

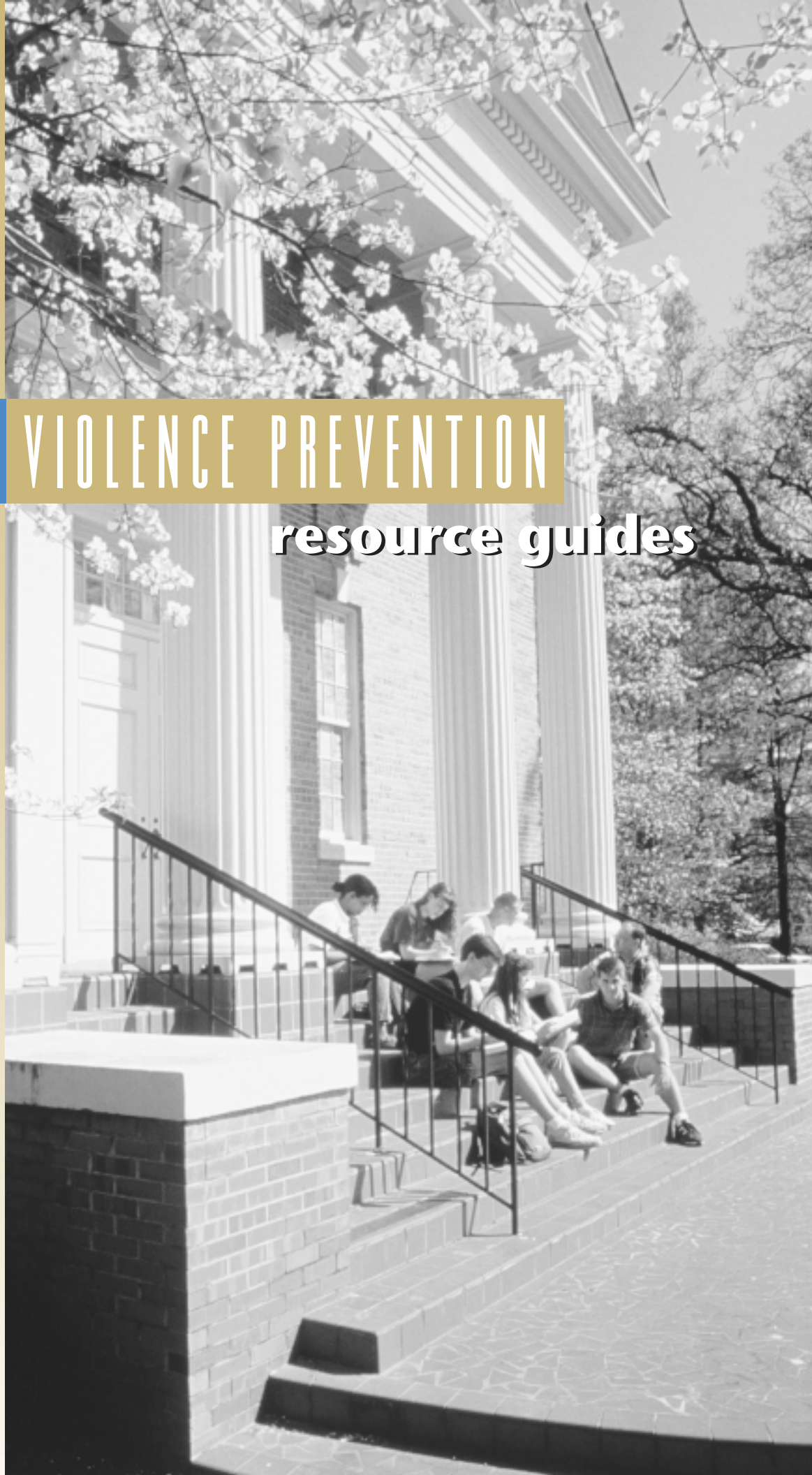
CAMPUS VIOLENCE PREVENTION


resource guides

**Creating a Safe
Campus Environment
Against Sexual Assault,
Domestic Violence
and Stalking**



CALCASA
CALIFORNIA COALITION
AGAINST SEXUAL ASSAULT





The U.S. Department of Justice calls violence against women on college and university campuses in this country, including sexual assault, domestic violence, dating violence, and stalking, a “serious, widespread problem.”⁶ Recent surveys have revealed that sexual victimization of female college students has escalated significantly.⁷ Numerous research studies have also indicated that sexual assaults and other forms of violence against women on campus are gravely underreported, suggesting that the problem is far more pervasive than statistics reveal.⁸

DID YOU KNOW THAT ...

- Women on American college campuses ages 18 to 24 are at greater risk for becoming victims of sexual assault, domestic violence and stalking than women in the general population or in a comparable age group?¹
- Over the course of an average college career (five years), the percentage of completed or attempted rapes [by a man] among college women may climb to between 20 percent and 25 percent?²
- More than 13 percent of college women reported being victims of stalking (i.e., repeated, obsessive and frightening behavior that made them concerned for their safety)?³
- Women accounted for 85 percent of the more than 790,000 victims of intimate partner violence in 1999; women ages 16 to 24 were among the most vulnerable to intimate partner violence.⁴
- Approximately one in five female students (20.2 percent in 1997 and 18 percent in 1999) reported being physically and/or sexually abused by a dating partner?⁵

GRANTS TO REDUCE VIOLENT CRIMES AGAINST WOMEN ON CAMPUS PROGRAM

In the past few decades, many local and state agencies across the country have developed programs and adopted policies to address the problem of violence against women. In 1994, to enlarge the scope of those efforts, Congress passed the Violence Against Women Act (VAWA). This landmark legislation provides funding to help communities improve their violence prevention and intervention programs and enhance the safety of women. VAWA has fundamentally changed the way in which criminal justice agencies within local communities address victim safety and offender accountability.

In accordance with the Higher Education Amendments of 1998, the Violence Against Women Office (VAWO) established the Grants to Reduce Violent Crimes Against Women on Campus Program, which provides an opportunity to bring these critical efforts to college and university campuses. The program enables institutions of higher learning to develop and strengthen effective security and investigation strategies to combat violent crimes against women on campus, including sexual assault, domestic violence, dating violence, and stalking. Funds are also authorized to enhance victim services and develop programs to prevent violence against women in campus communities. The program was reauthorized by the Violence Against Women Act of 2000, and over \$40 million in grants have been appropriated since 1999.

The California Coalition Against Sexual Assault (CALCASA) is providing technical assistance services to grantees under the campus program. As part of its commitment, which includes training



and technical assistance institutes, monthly teleconferences, and on-site technical assistance, CALCASA has produced this series of Campus Violence Prevention Resource Guides targeted at 10 influential groups within the campus community.

PURPOSE OF THE GUIDES

The Campus Violence Prevention Resource Guides provide information that can help colleges and universities create a safe campus environment, whether they are developing and implementing new policies and programs or working to enhance existing ones. Specifically, the guides serve four purposes: (1) to inspire institutions of higher learning to strengthen policies and security/investigative strategies to respond to and reduce violent crimes against women on campus, including sexual assault, domestic violence, dating violence, and stalking; (2) to encourage campus communities to improve support services for victims/survivors of these crimes; (3) to promote collaboration and relationship building among campus organizations and between the institution and the local community; and (4) to emphasize the importance of prevention education in college and university curricula, activities and policymaking.

A specific guide has been developed for each of the following campus audiences:

- Presidents, chancellors and provosts
- Deans and administrators
- Faculty and teaching assistants
- Judicial affairs representatives
- Resident assistants/resident advisors
- Student government representatives
- Peer educators
- Greeks and athletes
- Health center staff
- Campus and local law enforcement/security officers

All of the guides contain general information on the prevalence and significance of violent crimes against women on campus as well as current statistics, common definitions, and general strategies for promoting nonviolence on campus. Useful resources, including national organizations and Internet websites, are also listed. The individual guides also include specific information for each audience to help group members become better informed about violence against women, take an active role in preventing violence on their campus, and strengthen victim support services. There are pages provided at the end of each booklet for adding local resources, contact telephone numbers, and other information applicable to each college or university.

While the Campus Violence Prevention Resource Guides address separate audiences, these 10 booklets are a cohesive set of materials, illustrating that the effort to create a violence-free environment is one that requires collaborative efforts by all stakeholders on campus. Working together, the campus community can —and must— make a difference by intervening and, ultimately, preventing violence against women at colleges and universities.

PREFACE



The Campus Violence Prevention Resource Guides were developed by the California Coalition Against Sexual Assault (CALCASA), with funding from the Grants to Reduce Violent Crimes Against Women on Campus Program through the U.S. Department of Justice, Office of Justice Programs, Violence Against Women Office. The guides are designed to help colleges and universities implement and maintain violence prevention educational programs and effective policies and procedures in response to violence against women on campus, including sexual assault, domestic violence, dating violence,* and stalking, and to improve campus services for victims and survivors of campus violence.

The guides were developed using input from multidisciplinary focus groups comprised of representatives from institutions of higher learning that were grant recipients in 1999 and 2000 under the campus program. Focus group participants, who reflected a wide variety of campus and community professional backgrounds, volunteered their time and expertise at the March 2001 and June 2001 CALCASA Training and Technical Assistance Institutes. Information contained in the guides was later reviewed by focus group members and by field experts, including campus-based advocates, law enforcement officials, and representatives of the specific target audiences addressed in the guides.

In accordance with the statute authorizing the campus program, the Campus Violence Prevention Resource Guides concentrate on crimes of sexual assault, domestic violence and stalking that are perpetrated against women on college and university campuses. And while the information presented may also be applicable to faculty and staff, this project focuses primarily on violence against female students. However, CALCASA acknowledges that sexual assault, domestic violence and stalking affect both women and men of all ages, races, religions, cultures, socioeconomic backgrounds, abilities, and sexual orientations. CALCASA also recognizes that these violent crimes are perpetrated against all campus community members: college administrators, faculty and staff as well as students.

While the scope of the Campus Violence Prevention Resource Guides did not allow for discussion of the unique needs of specific groups of female students such as those from minority populations or those with disabilities, both CALCASA and the Department of Justice value the necessity of addressing the concerns of all women. Special considerations regarding cultural diversity and sensitivities may need to be made when colleges and universities deal with incidents of violence in order to help victims and work with perpetrators. With this in mind, the Accessing Resources chapter lists organizations and websites that can provide more information on these important issues.

* Throughout the Campus Violence Prevention Resource Guides, “dating violence” is included in all references to “domestic violence.”

TABLE OF CONTENTS

Introduction	1
<hr/>	
Taking a Stand Against Violence	
Important Definitions	
Acknowledging the Problem	4
<hr/>	
Statistical Evidence	
Myths and Facts	
Impact of Violence on Campus	
Traditional Responses to the Problem	
Men as Part of the Solution	
Understanding What Makes the Campus Environment Unique	11
<hr/>	
Role of Alcohol and Other Drugs	
Underreporting of Violence Against Women	
Confidentiality Issues	
The Closed Campus Community	
Creating a Safe Campus Environment: What Your School Can Do	14
<hr/>	
Make the Commitment	
Assess Your Campus Environment	
Create a Safer Campus	
Creating a Safe Campus Environment: What You Can Do	17
<hr/>	
How You Can Help	
Knowledge You Need	
Steps You Can Take	
Accessing Resources	20
<hr/>	
General Resources	
Sexual Assault Resources	
Domestic Violence and Dating Violence Resources	
Stalking Resources	
Resources for Diverse Populations	
Relevant Legislation	21
<hr/>	
Glossary	23
<hr/>	
Endnotes	25
<hr/>	
Acknowledgments	26
<hr/>	
Campus/Community Contacts	27
<hr/>	

INTRODUCTION

American institutions of higher learning have traditionally been regarded as special, insulated environments in which students could come together to learn about themselves and the world in relative safety. In the past, colleges and universities were expected to serve “in loco parentis,” providing **a safe haven in which men and women could live and work** — the last bastion against violent crime.



Today, however, college-age women are at high risk for all forms of violence against women. Sexual assault, domestic violence and stalking have been and continue to be pervasive problems on campuses nationwide. Indeed, the statistics are frightening:

- Sexual assault is the second most common violent crime committed on college campuses today.¹
- A recent National Institute of Justice study found that approximately one in 20 college women (5 percent) are victims of rape or attempted rape each year.²
- The Bureau of Justice Statistics confirms that the highest rate of domestic violence applies to women ages 16 to 24.³
- According to the National Violence Against Women Survey, more than half of all stalking victims are between 18 and 29 years of age.⁴

These distressing findings are compelling many colleges and universities to address sexual assault, domestic violence and stalking on campus in a new way — to more openly acknowledge the problem, create a greater awareness of campus violence, improve their response to violent incidents, and provide stronger support to female students. Creating a safe campus environment presents a challenge to all institutions of higher learning, who are in a unique position to communicate to students that violence against women will not be tolerated. This critical “lesson” also carries with it an obligation — to use the educational arena to change the social norms that perpetuate violence against women.⁵

“ The entire campus

community must work

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TAKING A STAND AGAINST VIOLENCE

The first step in taking a stand against violence at colleges and universities is to recognize that violence against women does exist on campus and that everyone associated with the institution has a stake in solving this problem. Next, administrators, faculty, students, and school personnel need to:

- Make a commitment to ensure campus safety and improve victim services.
- Revise policies and procedures that address violent acts against women to include sexual assault, domestic violence, and stalking as serious crimes and violations of school policy.
- Enhance educational programming to make violence prevention, victim safety and perpetrator accountability high priorities.

This process will take time, hard work and collaboration among all segments of the campus community. As part of that community, you and your circle of friends and colleagues are essential to this endeavor and to making a difference where campus violence is concerned. Your participation is needed in the comprehensive movement to develop, implement and strengthen efforts to combat violent crimes against women on campus. Your help is also crucial to developing and improving support services for victims/survivors of these crimes.

Each group and organization on campus must take responsibility for actively promoting nonviolent attitudes and behavior and taking appropriate action when violent incidents occur. This means knowing how to activate reporting and support systems to adequately and respectfully meet victim needs and official requirements, and working to hold perpetrators accountable.

No one campus constituency can eradicate sexual assault, domestic violence and stalking on its own. *Violence against women on campus affects everyone.* The entire campus community must work collectively to create a safe environment in which all members can live, work and learn.





IMPORTANT DEFINITIONS

State governments and institutions of higher learning define sexual assault, domestic violence and stalking differently. For the purpose of the Campus Violence Prevention Resource Guides, CALCASA has adopted the following broad definitions:

Sexual Assault/Sexual Violence

Any act of violence, either physical or verbal, in which sex is used as a weapon. At its most basic level, sexual assault refers to any form of non-consensual sexual activity, which encompasses all unwanted sexual acts from intimidation to touching to penetration. Sexual assault is an act of aggression designed to humiliate, intimidate, control, or instill fear. Sexual violence, a broader term that encompasses sexual assault, ranges from verbal harassment to sexual assault or abuse to rape to sexual homicide.

Domestic Violence

Assaults and controlling behaviors in which one intimate partner uses physical violence; coercion; threats;

intimidation; isolation; or emotional, sexual or economic abuse to control the other partner in the relationship. An “intimate partner” may be of either sex and is defined as a spouse, former spouse, person who cohabits with or used to cohabit with the other partner, or person who shares a child in common with the other partner.

(Note: Dating and relationship violence are included in this definition of domestic violence.)

Stalking

The willful, malicious and repeated harassing of an individual by another person. Any repetitive, obsessive or unwanted contact or behavior that threatens or places fear in the victim constitutes stalking, including activities such as following the individual, showing up at her home or workplace, sending unwanted messages (including e-mail) or objects, vandalizing property, or making harassing telephone calls. Stalking is against federal law and is also illegal in all 50 states, although state statutes may define stalking differently.

How to Help Victims of Violence on Campus

- Take the situation seriously.
- Get the victim proper medical attention, if she asks for help.
- Talk to the victim in a sensitive, caring manner.
- Alert the proper authorities, if the victim requests this.
- Find a private place for police to take a report.
- Assure the victim that support services are available.
- Refer the victim to people and agencies that can help her.
- Avoid retraumatizing the victim by asking questions that appear to blame her.
- Counsel *only* within your area of expertise.
- Promise confidentiality *only* if you can provide it.

ACKNOWLEDGING the problem

Institutions of higher learning play a critical role in shaping the lives of women across the country.

Colleges and universities strive to create an educational environment in which both men and women can learn to think critically, solve challenging problems, and prepare to take their place in the community as productive citizens.



Part of that process involves educating students about social issues such as sexual assault, domestic violence and stalking, while influencing them to make informed, positive choices. As with any difficult issue, in order to solve the problem, we must start by acknowledging that violence against women on campus exists. We must separate the myths from the facts; understand the scope and implications of sexual assault, domestic violence and stalking on campuses today; and seek to involve both women and men in violence prevention solutions.

STATISTICAL EVIDENCE

In 2000, the National Institute of Justice and the Bureau of Justice Statistics released a benchmark study of the sexual victimization of college women. Based on survey results, researchers found that violence against women on college campuses

occurs at levels which warrant immediate, decisive response from administrators and others in the campus community (i.e., more than 35 rapes a year per 1,000 female students⁶). This study and others conducted in the past decade also confirm that:

- Most victims of campus sexual assault are full-time students; one-third of them are first-year students between 17 and 19 years of age.
- Most perpetrators are students known to the victim (84 percent of rape victims know their attacker, and 57 percent of rapes happen on dates⁷).
- More sexual assaults occur on campus than off campus. Half of the off-campus assaults occur in the victim's residence, while an additional one-third take place in off-campus housing such as fraternity houses.



MYTHS AND FACTS¹¹

Many myths surround the issue of violence against women on campus, and the perpetuation of these myths — especially those that excuse the perpetrator and blame the victim — reinforces behavior which contributes to sexual assault, domestic violence and stalking. Separating the myths from the facts is an important first step in acknowledging the problem and working to eliminate it.

Myth: Sexual assault is an expression of passion and lust.

Fact: Sexual assault is a crime that uses power and control to dominate, humiliate and punish.

Myth: Women on college campuses do not have to worry about becoming victims of domestic violence.

Fact: Dating abuse is a problem on college campuses and often an indication of abuse in subsequent relationships and marriages.

Myth: Rape is an impulsive, uncontrollable act of sexual gratification.

Fact: Most rapes are planned and motivated by aggression, dominance and hatred, *not* sex.

Myth: If a woman is being stalked, and she just ignores the unwanted behavior, it will go away.

Fact: This is not necessarily the case. It is important to stop the stalker *as soon as possible*. The sooner action is taken, be it a police caution, warning or arrest, the greater the chance of stopping the stalking.

- On some campuses, as many as 35 percent of female students have been stalked, and 80 percent of these women knew their stalker.⁸

Using the victimization rate from the 1995 study, the data suggest that nearly 5 percent of women on college campuses are victims of sexual assault in any given year. Projecting that number over the course of an average college career (5 years), researchers suggest that the victimization rate may rise to between 20 percent and 25 percent.⁹ Indeed, despite differences in methodology, sampling procedures, definitions, and the institutions surveyed in studies conducted since 1992, experts report that most estimates of the incidence of sexual assault at U.S. colleges and universities have been “alarmingly consistent,” ranging from 15 percent to 25 percent, and are reflective of the deep-seated problem of sexual aggression in campus intimate relationships.¹⁰

“Separating the myths from the facts is an important first step in acknowledging the problem and working to eliminate it.”

Myth: Rapists are strangers who hide in dark alleys waiting to attack women late at night.

Fact: Most rapes are committed by someone the victim knows. Rape can occur at any hour of the day, and half of all rapes occur in the victim's residence.

Myth: Battered women can always leave — and the situation can't be that bad, or they would.

Fact: It may be difficult for a woman to leave her partner. Women stay in violent relationships for both emotional and practical reasons, including love, economic dependence, fear of reprisal, social isolation, and shame.

Myth: Cyberstalkers are not dangerous.

Fact: If a cyberstalker takes the harassment offline, a woman may begin to receive harassing snail mail or phone calls. In addition, the stalker may know where she lives.

Myth: Sexual harassment is a part of life. Such behavior is usually just harmless flirtation or a way to compliment a woman.

Fact: Sexual harassment is conduct that makes women (and men) feel uncomfortable, humiliated, distressed, or fearful. This behavior is both unacceptable and illegal.



Myth: Women are to blame for putting themselves into situations that lead to sexual assault: staying out late, drinking, using drugs, going out alone, talking to strangers.

Fact: Most victims of sexual assault are attacked in places they thought were safe by someone they thought they could trust.



IMPACT OF VIOLENCE ON CAMPUS

Campus sexual assault, domestic violence and stalking exact a tremendous toll on both the individuals involved and their institutions.

- For many victims of these crimes, immediate injuries endanger their physical health and well-being. Most women also suffer emotional trauma and both short- and long-term psychological effects, including stress, feelings of isolation, low self-esteem, and self-blame. As a result of the incident, survivors may develop substance abuse problems, eating or sleep-related disorders, post-traumatic stress syndrome, or depression (which in some cases leads to suicide).
- The academic consequences of violence against women on campus are serious. Poor attendance and the inability to study can result in lower grades and, potentially, academic probation or dismissal. Some female students may choose to suspend their studies or drop out entirely, thus losing their opportunity to obtain an education and compromising their ability to pursue professional and personal goals. Sexual assault, domestic violence and stalking on campus can also generate devastating, far-reaching consequences: “If college is a place for healthy risk-taking and for personal, social and vocational maturation, then rape and abuse represent blows to the search for self-identity and life roles.”¹²
- Perpetrators of campus violence potentially face obvious negative repercussions from identification and campus adjudication and/or prosecution (e.g., expulsion from school, jail sentences). However, if these individuals are not held accountable, their abusive behavior may escalate, further endangering female students and prompting more adjudication and/or arrests and possible jail time. Without appropriate intervention, perpetrators may continue to engage in violent behavior with future partners, and they may perpetuate the cycle of violence by teaching their children that such behavior is acceptable.
- Colleges and universities also pay a heavy price when violence occurs on campus. Schools suffer academically through the loss of some of their most talented students when victims are forced to withdraw because of safety concerns or emotional problems. By not effectively addressing violence against women on campus, an institution sends the message that such violence will be tolerated and neglects both its moral obligations and academic purpose.



“ **New strategies are needed that increase the campus community’s awareness of violence against women on the part of both men and women students ...** ”

Thus, “by silencing inquiry, by discounting the seriousness of the problem, by responding inconsistently to sexual violence cases, and by failing to promulgate (or enforce) policies, the university fails in its most basic mission: to provide a nourishing learning environment free from intimidation and bias.”¹³

(Note: When institutions of higher learning begin to address the issues associated with violence against women by providing services for victims, holding perpetrators accountable, and promoting awareness through educational programs, administrators may see a short-term increase in the number of violent incidents reported. This does not necessarily mean that there has been an increase in sexual assault, domestic violence or stalking. Instead, these numbers demonstrate that the campus system for responding to and dealing with violence is working, and that victims feel confident enough to come forward and report. In the long run, the evidence of higher numbers signifies an important first step toward retaining female students and eliminating the problem of violence against women on campus.)

TRADITIONAL RESPONSES TO THE PROBLEM

Until recently, the response of many colleges and universities to violent crimes against women on campus has been that of denial or indifference — an attitude which declared, “Violence against women does not happen here.” Administrators may have been more concerned with safeguarding their

school’s reputation than in protecting or providing services for victims. Some institutions have, perhaps unconsciously, perpetuated the acceptance of violence against women by not treating this violence as a crime. Too often, they have not strongly advocated that women report incidents to local law enforcement, whereby victims might benefit from both the campus judicial system and available legal options. This has trivialized the serious nature of these crimes and reinforced the message that violent behavior against women on campus would be tolerated.

Efforts to reduce sexual assault, domestic violence and stalking on campus have focused on what women should or should not do to protect themselves (i.e., risk reduction methods instead of perpetrator-focused prevention programs). This approach “places undue burden on women, [and] implicitly communicates the condoning of inappropriate behaviors for men. ...”¹⁴ To be effective, campaigns designed to prevent and eliminate violence against women must include programs that focus on potential offenders, who are almost exclusively men. New strategies are needed that increase the campus community’s awareness of violence against women on the part of both men and women students, so colleges and universities can develop a “proactive and preventive response [to violence against women] *before* assaults occur,” and not simply react to violent behavior when it happens.¹⁵

Additionally, in most conventional violence prevention programs, a significant amount of discussion has centered on the idea that a rape culture exists in which all men are potential rapists. After hearing that opinion, most men have stopped listening, not wishing to learn more about the “patriarchy of oppression” they have created.¹⁶ Studies have shown, however, that both male and female students are willing to listen if the issues are presented fairly. “Both male and female educators, not just females, should present the information to reinforce the fact that men as well as women have a vested interest in solving the problem. Students

need to learn that sexual exploitation has many sources, and that men and women alike pay a price when it occurs.”¹⁷

Many colleges and universities have recognized that while their role in providing efficient, accessible and appropriate resources to female victims of violence on campus is necessary and admirable, they have been emphasizing intervention rather than prevention. By adopting a primary prevention perspective, institutions of higher learning will inevitably conclude that involving men in efforts to solve the problem of violence against women is key.

MEN AS PART OF THE SOLUTION

“To enhance the credibility of the [violence prevention] message, males must be portrayed as part of the solution, not just the source of the problem.”¹⁸ Fortunately, campus violence prevention programs are now beginning to include men. Efforts to educate men about violence against women reflect common goals: (1) to change conventionally held attitudes and behaviors that promote violence; and (2) to give men the tools with which to speak out against violent behavior. Particularly on college and university campuses, there is a critical need for such dialogue to take place and for the creation of appropriate, effective prevention programming for male students.





“ **... violence against women must be reframed and presented not simply as a woman’s issue, but as one that also affects men ...** ”

For the reality is that most men on campus are not perpetrators. It is with these nonviolent male students that prevention education will prove most productive.

- Prevention campaigns can have a real impact on this significant group of men who, while they may feel they are in the minority, do, in fact, make up the majority of males on campus.
- When messages that stress positive, nonviolent social norms are conveyed to male bystanders of campus violence, these men can be encour-

aged to openly condemn violence against women instead of remaining silent, thereby unintentionally condoning the behavior of the perpetrators.

- Knowing they share values with the majority of other male students, including a respect for nonviolent behavior, will make it more likely that these men will openly condemn the violence they find disturbing and intervene.

In addition, prevention education needs to go beyond discussing offender accountability and depicting all of the wrong ways for men to interact with both women and other men. The message must focus on the right way to interact and restructure what it means to be masculine. College and university men need to learn the appropriate boundaries for expressing a full range of emotions (e.g., aggression, anger, insecurity, manliness). Male students who choose not to be violent must stand up and model healthy behavior and attitudes to their peers, conveying the idea that they expect the same behavior from other men on campus.

The responsibility men have for preventing violence must be emphasized. But moreover, violence against women must be reframed and presented not simply as a woman’s issue, but as one that also affects men — directly and indirectly.¹⁹ The involvement of men is essential to solving the problem of sexual assault, domestic violence and stalking.

10 Things Men Can Do to Prevent Gender Violence*

- Recognize that gender violence is a men’s issue that affects women whom you care about.
- Confront the abusive behavior of other males by not remaining silent.
- Understand how your own attitudes and actions may perpetuate sexism and violence and work toward changing them.
- Gently offer your support if you suspect that a woman close to you is being abused or has been sexually assaulted or stalked.
- Respect women and treat them as equals.
- Be an ally to women who are working to end all forms of gender violence.
- Speak out against homophobia and gay-bashing.
- Educate yourself and others about masculinity, gender inequality and the causes of gender violence.
- Mentor and teach young boys about how to be men without degrading or abusing girls and women.
- Refuse to purchase any magazines, videos or music that portray women in a degrading manner or include violence against women.

* These action steps were adapted from a pamphlet directed at young male athletes published by the Mentors in Violence Prevention Program (MVP), XXXX 2000. MVP focuses on athletes and sports in society. Student athletes are viewed not as potential rapists, but as empowered bystanders who can confront abusive peers.

UNDERSTANDING

what makes the campus environment unique

While colleges and universities offer students a wonderful range of positive opportunities and experiences for learning, some unique characteristics of the campus environment can **magnify the problem of violence against women**. For example, the majority of women enrolled at institutions of higher learning are in the most victimized age group for sexually violent crimes.



Other factors also distinguish incidents of sexual assault, domestic violence and stalking on campus, including the use of alcohol and other drugs, the fact that so many female students do not report their assaults, issues of confidentiality, and the isolated nature of most campus communities.

ROLE OF ALCOHOL AND OTHER DRUGS

While alcohol abuse is disproportionately high among college students and very often associated with violence against women on campus, experts agree that alcohol consumption is *not* the cause of sexual assault, domestic violence and stalking. These violent crimes continue to exist “because of beliefs and attitudes about gender roles that result in the physical and sexual abuse of women, whether or not alcohol is involved.”²⁰

However, the role of alcohol and other drugs in cases of violence against women can be significant if perpetrators use these substances to subdue their victims before an assault. In particular, if women unknowingly (or knowingly) consume alcohol and other drugs such as Gamma hydroxybutyrate (GHB) or Rohypnol, they may suffer drowsiness, impaired memory or judgement, or even loss of consciousness, enabling their attacker to more easily commit the crime. Women may also intentionally consume drugs such as Ecstasy or Special K and become targets because they are incapacitated. When this happens, victims may have difficulty remembering the assault, which affects their ability to report the crime and testify in court against their assailant.

Campus policies regarding underage drinking and substance abuse may keep victims/survivors of sexual assault, domestic violence and stalking

from reporting these crimes because they fear disciplinary action for violating school rules about alcohol and drug use. To encourage students to come forward, colleges and universities should not penalize women who disclose incidents of violence where drugs and alcohol were involved.²¹ Additionally, administrators must recognize that providing alcohol education to prevent violence is not enough — they must deal directly with the problem of violence against women on their campus.

UNDERREPORTING OF VIOLENCE AGAINST WOMEN

Roughly 81 percent of on-campus assaults and 84 percent of off-campus assaults are not reported to police.²² One study revealed that fewer than 5 percent of completed and attempted rapes are reported: “Although exceptions exist, most sexual victimizations occur when college women are alone with a man they know, at night, and in the privacy of a residence. Most women attempt to take protective actions against their assailants, but are then reluctant to report their victim-

ization to the police.”²³ These figures correspond to national statistics that show rape or sexual assault are the violent crimes least often reported to law enforcement.²⁴ The serious underreporting of violent crimes against women on campus suggests that the problem is undoubtedly more widespread than statistics reveal.

Women who have been victimized have many reasons for not reporting incidents of sexual assault, domestic violence and stalking. They may:

- Consider the violent incident to be a private matter or not believe that their perpetrator’s behavior was criminal.
- Worry about being embarrassed if they report, or worse, fear reprisals from their attacker for coming forward.
- Feel pressured by their peers to let the matter go, especially if the perpetrator is a well-known or popular member of the campus community.
- Not understand the legal definition of sexual assault or other violent behavior and are therefore reluctant

to characterize their experience as a crime or label someone they know as a criminal.²⁵

In addition, female college students who are experiencing domestic violence may not see themselves as “battered women” and so may choose not to report abuse in their intimate relationships.²⁶ And many victims/survivors blame themselves for the assault. According to one recent survey of female college seniors, more than half of the women raped by force or threat of force felt some degree of self-blame.²⁷

All of these factors reinforce the need for colleges and universities to educate all students about what constitutes violence against women, the importance of reporting violence on campus, and the availability of services for victims, including adjudication. Administrators at institutions of higher learning must also foster trust among female students and establish a reputation for listening to victims, responding to their cases, and holding perpetrators accountable.

Setting School Policy: Key Questions*

1. Who is a mandated reporter and/or campus security authority?*
2. Who is responsible for keeping records, and what kinds of records should be maintained? What information should be recorded?
3. What does “confidential” really mean? What professions have privileged communication?
4. Who should have access to the records? Under what circumstances should information be released?
5. What does the college or university do when the victim is a minor? Who has the authority to contact parents, and when and how should they be contacted?

6. Will the school’s liability insurance cover the violence against women program? What legal and financial responsibility, if any, will the institution assume for assault cases?
7. How should inquiries by the campus and local media be handled? Who will be the institution spokesperson, and what type of information should be divulged, if any?
8. What role should the school play in taking disciplinary action against those charged with acts of violence against women?

* Key questions adapted from Juneau Mahan Gary, ed., *The Campus Community Confronts Sexual Assault: Institutional Issues and Campus Awareness*, Holmes Beach, Florida: Learning Publications, Inc., 1994, pp. 15, 20-21.

** See the Glossary for definitions of mandated reporter and campus security authority.

CONFIDENTIALITY ISSUES

As noted, many victims/survivors of campus sexual assault, domestic violence and stalking often do not report these incidents because they fear the reaction of family, friends and other students — or another victimization by the perpetrator — if they disclose what happened. At a most basic level, women who do report to authorities must be treated with sensitivity and reassured that officials understand their reluctance to talk about the incident and their desire for confidentiality. However, colleges and universities face the challenge of offering victims some degree of privacy while adhering to federal law regarding their reporting obligations in such instances.

Title IX of the federal Education Amendments of 1972 requires that when an incident of sexual assault is brought to the attention of school officials, the institution must act to investigate and adequately resolve the matter.

- It is the victim's right to have the institution take her allegations seriously and properly address the matter, while still maintaining her confidentiality.
- If disclosure has come from the student, and she wants school officials to go forward, they have an obligation to do so.
- However, when the victim does not want the information divulged, the institution's legal duty to report the incident as a statistic still remains.
- Colleges and universities must put systems in place to ensure that the identity of the victim and the details

of the incident will not be disclosed except to those service providers to whom the victim chooses to go for assistance.

Administrators may find that having a policy statement outlining the school's limitations of confidentiality may help.²⁸ Such a statement can identify individuals both on and off campus to whom students can talk about the incident in complete confidence (e.g., campus counselors, community agency personnel, campus and community clergy). The policy statement can also make clear that administrators, campus law enforcement, and other mandated reporters are obligated by law to report the incident once they are aware of it, even if the victim does not want the details revealed. Students should always be informed of when and to whom any information is reported. Students should also be assured that only those with a need to know will have access to the report and that the information disclosed will be kept to a minimum.

Maintaining victim confidentiality in cases of violence against women on campus is sometimes difficult. Many campus authorities and personnel, including faculty, teaching assistants, resident advisors, and others, may establish close relationships with students and later find themselves in the position of having a victim disclose information about an incident. It is important for these individuals to know the applicable reporting policies and procedures and not to promise full confidentiality, which they may not be able to provide.

Indeed, there may be cases in which an incident of violence against one victim (or victims) may have serious ramifications for others and put the campus and/or the surrounding community at risk. Every institution should have a clear concept of its legal responsibility to pursue such cases, whether or not the victim wants the information divulged.

THE CLOSED CAMPUS COMMUNITY

The campus environment is often insulated from the community that surrounds the institution. This insulation may pose special challenges for female college and university students who are survivors of sexual assault, domestic violence or stalking in dealing with their perpetrators.

Sexual assault victims may continue to come into contact with perpetrators if they attend the same classes or live in the same residence hall. Changing class schedules or living arrangements does not guarantee that a victim will not encounter her assailant somewhere on campus, which can often contribute to her continued fear and distress.²⁹ Stalking victims may also have difficulty eluding their pursuers, especially since the stalker's presence in the same area may be due to an ostensibly legitimate reason such as using the library or going to class. It may prove difficult, given the campus environment, to provide privacy to domestic violence victims trying to avoid their abusive intimate partners, who can easily determine where they are at any given time — in class, at the student union, in their residence hall or apartment.³⁰

CREATING

a safe campus environment: what your school can do

t Today, colleges and universities are making positive changes to their policies and procedures with regard to violence against women on campus. Institutions of higher learning across the United States are continuing to mobilize and take responsibility for dealing with sexual assault, domestic violence and stalking.



MAKE THE COMMITMENT

Once the problem of violence against women on campus has been acknowledged, making a commitment to ensuring student safety is the next step. To effectively address this issue, many schools are working to implement a campuswide response that includes:

- Education and prevention initiatives to create social change and shift social norms regarding violence against women
- Coordination between campus departments (health services, student judicial affairs, student organizations, campus law enforcement, the administration) and community organizations (local law enforcement and community-based sexual assault/domestic violence programs) to improve victim services
- Policies to increase perpetrator accountability

- Campus adjudication procedures that complement local law enforcement processes and provide victims with access to both on- and off-campus options
- Capital improvements (e.g., blue lights) and risk-reduction efforts (e.g., self-defense programs) to enhance safety³¹

Institutions of higher learning have a legal responsibility under the Clery Act* to provide students with information on the nature, prevalence and impact of violence against women and what types of behavior constitute a crime. In addition, faculty and administrators have a unique opportunity to educate men and women about violence and to influence the values, attitudes and behaviors their students will exhibit in the future. “Through their policies, protocols and actions, colleges and universities can

* See the Relevant Legislation chapter for a description of the Clery Act.



demonstrate ... that violence against women ... will not be tolerated, and that sexual assault, stalking and domestic violence are crimes, with serious legal consequences.”³²

“While your campus works to improve its response to the problem of sexual assault, domestic violence and stalking, there are many positive action steps that can help the process and strengthen your efforts.”

ASSESS YOUR CAMPUS ENVIRONMENT

To develop a program to ensure campus safety or improve the existing program at your college or university, assessing the current environment on your campus is essential. Some of the issues that need to be considered include the following:

- Institutional commitment to a non-violent environment
- Policies and procedures (prevention, intervention, reporting requirements for campus mandated reporters and campus security authorities, perpetrator accountability)
- Student code of conduct
- Faculty and staff handbooks
- Prevalent attitudes and awareness level of students, faculty, staff, and administrators regarding violence against women

- Available services and resources (medical/emotional, shelter, academic, legal)
- Collaborative relationships among on- and off-campus organizations (health care, administration, law enforcement, legal and social service agencies)
- Education/training programs and resources for students, faculty, staff, administrators
- State and local laws

CREATE A SAFER CAMPUS

While your campus works to improve its response to the problem of sexual assault, domestic violence and stalking, there are many positive action steps that can help the process and strengthen your efforts. By working together with others in your college or university community, you can make your campus safer and help victims of violence by:

1. Learning factual information about sexual assault, domestic violence and stalking and dispelling myths that contribute to a culture of violence against women.
2. Recognizing the potential negative short- and long-term impact of experiencing violence (including effects on academic performance, physical health and overall well-being) and the need to safeguard confidentiality for victims and perpetrators, who may fear exposure or ostracism from their community.

3. Understanding your college or university's code of conduct (acceptable and unacceptable behaviors) and protocol of response to incidents of violence against female students both on and off campus.
4. Becoming familiar with both on- and off-campus resources (e.g., medical, psychological, judicial, legal, academic, and social services) and how to access them.
5. Establishing formal relationships with other campus groups and off-campus organizations (e.g., health centers, rape crisis centers, law enforcement agencies, and women's centers) to coordinate prevention and intervention services.
6. Participating in training programs and coordinated efforts that increase awareness of violence against women, identify resources, and teach appropriate ways of responding to incidents of campus violence (e.g., reporting requirements, referrals to victim support services, and perpetrator accountability).
7. Following federal and state statutes concerning sexual assault, domestic violence and stalking, including reporting requirements, confidentiality, and victim/perpetrator rights.
8. Demonstrating nonviolent, nonsexist and nonhomophobic behaviors and attitudes to promote a safe campus environment, healthy interpersonal relationships, and positive attitudes toward women.
9. Avoiding the re-victimization of women who experience violence on campus (e.g., using appropriate language, not judging the victim's behavior at the time of the incident or her previous sexual history, taking the incident seriously).
10. Facilitating the recovery process by presenting victims/survivors with options (e.g., judicial, legal, medical, social service, and academic alternatives) and supporting their choices.

Enhancing Your Campus Program: Key Questions*

1. What is the mission of the campus program? What are its short- and long-term goals?
2. Who has been supportive and who has resisted this program? How can the entire campus community be motivated to support the idea?
3. Does the campus have the necessary expertise and resources to develop and staff this program? Who will take the lead in improving the program?
4. What is the scope of the program? Does it include victim support, advocacy and education? Does it offer hotline and walk-in services, follow-up care, a speaker's bureau? Does it use paid staff, volunteers or a combination?
5. How does the program relate to campus law enforcement, health services, the women's center, counseling services, the administration, and other campus constituencies? How might these relationships be enhanced?
6. What community resources exist to support this program, including law enforcement, health services, women's services, etc.? How could additional resources be cultivated?
7. What additional steps could the campus community take to enhance the program?
8. What kind of evaluation process is needed to ensure quality program development?

* Key questions adapted from Juneau Mahan Gary, ed., *The Campus Community Confronts Sexual Assault: Institutional Issues and Campus Awareness*, Holmes Beach, Florida: Learning Publications, Inc., 1994, pp. 12, 22.

CREATING

a safe campus environment: what you can do

Click on the appropriate group(s) below for more specific information.

**PRESIDENTS, CHANCELLORS
AND PROVOSTS**

DEANS AND ADMINISTRATORS

**CAMPUS AND LOCAL LAW
ENFORCEMENT/SECURITY
OFFICERS**

**FACULTY AND TEACHING
ASSISTANTS**

HEALTH CENTER STAFF

**JUDICIAL AFFAIRS
REPRESENTATIVES**

PEER EDUCATORS

**RESIDENT ASSISTANTS/
RESIDENT ADVISORS**

**STUDENT GOVERNMENT
REPRESENTATIVES**

GREEKS AND ATHLETES

ACCESSING RESOURCES

General Resources

Association for Student Judicial Affairs (ASJA)
(979) 845-5262
www.asja.tamu.edu

End Violence Against Women: Information and Resources
(888) 251-7959
www.endvaw.org

Feminist Majority Foundation
(703) 522-2214
www.feminist.org

International Association of Campus Law Enforcement Administrators (IACLEA)
(860) 586-7517
www.iaclea.org/contact/index.htm

Minnesota Center Against Violence and Abuse (MINCAVA)
www.mincava.umn.edu/sah.asp

National Center for Higher Education Risk Management
(610) 964-9836
www.ncherp.org

National Center for Victims of Crime
(703) 276-2880
www.ncvc.org

National Training Center on Domestic and Sexual Violence
(512) 407-9020
www.ntcdsv.org

National Violence Against Women Prevention Research Center
(843) 792-2945
www.vawprevention.org

Security on Campus, Inc.
(888) 251-7959
www.campusafety.org

U.S. Department of Justice
Office of Justice Programs
Office for Victims of Crime
(202) 307-5982
(800) 627-6872 (OVC Resource Center)
TTY (877) 712-9279
www.ojp.usdoj.gov/ovc

Violence Against Women Network (VAWnet)
www.vawnet.org

Sexual Assault Resources

National Sexual Violence Resource Center
(877) 739-3895
TTY (717) 909-0715
www.nsvrc.org

Rape Abuse & Incest National Network (RAINN)
Business (202) 544-1034
National Sexual Assault Hotline
(800) 656-HOPE
www.rainn.org

Domestic Violence and Dating Violence Resources

National Domestic Violence Hotline
Business (512) 453-8117
Hotline (800) 799-SAFE
TTY (800) 787-3224
www.ndvh.org

National Coalition Against Domestic Violence
Business (303) 839-1852
Hotline (800) 799-7233
www.ncadv.org

National Network to End Domestic Violence (NNEDV)
(202) 543-5566
www.nnedv.org

National Resource Center on Domestic Violence
Business (800) 537-2238
TTY (800) 553-2508
www.dvlawsearch.com/res_center

Family Violence Prevention Fund
(415) 252-8900
www.fvpf.org

Stalking Resources

Stalking Resource Center
(800) FYI-CALL
www.ncvc.org/src.htm

Cyberstalking
www.cyberangels.org/stalking/

SafetyEd International
www.safetied.org

Stalking Behavior
www.stalkingbehavior.com

Stalking Victims' Sanctuary
www.stalkingvictims.com

Survivors of Stalking, Inc.
www.soshelp.org

The Anti-stalking Website
www.anti-stalking.com

Working to Halt On-Line Abuse (WHOA)
(240) 332-2443
www.haltabuse.org

Resources for Diverse Populations

Abused Deaf Women's Advocacy Services
(206) 236-3134 (24-hour crisis line)
TTY (206) 726-0093
E-mail: adwas1@aol.com

Cangleska, Inc./Sacred Circle
National Resource Center to End Violence Against Native Women
(605) 341-2050
(877) 733-7623

Center for the Prevention of Sexual and Domestic Violence
(an educational resource on abuse and religion)
(206) 634-1903
www.cpsdv.org

Institute on Domestic Violence in the African American Community
University of Minnesota
School of Social Work
(877) 643-8222
www.dvinstitute.org

National Coalition of Anti-Violence Programs
The New York City Gay and Lesbian Anti-Violence Project
Business (212) 714-1184
Hotline (212) 714-1141
TTY (212) 714-1134
www.avp.org

National Women's Alliance
(working to improve the lives of women and girls of color)
(202) 518-5411
www.nwaforchange.org

NOW Legal Defense and Education Fund (NOW LDEF)
Immigrant Women Program
(202) 326-0040
www.nowldef.org

RELEVANT LEGISLATION

Since 1972, the U.S. Congress has enacted a number of laws pertaining to violence against women. A brief description of some of this relevant federal legislation is provided below.

Title IX of the Education Amendments of 1972 (1972)

Prohibits sex discrimination, including sexual harassment, and protects both male and female students from unlawful sexual harassment in all of a school's programs or activities, whether or not they take place in the facilities of the school, on a school bus, or at a class or training program sponsored by the school at another location or elsewhere. Schools are responsible for taking all reasonable steps to ensure a safe learning environment. The U.S. Department of Education provides guidance and mandates related to preventing, redressing and eliminating sexual harassment by students or school employees under Title IX. The law requires that when an incident of sexual harassment is brought to the attention of school officials, the institution must take action calculated to end the harassment, prevent its reoccurrence, and, as appropriate, remedy its effects. The scope of a reasonable response may also depend on whether a student reporting harassment asks that his or her name not be reported to the harasser or that nothing be done about the harassment.

Family Education Rights and Privacy Act (FERPA) (1974)

Protects the privacy of student education records by ensuring confidentiality of those records and restricting disclosure to or access by third parties except as authorized by law. FERPA gives parents certain rights with respect to their child's education records that transfer to the student when he or she reaches the age of 18 or attends school beyond the high school level. Parents and eligible students have the right to see the education records, with certain exceptions, and to request certain actions to bring about changes in those records if they believe that the records are inaccurate. Reporting of crime statistics to comply with federal regula-

tions does not violate student protections provided by FERPA because statistics submitted by an institution may not include the identification of the victim or the individual accused of committing the crime.

The Tarasoff Case (1976)

Imposes a "duty to warn" on counselors and therapists, requiring them to alert a potential victim if they determine that a patient or client intends to injure or kill the other person. The ruling obligates the counselor or therapist to break confidentiality if there is clear evidence of danger to the other individual by notifying that person and others who are in a position to protect him or her from harm. For example, if a student tells the school counselor he is planning to sexually assault another student, the counselor must investigate and warn the intended victim. The legal precedent for this concept was set in *Tarasoff v. Regents of the University of California*. Tatiana Tarasoff had been murdered by Prosenjit Poddar, a graduate student at the university who had confided his intentions to kill her to his psychologist at the student health center two months earlier. The psychologist notified the police, who questioned and released Poddar, but did not alert Ms. Tarasoff. After the murder, her parents sued the university, health center staff members, and the police, and the case eventually reached the Supreme Court of California. The court released the police from liability, but imposed a duty to warn on therapists, declaring that the right to confidentiality ends when public peril begins.

(Note: Although this particular case is only binding in California, other states (but not all states) have adopted similar views. Individuals who are concerned about a therapist's duty to warn should examine the laws of their state to determine what duty applies.)

Violence Against Women Act (VAWA) (1994)

Enacted by Congress as a comprehensive legislative package targeting violence against women. VAWA and subsequent legislation created new federal interstate domestic violence, stalking and firearms crimes, strengthened federal penalties for repeat sex offenders, and required states and territories to enforce protection orders issued by other states, tribes and territories. VAWA also created legal relief for battered immigrants that prevented abusers from using immigration law to control victims, and established the toll-free National Domestic Violence Hotline. Additionally, VAWA authorized funds to support battered women's shelters; rape prevention education; domestic violence intervention and prevention programs; and programs to improve law enforcement, prosecution, court, and victim services responses to violence against women.

Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (1998)

Requires colleges and universities participating in federal student aid programs to prepare and publish an annual report that discloses campus security policies and crime statistics for the institution. They must also develop and distribute a statement of policy regarding campus sexual assault programs and procedures once an assault has occurred, and follow certain guidelines regarding reporting of criminal offenses. Institutions that substantially misrepresent crime statistics face penalties of up to \$25,000 for each violation. Howard and Connie Clery advocated for passage of this law after their daughter Jeanne, a freshman at Lehigh University in Pennsylvania, was sexually assaulted and murdered in her campus residence hall room in 1986. The school had failed to inform students about 38 violent crimes that occurred on campus during the three years prior to Jeanne Clery's murder.

The Clery Act, part of the Higher Education Amendments Act, was the third major amendment to the Student Right-to-Know

and Campus Security Act (CSA), originally enacted in 1990. The CSA was the first inclusive attempt by Congress to regulate campus safety and remains the foundation of campus security policy mandates to this day. The law applies to nearly all two- and four-year colleges and universities as well as postsecondary trade and technical schools in the country. The second major CSA amendment, the Campus Sexual Assault Victim's Bill of Rights, was enacted in 1992 and requires colleges and universities to: (1) publish their policies regarding awareness and prevention of sexual assaults as part of their annual security report; and (2) provide basic rights to sexual assault victims. Under the law, students are entitled to know the school's procedures for on-campus disciplinary action in cases of alleged sexual assault; information on options of notifying appropriate law enforcement authorities (both on-campus and local police) and the availability of assistance from campus authorities if students choose to exercise this option; information about on- and off-campus counseling, mental health and other student services; and available options and assistance if students wish to change their academic and/or living arrangements.

Violence Against Women Act (VAWA) (2000)

Enacted by Congress to reauthorize critical grant programs created by the original VAWA and subsequent legislation. VAWA 2000 established new programs such as initiatives addressing elder abuse, violence against women with disabilities, transitional housing for domestic violence victims, and supervised visitation in domestic violence cases. VAWA 2000 also strengthened the original law by improving protections for battered immigrants, sexual assault survivors, and victims of dating violence. In addition, the law enables victims of domestic violence who flee across state lines to obtain custody orders without returning to dangerous jurisdictions and improves the enforcement of protection orders across state and tribal lines.

Interstate Stalking Punishment and Prevention Act (as amended by VAWA 2000)

Prohibits individuals from traveling in interstate or foreign commerce or within the special maritime and territorial jurisdiction of the United States, or entering or leaving Indian country, with the intent to kill, injure, harass or intimidate another person, if as a result of, or in the course of, such travel, the individual places the victim in reasonable fear of the death of or serious bodily injury to the victim or the spouse, intimate partner or member of the immediate family of the victim. The law also includes cyberstalking in certain circumstances.

(Note: Since 1990, all 50 states and the District of Columbia have passed legislation making stalking a crime, although state anti-stalking statutes vary widely as to definitions of stalking and mandated penalties. Many states have changed the elements of crime that previously had to be proven to apply stalking laws by adding a reasonableness test to verify intent. In other words, stalking may not require that something has happened, but only that a woman feels threatened, fearful or victimized. State stalking laws are often used in conjunction with other statutes that address harassment and threatening behavior. If the federal stalking law applies, the FBI may be able to help with prosecution of defendants, and in some cases, federal law may carry more severe penalties.)

GLOSSARY

Campus Security Authority

Individual who is designated by an institution of higher learning as a reporting resource according to the requirements of the Clery Act. In order to determine whether a college or university must collect crime statistics from a particular employee or official, or provide a timely warning report based on crimes reported or known to the employee or official, the institution must first determine whether that official is a campus security authority. In addition to campus law enforcement, a campus security authority is someone with significant responsibility for student and/or campus activities. Other personnel likely to be considered campus security authorities, depending on their duties, include: student affairs, judicial affairs, and student activities officials; residence life staff (including resident advisors/assistants); counselors (except professional and pastoral counselors as defined in the regulation); team coaches and athletic directors; other officials defined by the institution as having significant responsibility for student and/or campus activities; and any other individual designated by the institution as a reporting resource.

Code of Conduct

Rules and regulations regarding student behavior while on property owned or controlled by a college or university. The student code of conduct outlines behavior that is deemed unacceptable by the school and what procedures will be followed should a student break the rules. Codes of conduct generally include expectations that students will act responsibly, adhere to standards of academic integrity, respect the rights and diversity of their fellow students, support the open and free expression of different views, and protect the physical resources of the school. Codes of conduct also list sanctions that may be invoked by the school in cases of misconduct, including probation, suspension and expulsion.

Dating or Relationship Violence

Violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim. (See also “domestic violence.”)

Domestic Violence

Assaults and controlling behaviors in which one intimate partner uses physical violence; coercion; threats; intimidation; isolation; or emotional, sexual or economic abuse to control the other partner in the relationship. An “intimate partner” may be of either sex and is defined as a spouse, former spouse, person who cohabits with or used to cohabit with the other partner, or person who shares a child in common with the other partner. Dating violence and relationship violence are also included in this definition of domestic violence.

Intervention

Action by an individual, organization or system that modifies or intercedes in the circumstances resulting from sexual assault, domestic violence or stalking in order to safeguard, protect and/or assist in the healing of the victim/survivor.

Mandated Reporter

Individual designated by a college and university under its own policies or procedures to report all incidents of violence against women, including not only sexual assault, but domestic violence and stalking, to school authorities and/or law enforcement. An institution’s mandated reporting procedures are separate from the campus security authority reporting requirements of the Clery Act.

Perpetrator

Person who has committed or is believed to have committed an illegal act.

Prevention

A three-tiered process whereby specific actions are taken to eliminate or reduce the occurrence of violence and minimize trauma that may have resulted from previous violence. The primary level of prevention aims at stopping violence before it occurs. Secondary prevention refers to risk-reduction approaches (see definition below) that provide information and education to help individuals avoid becoming victims of violence or become aware of the need to seek assistance in resolving previous trauma. Tertiary prevention involves strategies (e.g., crisis intervention, counseling) to resolve violence-related trauma so as to limit ongoing trauma and/or potential harm to others.

Risk Reduction

Process of reducing risk factors by learning safety techniques and identifying intervention strategies that can be used to try to avoid being victimized.

Sexual Assault/Sexual Violence

Any act of violence, either physical or verbal, in which sex is used as a weapon. At its most basic level, sexual assault refers to any form of nonconsensual sexual activity, which encompasses all unwanted sexual acts from intimidation to touching to penetration. Sexual assault is an act of aggression designed to humiliate, intimidate, control, or instill fear. Sexual violence, a broader term that encompasses sexual assault, ranges from verbal harassment to sexual assault or abuse to rape to sexual homicide.

Social Norm

Rule or standard of behavior shared by members of a social group. Social norms may be internalized (i.e., incorporated within the individual, thereby producing conformity without external rewards or punishments), or may be enforced by society through positive or negative sanctions. The social unit sharing particular norms may be small (e.g., a clique of friends) or may include all adult members of the society. Norms are more specific than values or ideals: honesty is a general value, but the rules defining honest behavior in a particular situation constitute norms.

Stalking

The willful, malicious and repeated harassing or threatening of another person through activities such as following the individual, showing up at her home or workplace, sending unwanted messages (including e-mail messages) or objects, vandalizing property, or making harassing telephone calls. Stalking is illegal in all 50 states and may also be against federal law.

Victim, Survivor, Victim/Survivor

Terms used interchangeably by people who have experienced sexual assault and by the professionals who interact with them. “Victim” is often associated with the early trauma following a rape or sexual assault and emphasizes the fact that a crime has been committed. The terms “survivor” and “victim/survivor” emerged as part of the sexual assault victim’s rights movement to describe individuals who have experienced a violent incident, but no longer want any association with the perpetrator or the stigma of being viewed as remaining under the rapist’s influence and control. In other words, the victim is now dealing with the trauma of the crime, which has been put into a perspective that allows her, as a survivor, to go on with life without the extensive, negative disruption created by the assault.

ENDNOTES

- ¹ *Grants to Reduce Violent Crimes Against Women on Campus Program, Fiscal Year 2001 Application Kit and Program Guidelines*, p. 2, citing Bonnie Fisher; John J. Sloan, III; and Francis T. Cullen, *Final Report: Understanding Crime Victimization Among College Students: Implications for Crime Prevention*, Washington, D.C.: U.S. Department of Justice, Office of Justice Programs, NIJ Grant No. 93-IJ-CX-0049, 1995, p. 65.
- ² Bonnie S. Fisher, F. Cullen, and M. Turner, *The Sexual Victimization of College Women*, Washington, D.C.: U.S. Department of Justice, Office of Justice Programs, NIJ Grant No. 95-WT-NX-0001 and BJS Grant No. 97-Mu-Mu-0011, p. 10.
- ³ "Violence by Intimates: Analysis of Data on Crimes by Current or Former Spouses, Boyfriends and Girlfriends," *Bureau of Justice Statistics Factbook*, Washington, D.C.: U.S. Department of Justice, Bureau of Justice Statistics, March 1998, p. 13.
- ⁴ *Stalking and Domestic Violence, Attorney General's Third Annual Report to Congress Under the Violence Against Women Act*, Washington, D.C.: U.S. Department of Justice, Office of Justice Programs, Violence Against Women Office, July 1998, p. 10.
- ⁵ *Ending Violence Against Women — An Agenda for the Nation*, Washington, D.C.: U.S. Department of Justice, Office of Justice Programs, Violence Against Women Office, National Advisory Council on Violence Against Women, October 2000.
- ⁶ *Grants to Reduce Violent Crimes Against Women on Campus Program, Fiscal Year 2001 Application Kit and Program Guidelines*, p. 2, citing Bonnie Fisher; John J. Sloan, III; and Francis T. Cullen, *Final Report: Understanding Crime Victimization Among College Students: Implications for Crime Prevention*, Washington, D.C.: U.S. Department of Justice, Office of Justice Programs, NIJ Grant No. 93-IJ-CX-0049, 1995, p. 65.
- ⁷ *2001 Report: Research on Rape and Violence*, Sacramento, California: California Coalition Against Sexual Assault, 2001, p. 32, citing Robin Warshaw, "I Never Called It Rape," *The Ms. Report on Recognizing, Fighting and Surviving Date & Acquaintance Rape*, New York: Harper Perennial, 1994, p. 63.
- ⁸ *2001 Report: Research on Rape and Violence*, Sacramento, California: California Coalition Against Sexual Assault, 2001, p. 29, citing W. Fremouw, D. Westrup and J. Pennypacker, "Stalking on Campus: The Prevalence and Strategies for Coping With Stalking," *Journal of Forensic Science*, July 1997, 42, 4, 666-669.
- ⁹ Bonnie S. Fisher, F. Cullen, and M. Turner, *The Sexual Victimization of College Women*, Washington, D.C.: U.S. Department of Justice, Office of Justice Programs, NIJ Grant No. 95-WT-NX-0001 and BJS Grant No. 97-Mu-Mu-0011, p. 10.
- ¹⁰ Allen J. Ottens and Kathy Hotelling, eds., *Sexual Violence on Campus: Policies, Programs and Perspectives*, New York: Springer Publishing Company, Inc., 2001, pp. 4-5.
- ¹¹ The "Myths and Facts" section was compiled from multiple sources, including: "Myths/Truths," Santa Barbara Rape Crisis Center Website; "Sexual Harassment at School: Myths & Realities," Los Angeles Unified School District Website; "Myths and Facts About Sexual Assault," Minnesota Coalition Against Sexual Assault Website; *Organizing College Campuses Against Dating Abuse*, Harrisburg, Pennsylvania: The National Resource Center on Domestic Violence, February 1999, p. 3.
- ¹² Allen J. Ottens and Kathy Hotelling, eds., *Sexual Violence on Campus: Policies, Programs and Perspectives*, New York: Springer Publishing Company, Inc., 2001, p. 9, citing S.M. Stith, S.B. Jester and G.W. Bird, "A Typology of College Students Who Use Violence in Their Dating Relationships," *Journal of College Student Development*, 33, 1992, 411-421.
- ¹³ Allen J. Ottens and Kathy Hotelling, eds., *Sexual Violence on Campus: Policies, Programs and Perspectives*, New York: Springer Publishing Company, Inc., 2001, p. 11.
- ¹⁴ Juneau Mahan Gary, ed., *The Campus Community Confronts Sexual Assault: Institutional Issues and Campus Awareness*, Holmes Beach, Florida: Learning Publications, Inc., 1994, p. 3.
- ¹⁵ Ibid.
- ¹⁶ A. McAvoy, "Talking About Date Rape to Male Students," *Education Digest*, 57, 7, March 1992, p. 42.
- ¹⁷ Ibid.
- ¹⁸ Ibid.
- ¹⁹ Alan Berkowitz, Alan Berkowitz Web Page (www.myweb.fltty.net/users/alan/), 2000.
- ²⁰ *Grants to Reduce Violent Crimes Against Women on Campuses, Fiscal Year 1999 Application Kit*, Washington, D.C.: U.S. Department of Justice, Office of Justice Programs, Violence Against Women Office, 1999, p. 3.
- ²¹ Ibid, p. 5.
- ²² *Grants to Reduce Violent Crimes Against Women on Campus Program, Fiscal Year 2001 Application Kit and Program Guidelines*, p. 2, citing Bonnie Fisher; John J. Sloan, III; and Francis T. Cullen, *Final Report: Understanding Crime Victimization Among College Students: Implications for Crime Prevention*, Washington, D.C.: U.S. Department of Justice, Office of Justice Programs, NIJ Grant No. 93-IJ-CX-0049, 1995, p.65.
- ²³ Bonnie S. Fisher, F. Cullen, and M. Turner, *The Sexual Victimization of College Women*, Washington, D.C.: U.S. Department of Justice, Office of Justice Programs, NIJ Grant No. 95-WT-NX-0001 and BJS Grant No. 97-Mu-Mu-0011, p. 23.
- ²⁴ *2001 Report: Research on Rape and Violence*, Sacramento, California: California Coalition Against Sexual Assault, 2001, p. 4, citing *Criminal Victimization 1999: Changes 1998-99 With Trends 1993-99*, Washington, D.C.: National Crime Victimization Survey, Bureau of Justice Statistics, U.S. Department of Justice, 2000.
- ²⁵ *Grants to Reduce Violent Crimes Against Women on Campuses, Fiscal Year 1999 Application Kit*, Washington, D.C.: U.S. Department of Justice, Office of Justice Programs, Violence Against Women Office, 1999, p. 2.
- ²⁶ Marilyn Best and Debbie Nelson, *Organizing College Campuses Against Dating Abuse*, Harrisburg, Pennsylvania: National Resource Center on Domestic Violence, February 1999, p. 3.
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CAMPUS/COMMUNITY CONTACTS

Campus Contacts

(Names and Phone Numbers)

Local 24-Hour Hotline

Campus Operator

Campus Security/Law Enforcement Office

Student Health Center

Women's Center

Judicial Affairs Office

Counseling Center

Violence Prevention Program

Employee Assistance Program

Residence Life

Other Campus Contacts

Community Contacts

(Names and Phone Numbers)

Local Law Enforcement

Hospital / Medical Clinic

Sexual Assault Services Provider

Domestic Violence Services Provider

State Sexual Assault Coalition

State Domestic Violence Coalition

Other Community Agencies

FOR MORE INFORMATION

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To learn more about violence against women on campus or the resource information presented in the guides, please contact:

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ENDNOTES

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