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# STOP

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## Newsletter

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## Campus Dating Violence

By Kathy W. Morrison, Staff Attorney, PCADV

As with domestic violence, dating violence involves abusive, aggressive, and controlling behavior. It occurs in both straight and gay relationships.<sup>1</sup> Campus dating violence is fairly common; 32% of students report dating violence by a previous partner, and 60% of "acquaintance rapes" occur in casual dating relationships. In one year, more than 13% of college women indicated a boyfriend had stalked them and an ex-boyfriend stalked 42%.<sup>2</sup> Even more startling is the statistic that indicates 51% of college males admit to perpetrating sexual assault during college.<sup>3</sup> These statistics make this issue an important one for every coordinated community response (CCR) team and for college campus authorities.

Dating violence victims are not likely to report victimization. Only half of the dating violence victims do tell someone, but 88% of those who disclose their victimization only tell a friend. Of those who report victimization, only 20% tell criminal justice authorities.<sup>4</sup> Because of this low reporting rate, every CCR team should strategize ways to educate young people on college campuses about dating violence.

Many dating violence victims are not experienced in dating and consequently not fully aware that jealous, possessive, and violent behavior is not part of a loving relationship. This factor increases a victim's fear, embarrassment, guilt and depression. Dating violence victims tend to experience more thoughts of

suicide than nonvictims.<sup>5</sup> Some victims feel their only choice is to leave school: "I was so scared... I lost many of my friends and felt I had little support... I wanted to pack my bags and just leave school. I was so devastated that this could have happened to me."<sup>6</sup>

Victims of dating violence may obtain Protection From Abuse orders.<sup>7</sup> Pennsylvania also has criminal statutes that prohibit dating violence behaviors such as simple and aggravated assault, terroristic threats, sexual assault, rape and stalking.

Many abusive behaviors on campus also constitute sexual harassment. Federal law prohibits sexual harassment of college students. Sexual harassment is unwelcome conduct of a sexual nature, and includes verbal, nonverbal, or physical conduct of a sexual nature, unwelcome sexual advances, or requests for sexual favors. Title IX of the Education Amendments of 1972 requires colleges that know or reasonably should know of possible sexual harassment to take immediate and appropriate steps to investigate and end the harassment and prevent its recurrence.<sup>8</sup>

College campus sexual harassment victims may use the Title IX grievance procedure to seek safety and accountability and local CCR teams should

<sup>1</sup> Campus Dating Fact Sheet, Dating Violence Resource Center, [www.nvcv.org/dvrc](http://www.nvcv.org/dvrc)

<sup>2</sup> Id.

<sup>3</sup> Id.

<sup>4</sup> Id.

<sup>5</sup> Id.

<sup>6</sup> Organizing College Campuses Against Dating Abuse, The National Resource Center on Domestic Violence, p.10, quoting Laura, a campus dating violence victim.

<sup>7</sup> Dating relationships count as intimate partner relationships under the PFA Act. See R.G. v. T.D., 448 Pa. Super. 525, 672 A. 2d. 341 (1996); Varner v. Holley, 2004 Pa. Super. 233, 854 A. 2d 520 (2004).

<sup>8</sup> U.S. Department of Education Office for Civil Rights, Revised Sexual Harassment Guidance: Harassment of Student by School Employees, Other Students, or Third Parties, Jan. 2001, p. 2.

Developed by the Pennsylvania Coalition Against Rape and the Pennsylvania Coalition Against Domestic Violence.

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## Campus Protocols on Relationship Violence and Stalking

By Lois D. Fasnacht, Criminal Justice Trainer/Legal Advocate, PCADV

Many campuses are addressing intimate partner and dating violence crimes with the assistance of campus-based domestic violence or sexual assault protocols. Their coordinated community response teams (CCR) includes campus victim services, campus law enforcement, health services, housing authorities, campus administration, student organizations, and disciplinary boards. These responses must be linked to local criminal justice agencies and nongovernmental victim service agencies. This approach enhances victim safety and holds offenders accountable.<sup>1</sup>

This specialized protocol addresses the unique setting in which the abusive relationship unfolds. Frequently the victim and abuser attend the same classes and live in the same dormitory or area, increasing the threat to the victim. The daily and often inescapable close proximity can cause the victim to feel fearful, anxious and alone. This violence also happens in a setting where young adults are the Resident Assistants, who have little or no training on domestic violence or sexual assault. Intimate

partner violence in a campus setting is very isolating. Safety planning and referring victims to resources is an important part of a campus protocol. Each entity of the campus CCR must have a clear role when working with victims and perpetrators.

Every campus protocol should also include a section on victim confidentiality. It should require informing the student of releases and to whom the information is released. Sharing victim information should only be authorized on a strict need-to-know basis. In some cases the communication between a victim and an advocate are completely confidential by law. When this is the case, even a subpoena will not be enough to release the information.<sup>2</sup>

If you are interested in implementing a campus protocol, please contact the Office on Violence Against Women at [www.ojp.usdoj.gov/vawo](http://www.ojp.usdoj.gov/vawo). Applicants who receive grants under this program must serve all victims regardless of gender.

<sup>1</sup> Office on Violence Against Women ?Office of Justice Programs Grants to Reduce Violent Crimes Against Women on Campus, [www.ojp.usdoj.gov/vawo](http://www.ojp.usdoj.gov/vawo)

<sup>2</sup> National Resource Center on Domestic Violence "Organizing College Campuses Against Dating Abuse" page 40.

## Building Community Capacity to Combat Sexual Violence on Campus

By Sally J. Laskey, Associate Director, National Sexual Violence Resource Center

### Sexual Assault on Campus:

It is estimated that the percentage of completed or attempted rape victimization among women in higher educational institutions may be between 20% and 25% over the course of a college career (Fisher, Cullen & Turner, 2000). While people of all ages experience sexual violence, of women who reported being raped at some time in their lives through the National Violence Against Women Survey, 29% were 18-24 years old (Tjaden and Thoennes, 1998). Studies suggest that those that perpetrate sexual violence on campus are "undetected" and commit both repeat and multiple types of offenses. (Lisak and Miller, 2002) This often hidden epidemic against our nations' youth has had a devastating impact.

In the late 1980's and early 1990's local communities, state systems and the federal government began developing integrated procedures to respond to sexual assault on campus. Congress passed the Student Right to Know and Campus Security Act in 1990. The most recent amendment is known as the Clery Act and requires that all campuses report crimes to the FBI and students, create policies and afford victims specific rights. Additionally, in 1994 the Violence Against Women Act included provisions to increase sexual assault programming and victim services on college campuses. Many states and territories use Rape Prevention and Education grant program funds to support prevention programs geared towards college populations.

Sexual violence is a complex social problem that requires a multilayered and multidisciplinary response. In examining the specific issue of campus sexual assault we have the opportunity to build specific and comprehensive strategies that address the root causes of this violence and create healthy and constructive educational environments. While there has been momentum and financial support for initiatives that address campus sexual assault, the resources are still limited in comparison to the expanse of this problem. Developing a comprehensive strategy that includes multiple partners is an effective way to stretch dollars and increase impact. Consistency, creativity and collaboration are the key elements to our success.

### Defining a comprehensive approach:

All campus cultures are unique and have distinct needs. There is a growing body of knowledge on the effectiveness of different types of programs and interventions for different communities. Campbell (1998) found that coordinated community response strategies can better meet the needs of sexual assault victims. To prevent sexual violence we must change norms, shape new positive behaviors and utilize interventions that support victims and hold offenders accountable. The Spectrum of Prevention (1999), developed by Larry Cohen is a tool that can assist in the development of a comprehensive strategy that builds the community capacity to combat sexual violence.

This tool is comprised of six interrelated action levels. See below for the action levels and their definitions.

1. Strengthening Individual Knowledge and Skills  
Definition: Enhancing an individual's capability of preventing violence and promoting safety
2. Promoting Community Education  
Definition: Reaching groups of people with information and resources to prevent violence and promote safety
3. Educating Providers  
Definition: Informing providers who will transmit skills and knowledge to others and model positive norms
4. Fostering Coalitions and Networks  
Definition: Bringing together groups and individuals for broader goals and greater impact
5. Changing Organizational Practices  
Definition: Adopting regulations and shaping norms to prevent violence and improve safety
6. Influencing Policies and Legislation  
Definition: Enacting laws and policies that support healthy community norms and a violence-free society

This model promotes the need to develop strategies that include activities at each of these levels. Additionally, the Spectrum is meant to change community norms by focusing on systematic changes instead of solely looking at individual level interventions. The focus on skill building, developing practices and influencing policies increase the potential for sustainability.

## Building Community Capacity

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The use of data from current programs is an important component for developing priorities for community partners. Data can include information from a Campus Sexual Assault Response Team, experiences regarding system advocacy from an advocacy organization, background information on the campus from students as well as traditional data sets from law enforcement. Specific goals and strategies must reflect the needs and competencies of a campus. Using the Spectrum can also enable communities to develop new partnerships. Many campus communities are addressing the connections between alcohol and violence. The 2003 Core Alcohol and Drug Survey reported that at least 80% of students who experienced unwanted sex were under the influence of alcohol. This evidence supports collaborative work with substance abuse professionals and community based efforts to reduce alcohol abuse among college students. The Spectrum is adaptable and can be used for planning short or long term projects.

The National Sexual Violence Resource Center is currently working with Larry Cohen and the Prevention Institute to develop tools and training on how to use the Spectrum of Prevention to build community synergy to end sexual violence. Materials will be available in the Fall of 2005.

### Resources:

- ◆ Prevention Institute:  
[www.preventioninstitute.org/spectrum\\_injury.html](http://www.preventioninstitute.org/spectrum_injury.html)
- ◆ National Sexual Violence Resource Center:  
[www.nsvrc.org](http://www.nsvrc.org)
- ◆ Campus Sexual Assault: How America's Institutions of Higher Education Respond (U.S. Department of Justice; August 2002)  
<http://www.securityoncampus.org/schools/research/ms044.pdf>

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- Cohen L, Swift S. The spectrum of prevention: developing a comprehensive approach to injury prevention. *Injury Prevention*. 1999;5:203-207.
- Core Alcohol and Drug Survey . Core Institute, University of Southern Illinois. 2003.  
[http://www.siu.edu/~coreinst/results\\_consequences\\_3.htm](http://www.siu.edu/~coreinst/results_consequences_3.htm)

Fisher, Bonnie, Cullen, Francis, Turner, Michael. (2000). *The Sexual Victimization of College Women*. Washington, D.C.: National Institute of Justice and Bureau of Justice Statistics, U.S. Department of Justice.

Lisak, David and Paul M. Miller. 2002. "Repeat rape and multiple offending among undetected rapists". *Violence and Victims*. 17(1): 73-84.

Tjaden, Patricia and Thoennes, Nancy, November 1998. *Prevalence, Incidence, and Consequences of Violence Against Women: Findings from the National Violence Against Women Survey*. Washington, D.C.: National Institute of Justice, Office of the Justice Programs, US Department of Justice.

## Campus Dating Violence

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familiarize themselves with this process. A college is required to create, publish and implement a sexual harassment policy that prohibits harassment and includes a grievance procedure. Each college must have a trained sexual harassment coordinator for receiving complaints. Furthermore, upon the victim's request, the college can change the victim's academic and living arrangements.<sup>9</sup>

CCR team members should know that if a college fails to adequately address abuse in the form of sexual harassment, it may be subject to administrative action by the Department of Education and possible civil liability.<sup>10</sup> Some examples of Title IX violations include:

- ◆ When the college has several complaint processes (through housing, disciplinary board and campus police) with no coordination among them,
- ◆ When the college policies do not contain time frames for resolving complaints,
- ◆ When the campus police investigatory reports show clear bias against the victims,
- ◆ When the college places the burden of proving the allegations on the victim rather than fully investigating the complaint, and
- ◆ When the college chooses to stop its investigation while awaiting the outcome of a criminal investigation.<sup>11</sup>

When CCR teams and colleges join together to address dating violence appropriately, they send a strong message

<sup>9</sup> 23 U.S.C. 1092(f).

<sup>10</sup> Id., See also. *Davis v. Monroe County Bd. of Educ.*, 526 U.S. 629 (1999).

<sup>11</sup> See Hogan, "Title IX Requires Colleges & Universities To Eliminate The Hostile Environment Caused By Campus Sexual Assault," *Security on Campus*  
[@http://www.securityoncampus.org/victims/titleixsummary.html](http://www.securityoncampus.org/victims/titleixsummary.html).