



University System of Ohio
Campus Safety



A Safer Campus:
A Guidebook on Prevention and Response
to Sexual and Intimate Partner Violence
and Stalking for Ohio Campuses



Ohio

Board of Regents

Ted Strickland, Governor
Eric D. Fingerhut, Chancellor

University System of Ohio

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Introduction

Violence is one of the most pressing and most intractable problems in the world today. Whether it be state-orchestrated warfare afflicted on a populace, conflicts between ethnic groups, or assaults within communities or families, the consequences of such violence are usually pervasive and highly damaging.

Desjarlais and Kleinman 1997: 1143

Sexual and Intimate Partner Violence and Stalking

Worldwide, women and girls live in fear of, and with, violence. They carry the burden of being disproportionately affected by gender based violence, including intimate partner violence, sexual violence, and stalking. Global investigations of gender based violence situate the phenomena in a framework of gender inequalities, where women and girls experience high rates of gender based violence due to their marginalized positions in patriarchal societies (1) and subsequent high levels of economic and social dependence (2). A Safer Campus is a contribution to the global movement seeking to reduce and ultimately eliminate gender based violence.

The Task Force

The SIPVS Task Force (the “Task Force”) emerged in 2008 as a focus area of the Ohio Board of Regents’ Task Force on Ohio College Campus Safety and Security. Specifically, the Task Force formed to raise awareness of daily acts of violence on Ohio’s college campuses - intimate partner violence, sexual violence, and stalking. These acts of violence are often invisible and deeply affect the well-being of campus communities and beyond. The Task Force consisted of key partners including campus administrators, faculty and academic leaders, student representatives, campus law enforcement and security, members of community-based organizations, and other members of campus life, such as student services personnel, resident advisors and residence life staff, and Women’s Centers employees. Together, the Task Force delved into issues such as how to “name” violence perpetrated against individuals as a result of gendered positionality; the relationships between interpersonal violence and other forms of violence such as gun violence; the politics of primary, secondary, and tertiary violence prevention; and the role and treatment of men in campus efforts to reduce and respond to intimate partner violence, sexual violence, and stalking.

This Guidebook

The Task Force conceptualized their work in four interconnected areas: Preparedness, Prevention, Response, and Recovery. In terms of Preparedness, this Guidebook provides resources and recommendations concerning policy creation and distribution, reporting protocols, the establishment and training of people and places to safely report gender based violence, and the distribution of educational materials related to IPV, sexual violence, and stalking. The Prevention team examined the practice of mandating primary prevention programs for incoming students, prevention program evaluation practices, the trend towards the bystander intervention model, and how to establish and maintain diverse allies on a college campus. Response team members focused on the methods and resources students utilize to disclose victimization; the agencies, organizations, and departments involved in a coordinated response to acts of gender based violence; institution wide response mechanisms such as Sexual Offense Response Teams and crime alerts; and creating and strengthening collaborations with community-based organizations. The fourth Committee focused on Recovery, specifically on

the use of individual and group counseling and support for victims, building networks of support throughout multiple divisions and departments in an institution, and the development of recommendations and strategies to facilitate individual and community healing after a victimization incident.

The areas of Preparedness, Prevention, Response, and Recovery exist on a circular continuum. Individuals and institutions flow between these areas as needed to prepare for and respond to gender based violence. Furthermore, each team examined research and shared experiences working with both victims and perpetrators, community-based organizations and higher education institutions, advocates and administrators. Therefore, the information provided in this guidebook is holistic in scope of impact. Finally, by taking a recommendation-focused approach, the Task Force seeks to provide avenues for short and long term action by colleges and the individuals within them.

Definitions

For the purposes of this guidebook, the committee selected to use the terms “intimate partner violence,” “stalking,” and “sexual violence” to encompass the broad array of gender based violence behaviors that college students may experience. As a team, we sought definitions for these terms that are both broadly construed and impactful. Most importantly, the task force utilized definitions that capture the nature of interpersonal relationships - or lack thereof - and how violence persists within those relationships.

Intimate Partner Violence

Taken from the University of California, we use the following definition for intimate partner violence (IPV):

... physical, sexual or psychological harm by a current or former partner or spouse. This type of violence can occur among heterosexual or same-sex couples and does not require sexual intimacy. It occurs on a continuum, ranging from one hit that may impact the victim to chronic, severe battering. There are four main types of IPV: physical, sexual violence, threats of physical or sexual violence, and psychological/emotional violence.

Thus, IPV is violence perpetrated by a person’s partner, such as a boyfriend, a spouse, a former intimate partner, or other individual intimately known to the victim. Often this violence is preceded by a pattern of coercive control. Overall, 25.5% of American women are victims of intimate partner violence in their lifetime (3). IPV is also inclusive of other types of violence. Physical abuse includes “any act of physical aggression, [ranging from] minor acts such as slaps [to] severe acts such as assault with a deadly weapon” (4: 149). Approximately 20-25% of adult women in the United States have been physically abused by a male intimate partner in their lifetime (5). Sexual violence perpetrated by an intimate partner is similarly rampant. In a random sample of 8,000 women from the 50 United States and the District of Columbia, 7.7% of women have reported being raped by an intimate partner during their lives (3). Psychological/emotional violence is any behavior in a relationship that undermines or manipulates a person’s self-esteem, sense of control, or feeling of safety (6), including actions meant to destroy a person’s inner self, imply harm, and undermine a person’s competence (7). The U.S. Department of Justice defines psychological/emotional violence as actions causing fear by intimidation; threatening physical harm to self; partner, children, or partner’s family or friends; destruction of pets and property; and / or forcing isolation from family, friends, or school or work.

Sexual Violence

Using the Ohio Revised Code (2907.01-2907.09), the definition of sexual violence utilized in this document is:

...an umbrella term covering a wide range of [sexual] actions taken against a person without the person’s consent, against the person’s will, or under force, threat of force, or coercion. Legally, consent cannot be given while intoxicated since these states inhibit an aware state of mind.

Sexual abuse is defined as “any sexual act that a [person] submits to against [his or] her will due to force, threat of force, or coercion” (4: 150). Sexual violence is perpetrated by individuals known and unknown to the victim, and includes a wide range of unwanted sexual actions, including rape.

Researchers have documented that rape is one of the most underreported crimes in the United States, that perpetrators of sexual violence are found with varying frequency at all points along the social scale, and that the majority of rapes and attempted rapes are committed by someone known to the victim (8: 117).

Stalking

To situate the term stalking, the Task Force turned to the Violence Against Women Act:

The term “stalking” means engaging in a course of conduct directed at a specific person that would cause a reasonable person to (A) fear for his or her safety or the safety of others or (B) suffer substantial emotional distress.

Stalking includes "...surveillance activities (e.g., monitoring an [individual's] phone calls, reading her or his mail, following [her or him] outside the home), vandalism (e.g., breaking into a [person's] home, stealing [her or his] belongings), and harassment (e.g., calling [her or him] repeatedly at home or work)" (4: 153). Approximately 1 million women living in the United States are stalked on an annual basis (4), or approximately 4.8% of women during their lifetime (3).

IPV, Sexual Violence, and Stalking Among College and University Women

The national data describing the nature and extent of gender based violence only begins to illustrate the crisis among college women. Women ages 16-24 experience the highest rates of IPV. According to the Centers for Disease Control, approximately 32% of college women experience physical assault in a relationship. Psychological/emotional violence is more common than physical or sexual abuse, as was shown by a sample of university women, in which 77% to 87% reported having experienced psychological abuse during the 12 months prior to the survey (4).

The extent of sexual violence among college women further illustrates the breadth of the gender based violence pandemic within colleges and universities. According to a national study, 1 out of 36 college women are victims of attempted or completed rape, which, when projected across a woman's college career, the percent of completed or attempted rapes may be between one-fifth and one-quarter for female college students (9). Additionally, data indicate that one out of four college women are victims of sexual violence (10, 11). The majority of victims do not report the crime to the police (3, 10), illustrating the internalization that this is simply a matter of course for many young women.

College and university women experience stalking in multiple forms, one of the most prevalent being electronically. According to a nationwide study, 13% of college women reported being stalked since the beginning of the current academic year (10). When prompted to respond to whether an individual was stalked and the perpetrator actually threatened harm, 1.96% of college women reported victimization.

It is clear that gender based violence on college campuses is a pervasive problem, and it is also apparent that a number of patterns emerge among college women who are victimized. Victimized female students are more likely than non-assaulted females to engage in dietary and eating irregularities, feel stressed, feel sad or depressed, use alcohol to reduce stress, spend less time per week on academic pursuits (such as homework and studying), and use drugs (12). Unfortunately, only about 4 in 10 colleges and universities offer any sexual assault training, and this training is usually not available to the general student population (13).

Creating Safer Campuses

The extent of gender based violence among college women not only led to the creation of this Task Force; it also compelled the membership to think concretely and strategically about ways to improve the safety of Ohio's campuses. In the short term, this guidebook presents opportunities for colleges to create coordinated efforts to address IPV, sexual violence and stalking. Over the long term, the Task Force has laid the foundation for Ohio colleges and universities to facilitate safer and more respectful campuses.

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Preparedness

Background

The purpose of this section is to assist campus administrators in assessment, development, and delivery of consistent and appropriate plans and protocols to prepare for the possibility that sexual violence, intimate partner violence, and stalking will occur among students, faculty, and staff on their campuses.

In order for each college to make the necessary preparations, it must be cognizant of its own unique attributes. For example, just as the resources one college has may be very different from what another college has, so too would the problems that each face. It is important to know what needs the institution has before it attempts to fix those needs. Federal law also mandates that this review takes place. Under the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act), all colleges are required to complete and publish annual security reports, crime logs, timely warnings, and crime statistics. Only once an institution knows itself can it begin to make positive changes.

Recommendations

Recommendation 1: Sexual Assault Response Team (SART)

Representatives from the following constituencies should come together to form a (SART): campus security officials / law enforcement; housing / residence life staff; student wellness representatives; counseling and consultation center representatives; public relations representatives; victim advocates; counseling center staff; Women's Center; healthcare providers; judicial affairs officers; students (ie. student government representatives, student advocates/volunteers); athletics; Greek life, and other interested students, faculty, and staff. Schools are also welcome to utilize a similar existing resource which will be able to respond to a victim's request for services and develop specific actions to be taken in respect to SIPVS issues. The SART should regularly review/evaluate campus policies and protocols in regard to SIPVS, coordinate with campus threat assessment teams to respond to identified threats of SIPVS, ensure compliance with federal and state mandates, facilitate collaboration with community partners, and be responsible for Annual Security Report components related to the team (such as Clery). The SART should receive ongoing training on all aspects of sexual and intimate partner violence and stalking that includes the dynamics of sexual and intimate partner violence and stalking, access to confidential care, victim's response and federal and state statutes. Finally, the SART provides a system to ensure oversight and quality assurance for the rights of victims and perpetrators.

Recommendation 2: Policy

It is imperative that each college creates its own sexual violence policy as each campus has its own unique resources and needs. Campus policy makers and the SART team should be involved in developing these policies, which should use consistent definitions of all forms of sexual misconduct, sexual and intimate partner violence and stalking and what acts consent and what acts doesn't constitute consent; be included in relevant publications, documents, websites, policies, procedures, manuals, handbooks, etc.; be distributed and communicated campus-wide through trainings, print materials, and online publications; and meet all federal mandates per Clery. The policy should reflect an expectation of civility, honor and respect and nonviolence of all forms for all members of the campus community. The policy must include a description of educational and prevention programs, confidential procedures for individuals and SART member to follow in reporting, address codifying amnesty for underage drinking for victims who report, notification of law enforcement on/off campus, notification of on/off campus services, an option for living/academic accommodations, a description of procedures for campus disciplinary process, a description of the sanctions that may be imposed, and access to registered sex offender information. Samples of comprehensive policies can be found here. Once policies have been established they should be reviewed annually by the SART to ensure competency and relevance.

Recommendation 3: Reporting Protocols

Clear reporting and response protocols should be established, implemented, and communicated by the school's SART. These protocols should be communicated through standard forms of communication including the campus' Student Code of Conduct in which forms of SIPVS are explicitly labeled as code violations.

Recommendation 4: Relations between Campus and Community Agencies

Collaborative relationships between campus and community agencies must be established to ensure the greatest collaboration among service providers. An individual or office head (such as the director of communications, head nurse, wellness center, counseling services, etc.) should be in charge of forming these relationships via email, print, and other forms of communication in order to generate a general outreach of campus resources so that members of campus community can know of the available campus resources for the student's referral.

Recommendation 5: Law Enforcement Partnership

The creation of a partnership between local law enforcement and campus security officials is essential in order to ensure proper communication, understanding, and enforcement of all policies. Engaging in an open dialogue of SIPVS issues will help ensure these formal and informal partnerships exist.

Recommendation 6: Housing / Residence Life Staff Protocol

The SART should establish standardized protocols for Housing/Residence staff to follow regarding housing accommodations such as room and / or phone number changes, privacy options, maintaining confidentiality etc. The staff should receive ongoing training on all aspects of sexual and intimate partner violence and stalking that includes the dynamics of sexual and intimate partner violence and stalking, providing consistent and appropriate response to request, referrals to confidential care, victim's response and federal and state statutes.

Prevention

Background

Primary prevention presents a compelling opportunity for Ohio colleges and universities to effectuate a critical paradigm shift—one that moves from addressing violence after it happens to stopping violence before it starts.

Traditionally, colleges and universities have worked to create safe campuses by providing well-lit campuses, easily accessible police and security departments, and generalized instructions to the campus community about "how to stay safe." While these attributes can give an overall impression of campus safety, and may deter some criminal activity, they do not specifically address the underlying causes of most SIPVS or recognize the prevalence of acquaintance-based, as opposed to stranger perpetrated, violence.

The Campus Safety Task Force offers nationally recognized primary prevention recommendations and best practices that call on colleges and universities to develop strategies that are comprehensive, multi-disciplinary, non-victim blaming and reality-based to change campus cultures and work to prevent SIPVS. The first step is for each Ohio college and university to assess its own campus, using a strategy developed by the Task Force, to identify its unique climate, to garner its existing assets and resources, and to develop an individualized campus primary SIPVS prevention plan.

In addition, the Task Force recommends that all incoming students be mandated to participate in programs that offer education on the prevention of sexual and intimate partner violence for the universal population on campuses. In so doing, the Task Force encourages best practices, particularly multi-session, multi-year follow-up programming which is truly the most effective way of creating cultural change. From this recommendation, the Task Force wishes to elucidate goals to help campuses follow through on effective violence prevention practices.

Recommendations

Recommendation 1: Training Campus Community

Comprehensive training should be available on all aspects of sexual and intimate partner violence and stalking for campus administrators, campus law enforcement/security, health and counseling staff, faculty, staff, student leaders, first year and incoming students, Greek community, student athletes and coaches that includes the dynamics of sexual and intimate partner violence and stalking, access to care, victims responses and federal and state statutes and campus policies. The prevention programs should include information on: recognizing that sexual and intimate partner violence and stalking is a learned behavior, addressing the role of consent in sexual relationships, encouraging the involvement of men, addressing alcohol and drug issues and the connection

with sexual and intimate partner violence and stalking, providing concepts that encourages healthy consensual sexual relationships, and addresses non-stranger sexual violence and dispels traditional beliefs. Prevention messages should be integrated into curricular and extra-curricular activities. Additionally, campuses should offer extra-curricular activities that are alcohol free.

Recommendation 2: Network of Prevention Programs

Acknowledging that, as stated above, a comprehensive approach to violence prevention is the most effective way of changing cultural norms about interpersonal violence, a coordinated effort is the best way to ensure consistent messaging and follow-up. Therefore, campuses must provide an organized network for prevention programs. Campus administration, faculty, health centers, counseling centers, external social service agencies, and any other necessary stakeholders should be involved in the forging of these partnerships in order to build campus competency to assure safety / antiviolence messages are primary-prevention focused.

Recommendation 3: Prevention Programs

As a campus moves forward in a comprehensive prevention plan, it should seek to evaluate the efficacy of its prevention programs, where appropriate. This means not only examining the campus' systems in place for prevention of SIPVS, but also individual prevention programs, to ensure that they are relevant, culturally competent, and effective. When using established programs and curricula, the campus may use already existing evaluation tools or they may need to implement other relevant evaluative measures, particularly those in line with the current statewide plan of the Ohio Sexual and Intimate Partner Violence Prevention Consortium. The goal would be for primary prevention programs to be evidence-based to the greatest extent possible. Campus staff and students, particularly the members of the SART, should be involved in this process and collaborate with local and state agencies to gain technical support.

Recommendation 4: Bystander Intervention

Along with current best practices, it is important to encourage bystanders to intervene unless it is dangerous for them to do so. In potentially violent situations, bystanders should notify police or campus security immediately. Such approaches encourage a culture where sexual violence and intimate partner violence are not tolerated. Moreover, these programs also target participants as potential helpers and activists rather than as potential perpetrators or victims (which has been proven less effective). These efforts will work alongside campus-wide efforts to combat racism, sexism, homophobia, and other forms of oppression. Encouraging students to be agents of change, rather than passive bystanders, will create campus cultures of nonviolence. These prevention programs should be designed to engage and educate potential bystanders. Student peer educators can be particularly effective in this framework which could include student organizations and leaders (a selected population) who should be engaged in the network of these prevention programs.

Recommendation 5: Media Campaigns

In order for campuses to ensure that they are moving forward with consistent messages that normalize prevention attitudes (anti-sexist, anti-racist, etc.), it is necessary for campuses to implement positive media campaigns for the purpose of engaging a universal population of all campus students, faculty, and staff to create visible allies. Primary prevention media campaigns promote positive behavior, rather than reinforcing sanctions against bad behavior. It is also important for campuses to make a concerted effort to engage men as allies in SIPVS prevention. In so doing, campuses will help educate their populations about SIPVS as human rights, social justice, and public health issues, which are relevant to all people. Campuses and statewide networks for prevention (including campus groups, agencies, and state-run task-forces and consortiums) should work together to develop media campaigns (examples include Men Can Stop Rape's current "My strength is not for hurting..." campaign and the "White Ribbon Campaign") recommended by the CDC that engages the community's media at various levels and promotes consistent messaging on violence prevention.

Response

Background

The purpose of this section is to assist campus administrators in assessment, development, and delivery of consistent and appropriate acts of response to actions of SIPVS. Because it is improbable that all forms of SIPVS will be prevented before they occur, students, faculty, and staff throughout campus will likely be touched by it. It is because of this unavailability that it is necessary to have appropriate measures and means of response established and available for those who need it. The following recommendations can assist Ohio colleges and universities in their assessment, development, and delivery of consistent and appropriate responsive plans and protocols to SIPVS. Only with the proper response to the experience of SIPVS can one begin the process of recovery.

Recommendations

Recommendation 1: Reporting Mechanisms

The SART should be responsible for ensuring reporting mechanisms are developed and implemented. These mechanisms would include anonymous reporting options and must be coordinated and cross-referred. Students, faculty, and staff should be aware of how to make a report and their rights/responsibilities in doing so. These reporting mechanisms must be clear and accessible for all parties and ensure confidentiality.

Recommendation 2: Activation of SART

There must be a chain of procedure within SART, so that it is clear who receives the first notification and what steps and in what order of steps that the person needs to proceed. The steps required as well as the order will depend heavily on the length of time between the incident and the report as well as the wishes of the victim. The policy should outline clear situational tracks so that the implementer will be able to immediately know which actions should be taken in response to the incident. Additionally, the policy should identify the role of the members to ensure a coordinated, seamless victim-centered response that includes confidentiality and training.

Recommendation 3: Judicial Affairs Policies

Judicial Affairs/Dean of Students must have policies in place for students victimized while drinking or using other substances. Schools should apply HB 1219 to offenders as appropriate. Other policies that must be in place include an anonymous reporting mechanism and a way of notifying the victim of the result of the complaint (per Clery). The Student Code of Conduct should explicitly address issues of SIPVS as examples of code violations. Accommodations should also be made during the hearing to prevent the accused from seeing the victim if the victim so requests. The disciplinary board should receive ongoing training about these procedures, perpetrator patterns and victim's responses and patterns.

Recovery

Background

Survivors of SIPVS have the right to lead successful and healthy academic and social lives on our campuses. Although the healing process looks different for each individual, supportive responses from friends, family, and the campus community are crucial for individual and community recovery. Crisis intervention, hospital and justice system advocacy, psycho educational groups, individual counseling, and group counseling have demonstrated effectiveness on the survivor's healing process. Therapeutic services can increase one's sense of control and feelings of safety, while reducing symptoms of post-traumatic stress disorder (PTSD), which can lead to an improvement in both sleep and mood. Counseling can also increase self-esteem, assertiveness skills, and empower survivors to identify healthy relationship patterns for the future. Additionally, counseling can help normalize one's experience, increase one's recognition of warning signs, intuition, and foster resiliency, and also help one to recognize that the offense was not their fault and they are not alone. Volunteering, contributing one's time, and giving back through work with organizations that advocate for survivors can also aid in the healing process. Making meaning out of the experience through peer education, participation in campus Take Back the Night activities, volunteering with the local rape crisis centers, domestic violence centers, or with the campus Women's Center has also helped many survivors during their recovery. These experiences often "offer survivors of violence an opportunity to give voice to their experiences and publicly affirm their transition from victim to survivor." (<http://www.takebackthenight.org/>)

Through the recovery process, survivors may need a supportive network of peers, administration, and family. This network can provide encouragement and reinforce self-management tools for survivors who may not choose counseling as a part of their recovery process. Culturally competent and specific resources for women and men, communities of color, international students, and LGBTQ survivors are necessary for addressing SIPVS in various cultures. Students involved in Greek Life and in athletics may benefit from a campus response that supports all group members who may have been impacted, directly and vicariously, by the trauma. In order to heal as a campus community, multiple levels of supports are necessary to empower the campus to address these issues through counseling, education, the judicial system, advocacy, activism, volunteerism, speak-outs, the creation of art, writing and other media.

Building awareness campaigns into the campus culture and taking steps to improve the climate/environment can help restore feelings of safety to the campus community. The acknowledgement that SIPVS occurs in every community and on every campus will result in a climate of respect, bystander intervention, and "no more silence" (<http://www.takebackthenight.org/>).

Recommendations

Recommendation 1: Referrals/Services

Services or referrals should be provided for individual and group counseling offered by providers who specialize in addressing issues of SIPVS. Individuals involved include the marketing department (web, print, etc) and stakeholders including administration, student leaders, faculty, campus security, campus ministries, the student health center, residence life, Greek life, campus judicial boards, the women's center, counseling services, local hospital(s), local rape crisis center(s), and local domestic violence center(s). Collaboration must exist between the campus and the referral sources. In order to ensure the greatest accessibility of these resources, testing should take place to determine if resources are easily accessible (such as on the campus website and through a web search).

Recommendation 2: Survivor Counseling

Counseling should be provided by a trained mental health professional, who has expertise in sexual assault and domestic violence. It can help survivors address any concerns, symptoms, or difficulties they are struggling with, as well as work to help the survivor create a support network and increase their resiliency skills. Counseling should be available to anyone who requests it, but is essential for survivors whose symptoms are interfering with their normal functioning. It can provide a supportive atmosphere for survivors to process their experience, and can help increase the survivor's sense of control, improve self-esteem, and strengthen assertiveness skills. Counseling can also work to reduce PTSD symptoms; process emotions; normalize and recognize warning signs and intuition; identify what was learned, create meaning out of the experience; promote a sense of safety; identify healthy relationship patterns; and help the survivor recognize that the assault was not their fault. In order to ensure a sense of safety, and to avoid further traumatizing the survivor, it is crucial that the counseling remain strictly confidential in accordance with state and ethical guidelines.

Recommendation 3: Perpetrator Counseling

An appropriate array of interventions / referrals for perpetrators should be provided based on the context and variables of the situation by judicial affairs and counseling services. Appropriate sanctions should be taken in response to incidents of SIPVS, for example educational sanctions and mandating assessment. Appropriate counseling should be provided in order for the perpetrator(s) to understand the impact of their behaviors, change their behaviors, take responsibility for their behaviors, identify the root of their behaviors, and implement new skills in order to adjust their behaviors accordingly.

Recommendation 4: Individual, Parents, Friends and Community Collaborative Recovery

Media relations, university administration, community support personnel, student organizations, relevant campus units, judicial boards, residence life, Greek life, and others should be involved to facilitate individual, parents, friends and community recovery. Protocols should be identified for responding to incidents, addressing non-stranger sexual violence and dispelling traditional beliefs, and building awareness and prevention into campus culture. Organizational support could include athletics, Greek life, faculty (classes), etc. Environmental support could include helping to restore feelings of safety in the campus community, encouraging accountability through judicial processes, acknowledging SIPVS occurs on every campus and community, looping back to prevention / individual control and appropriate behaviors to engage in to prevent future actions of SIPVS, and offering on and off campus resources and support to parents, friends and the community.

Recommendation 5: Ongoing Programs

Ongoing programs, workshops, and educational materials should be provided that raise awareness on campus and empowers those impacted by SIPVS either directly or indirectly. Those involved in this process should include survivors and allies, programming and educational units, student organizations, and community agencies. Examples of programs that could be implemented include programs such as Take Back the Night, peer education, peer theatre, campus advocacy, student publications, and other appropriate volunteer opportunities. These events should take place throughout the year both on an annual basis and in response to incidences in the campus community that occur.

Related Resources

A Call to Men

www.acalltomen.com

ACTION OHIO Coalition for Battered Women

<http://www.actionohio.org/>
(Campus stalking)

ADWAS – Abused Deaf Women Advocacy Services

www.adwas.org

American College Health Association

www.acha.org/info_resources/ACHA_SexualViolence_Statement07.pdf

BRAVO – Buckeye Regional Anti-Violence Organization

www.bravo-ohio.org/index.html

Center for Public Integrity

www.publicintegrity.org/investigations/campus_assault

Center for Relationship Abuse Awareness

www.stoprelationshipabuse.org/

Clery Act Handbook

<http://www.ed.gov/admins/lead/safety/handbook.pdf>

Columbus Coalition Against Domestic Violence

(It's Abuse campaign)
www.itsabuse.com/2008_SiteDev/

Education Department Ruling on Assault Policies

<http://cavalierdaily.com/news/2008/nov/24/education-dept-issues/print/>

Family Violence Prevention Fund

www.endabuse.org

Flora Stone Mather Center for Women

www.case.edu/provost/centerforwomen

Love is Not Abuse

www.loveisnotabuse.com

Men of Strength campaign

www.mystrength.org

MCSR – Men Can Stop Rape

www.mencanstoprape.org/

National Center for Victims of Crime

www.ncvc.org

National Coalition Against Domestic Violence

www.ncadv.org

National Domestic Violence Hotline

www.ndvh.org

National Institute of Justice

www.ojp.usdoj.gov/nij/topics/crime/violence-against-women/selected-results.htm

National Network to End Domestic Violence

www.nnedv.org

National Teen Dating Abuse Helpline

www.loveisrespect.org

National Sexual Assault Coalition Resource Sharing Project

www.resource-sharingproject.org

NSVRC – National Sexual Violence Resource Center

www.nsvrc.org

Ohio Domestic Violence Network

www.odvn.org/

Prevent Connect

www.preventconnect.org

RAINN – Rape, Abuse, and Incest National Network

www.rainn.org/

Security on Campus Inc.

http://securityoncampus.org/index.php?option=com_content&view=article&id=181:press-release-soc-hails-landmark-federal-ruling-that-says-colleges-a-universities-cant-silence-campus-rape-victims&catid=1:soc-news&Itemid=79

Spectrum of Prevention

www.preventioninstitute.org/tool_spectrum.html

SPLC – Student Press Law Center

www.splc.org

Stalking Resource Center

www.ncvc.org/src/Main.aspx 43

TBTN – Take Back the Night

www.takebackthenight.org/

The Voices and Faces Project

www.voicesandfaces.org

Untold Stories of Sexual Assault at Duke

www.duke.edu/web/saturdaynight/index.html

US Department of Justice: Stalking in the United States

www.ojp.gov/bjs/abstract/svus.htm

US Department of Justice: Sexual Assault Awareness Month

www.ovw.usdoj.gov/director-april09msg.htm

US Department of Justice Office on Violence Against Women

www.ovw.usdoj.gov

Ohio Models

Case Western Reserve University- sexual assault policy

<http://www.case.edu/provost/sexualconduct/policies/SexualAssaultPolicy2007.pdf>

The Ohio State University- Support for Survivors of Sexual Assault

<http://swc.osu.edu/sexual-violence-education-and-support-sves/support-for-survivors-of-sexual-violence/>

Speaker's Bureau

Ohio Governor's Campus Safety Task Force Committee Members

Rick Amweg

Director of Campus Safety & Security
Ohio Board of Regents

John Boal

Associate Professor
Criminal Justice
University of Akron

Phyllis Carlson-Riehm

ACTION Ohio

Colleen Cipriani

Director, Student Life
Mount Carmel School of Nursing

Dan Clark

Cleveland Rape Crisis Center

Sheryl Clinger

Task Force Director
The Columbus Coalition Against Family
Violence

Colleen Cook

Counseling Services
Ohio Wesleyan University

Lindsey Daniels

Tri-County Mental Health and
Counseling

Gabrielle Davis

Director, Domestic Violence Clinic
College of Law Legal Clinic
University of Toledo

Micaela Deming

Student Advocate
The Ohio State University

Paul Denton

Chief, Police Department
The Ohio State University

Katie Dietrich

Director, Student Support Services
Wright State University

Diane Docis

Sexual Assault Education and
Prevention Program
University of Toledo

Louise A. Douce

Assistant Vice President- Student
Counseling and Consultation
The Ohio State University

Jasmine Finnie

Ohio Domestic Violence Network

Bonnie Fisher

Professor
School of Criminal Justice
University of Cincinnati

Jodie Flynn

Forensic Nursing Program Coordinator
MedCentral Health System

Charles Gift

Chief, Director of Public Safety
Sinclair Police Department
Sinclair Community College

Andrea Goldblum

Director, Student Judicial Affairs
The Ohio State University

Samantha Gray

ACTION Ohio

Lt. Richard Green

Police Department
The Ohio State University

Katie Hanna

Women's Health Advocate
Flora Stone Mather Center for Women
Case Western Reserve University

Andrea Harris

Women's Studies Program
Wright State University

Ashley Hawke

Program Coordinator, Safe Space:
Violence Prevention and Action Center
John Carroll University

Amy Howton

Sexual Assault Response Coordinator
Women's Center
University of Cincinnati

Stacia Kock

Community Liaison
The Justice League of Ohio

Mary Krueger

Director, Women's Center
Bowling Green State University

Valerie Kuenkele

Assistant Professor
MedCentral College of Nursing

Michael Layish

Associate Legal Counsel
Office of Legal Affairs
The Ohio State University

Alex Leslie

Community Educator
Cleveland Rape Crisis Center

Laura M. Meeks

President
Jefferson Community College

Kate Nelsen

CHOICES

Sarah Ozello

The Columbus Coalition Against Family
Violence

Shruti Patel

Student Advocate
The Ohio State University

John Peach

Chief, Police Department
Kent State University

Chrystal Pounds-Alexander

Program Director
Family Violence Prevention Center
Office of Criminal Justice Services
A Division of the Ohio Department of
Public Safety

Michelle Pride

Hudson Health Center
Ohio University

Nancy Radcliffe

Campus Advocacy Program
The Ohio State University

Rachel Ramirez-Hammond

The Ohio Domestic Violence Network

Paula Renker

Assistant Professor
College of Nursing
The Ohio State University

Jan Rogers

Dean, Student Life
Columbus State Community College

Deborah Schipper

Sexual Violence Education and Support
The Student Wellness Center
The Ohio State University

Jo Simonson

The Ohio Domestic Violence Network

Anna Stephenson

Crime Prevention and Victim Advocacy,
Officer
The Ohio State University Police
Department

Susannah Turner

Associate Director of Housing Education
The Ohio State University

Jennifer Wies

Director, Women's Center
Xavier University

Robert Wood

Director of Public Safety
Ohio Wesleyan University

Staff facilitating the work of the Ohio Governor's Campus Safety Task Force Committee

Anna Heintzelman

AmeriCorps Vista
Governor's Office for Women's Initiatives and Outreach

Hollie R. Hinton

Director
Governor's Office for Women's Initiatives and Outreach

Audrey Knaff

MSW Candidate Intern
Ohio Department of Health

Beth Malchus

Rape Prevention Program Coordinator
Ohio Department of Health

Debra Seltzer

Program Administrator of Violence and Injury Prevention
Program
Ohio Department of Health

Stefanie Skaggs

AmeriCorps Vista
Governor's Office for Women's Initiatives and Outreach

Laura Schumm

MSW Candidate Intern
Ohio Department of Health

Lauren Strand

Intern
Governor's Office for Women's Initiatives and Outreach

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