
|-------------------------|--|-------------|---|---------------|
| | | | | |
| Social Media | | 2-4 | 3 hrs/day | 0 |
| Myth v. Fact Campaign | | 3 | 1- 2 hrs/day on average | 0 |
| Physical Signs | | 3-4 | - 10 hrs for design and printing - 6 hrs for putting up the signs and placards - TOTAL: 16 hrs | \$997 |
| Educational Programming | | 3-5 | - 1 hr per session (both learning session and guest speaker); - 4 hrs of preparation for each session (4 programs in total throughout the campaign) - TOTAL: 5 hrs each time | \$1000-\$5000 |



Questions?