

# A Safer Campus

A GUIDEBOOK ON PREVENTION AND RESPONSE TO SEXUAL &  
INTIMATE PARTNER VIOLENCE & STALKING FOR OHIO CAMPUSES

*Written and issued in partnership with: Office of the Attorney General, Ohio Alliance to End Sexual Violence, Ohio Department of Higher Education, Ohio Department of Health - Sexual Assault and Domestic Violence Prevention Program, Ohio Department of Public Safety - Office of Criminal Justice Services, Ohio Domestic Violence Network, and multi-disciplinary representatives of Ohio colleges, universities, and community based organizations*

SECOND EDITION



A SAFER CAMPUS: A GUIDEBOOK ON PREVENTION AND RESPONSE TO SEXUAL & INTIMATE PARTNER VIOLENCE & STALKING FOR OHIO CAMPUSES.

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*\*Final Guidebook edited by Sarah Osmer, JD, in collaboration with the Ohio Alliance to End Sexual Violence, Ohio Department of Health and Ohio Domestic Violence Network.*

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## Acknowledgements

*Guidebook 2015 Revision Committee:*

*Rick Amweg*

*Executive Director*

*Center for P-20 Safety and Security – State of Ohio*

*Rebecca Cline MSW, LISW-S, ACSW*

*Prevention Programs Director*

*Ohio Domestic Violence Network*

*Becca Getson, JD, RA*

*Sexual Assault Response Coordinator / Deputy Title IX Coordinator for Students*

*Miami University*

*Katie Hanna, M.Ed.*

*Executive Director*

*Ohio Alliance to End Sexual Violence (OAESV)*

*Gary M. Heath*

*Program Director*

*Family Violence Prevention Center*

*Office of Criminal Justice Services*

*Ohio Department of Public Safety*

*Sandy Huntzinger, MSW*

*Victim Services Coordinator*

*Crime Victim Services*

*Office of the Ohio Attorney General*

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<sup>1</sup> This document is for public comment purposes only, and should not be quoted or referenced. Submit public comment to [SMolski@regents.state.oh.us](mailto:SMolski@regents.state.oh.us). For questions or technical assistance, please e-mail Rick Amweg at [Rick.Amweg@education.ohio.gov](mailto:Rick.Amweg@education.ohio.gov) or Sara Molski at [SMolski@regents.state.oh.us](mailto:SMolski@regents.state.oh.us).

*Corina Klies, MSW  
Delta Focus Project Coordinator  
New Directions: Domestic Violence Shelter of Knox County, Inc.*

*Sam Lopata  
Student Intern, Ohio Alliance to End Sexual Violence  
Case Western Reserve University*

*Lauren MacDade, MSW, LSW  
Victim Services Coordinator  
Buckeye Region Anti-Violence Organization*

*Yulanda McCarty-Harris, J.D.  
Director, Office for Institutional Equity  
Title IX Coordinator  
Cleveland State University*

*Beth Malchus  
Sexual Assault and Domestic Violence Prevention Program  
Ohio Department of Health*

*Debra Seltzer, MPA  
Sexual Assault and Domestic Violence Prevention Program  
Ohio Department of Health*

*External reviewers*

*Jennifer Combs Batton  
Vice President  
Sustained Dialogue Institute*

*Christina Beer  
2014-2015 Student Body President  
University of Cincinnati*

*Gianni Biaggi  
Student  
Kenyon College*

*Pamela Vest Boratyn  
General Counsel  
Ohio Attorney General Mike DeWine*

*Alexandra Brown  
Outreach and Prevention Coordinator  
Rape Crisis Domestic Violence Safe Haven*

*Chief Paul Denton  
University Police Division  
The Ohio State University*

*Renee L. Fambro  
Director of Equity and Compliance/Title IX Coordinator  
Columbus State Community College*

*Christopher Harris  
Student Intern, Ohio Department of Health  
Kent State University*

*Amy J. Howton, EdD  
Interim Director, UC Women's Center  
University of Cincinnati*

*Nicole Keller MSW, LISW-S  
College Counselor  
Kenyon College*

*Nancy Radcliffe  
Sexual Assault Services Director  
Helpline of Delaware and Morrow Counties, Inc.*

*William J. Richey III  
Inspector/ Special Investigations Unit  
University of Cincinnati Police Department*

*Vanessa M. Sampsel  
Campus Outreach Coordinator  
Rape Crisis Center of Medina and Summit Counties- Satellite Office on the University of Akron  
Campus*

*Jeffrey K. Scott, MBA, CLEE  
Chief of Police  
Notre Dame College Police Department*

*Melody K. Scott  
Dean of Students  
Malone University*

*Jyl Shaffer  
Title IX Coordinator  
University of Cincinnati*

*Haley Shipley  
Board Member, New Directions: The Domestic Abuse Shelter of Knox County*

*Student, Sexual Misconduct Adviser, Kenyon College*

*Deborah K. Stoll  
Director  
YWCA H.O.P.E. Rape Crisis Center*

*Kendra Svilar, JD  
Title IX Coordinator  
John Carroll University*

*Judy Thrasher, BSN, RN, SANE-A  
Director of Health and Wellness  
Defiance College*

*Caitlin Tully  
Training and Development Manager  
The Center for Family Safety and Healing*

*Sharon M. Wasco, PhD  
Independent Consultant*

*Laura Wilson  
Central State University*

*Sue Wismar  
Prevention Education Coordinator  
The Sexual Assault Response Network of Central Ohio*

---

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**THIS PUBLICATION IS DESIGNED TO PROVIDE ACCURATE AND AUTHORITATIVE INFORMATION REGARDING CAMPUS SEXUAL VIOLENCE, INTIMATE PARTNER VIOLENCE AND STALKING. NOTHING IN THIS PUBLICATION IS TO BE CONSTRUED AS THE RENDERING OF LEGAL ADVICE. ANYONE READING THIS PUBLICATION IS RESPONSIBLE FOR OBTAINING SUCH ADVICE FROM THEIR OWN LEGAL COUNSEL. THIS PUBLICATION IS INTENDED FOR EDUCATIONAL AND INFORMATIONAL PURPOSES ONLY.**

# TABLE OF CONTENTS

<b>Introduction</b>	<b>7</b>
<b>1. Preparedness</b>	<b>14</b>
Create and Maintain an Institution-Specific Campus Safety Advisory Board	
Administer Campus Climate Survey	
Develop, Review and Disseminate Campus Wide SIPVS Policies and Procedures	
Establish and Communicate Reporting Protocols and Procedures	
Conduct Employee Training	
Establish relations Between Campus and Community Agencies	
Establish Law Enforcement Partnership(s)	
Establish Standardized Protocols for Required Accommodations and/or Interim Measures	
Identify Plan for Participation in Statewide Community of Practice	
<b>2. Prevention</b>	<b>26</b>
Coordinate Prevention Efforts	
Build Capacity for Primary Prevention	
Implement and Evaluate	
Utilize Bystander Intervention Model	
Plan Strategic Messaging	
<b>3. Response</b>	<b>32</b>
Develop, Implement and Disseminate Reporting Mechanisms	
Provide a Coordinated Response	
Initiate Interim Measures	
Issue Campus Safety Warnings/Alerts (If Required)	
Implement Adjudication/Investigation Processes	
<b>4. Recovery</b>	<b>35</b>
Provide Advocacy Services to Survivors	
Make Counseling Available for Survivors	
Provide Services and Referrals to Community Resources	
Address Intervention(s) for Perpetrators	
Establish Support for Individuals, Parents, Friends, and Community Recovery	
<b>5. Mitigation</b>	<b>39</b>
Create a Mitigation Subcommittee of the Campus Safety Advisory Board	
Create an Action Plan Based on Findings	
<b>References</b>	<b>41</b>
<b>Appendix</b>	<b>45</b>

# Introduction

Worldwide, the burden of violence against women and girls remains high—resulting in a host of negative physical, mental and behavioral health outcomes (Russo & Pirlott, 2006). The World Health Organization estimates one in three women will experience physical and/or sexual violence by a partner or sexual violence by a non-partner in their lifetime (Tsai, 2011; WHO, 2013). Men and people in the Lesbian, Gay, Bisexual, and Transgender (LGBT) communities also are victims of sexual violence, intimate partner violence and/or stalking, and the provision of services to men and LGBT survivors’ needs to be better addressed. Findings show the need for expanded research focused on addressing marginalized communities (e.g., transgender students, people of color, international students). However, the data reflects a disproportionate impact on women and girls because of the complex relationship between gender and violence and cultural constructs (Russo & Pirlott, 2006). Research continues to indicate how an increase of discriminatory values, norms and social practices against women increases the risk of violence they experience by men (Joseph, 1994; Schuler et al., 1996; WHO, 2009). These same practices may also deter their ability to leave a violent situation or to seek help. This updated edition of Ohio’s *A Safer Campus Guidebook* (“the Guidebook”) will continue to contribute to the global movement seeking to reduce and ultimately eliminate sexual violence, intimate partner violence and stalking (SIPVS).

*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 & Kleinman, 1997).

## Legislative context – Title IX, Clery, VAWA Campus SaVE Act

Title IX, a federal law, prohibits sex discrimination (including sexual harassment and sexual violence) in educational institutions that receive federal funding. Additionally,

Title IX’s sex discrimination prohibition extends to claims of discrimination based on gender identity or failure to conform to stereotypical notions of masculinity or femininity. Similarly, the actual or perceived sexual orientation or gender identity of the parties does not change a school’s obligations. ([DoE, 2014](#), [See Appendix F](#)).

## DEFINITIONS

*For the purposes of this guidebook, the terms “intimate partner violence,” “stalking,” and “sexual violence” are used to encompass the broad array of gender-based violence that may be experienced or perpetrated on Ohio’s colleges and university campuses. The Task Force sought definitions that are both broadly construed and impactful. Most importantly, the Task Force utilized definitions that capture the nature of intimate partner relationships - or lack thereof - and how violence persists within those relationships.*

### Campus Safety Advisory Board (Advisory Board)

An institution-specific planning group of professionals who assist in developing the institution’s coordinated response to SIPVS.

### Consent

*[Note: This definition is not in Ohio Revised Code, but highlights a best practice definition for Ohio.]*

Words or overt acts indicating freely given agreement to the sexual contact or conduct at issue by a competent person. Consent cannot be given by a person who is substantially impaired by any drug, intoxicant, or mental or physical condition. Consent cannot be compelled by force, threat of force, coercion, or deception. Consent may be withdrawn at any time, and agreement to any

Title IX requires schools to take immediate action to end all forms of sex discrimination, prevent its recurrence and remedy its effects. Failure to comply with Title IX mandates could lead to a loss of federal funding.

Title IX has several companion laws including the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (“Clery Act”), which requires colleges to complete and publish annual security reports, crime logs, timely warnings and crime statistics. Additionally, as part of the 2013 reauthorization of the federal Violence against Women Act (VAWA), the Campus Sexual Violence Elimination Act (Campus SaVE) amended the Clery Act to afford additional rights to campus victims of sexual violence, dating violence, domestic violence and stalking. Lastly, there are a significant number of [guidance documents](#) from the U.S. Department of Education, Office of Civil Rights (i.e., *Dear Colleague Letters*) as well as guidance from the White House Task Force to Protect Students from Sexual Assault and the U.S. Department of Justice, Office on Violence against Women.

This guidebook (2015) is based on both federal regulations and best practice. It was written to provide guidance to Ohio colleges/universities as they work to ensure compliance with federal law, increase safety on their campuses, and provide an effective response to sexual and intimate partner violence and stalking. It is recognized that each campus is unique, and will need to adapt this guidance to meet the circumstances of their institution. This content is intended to provide guidance not mandates, except where such mandates are present in state or federal legislation. Please refer to federal regulation in [Appendix F](#).

## Campus Safety Task Force Background/History

### *The Task Force*

The Sexual and Intimate Partner Violence and Stalking Campus Safety Task Force (the “Task Force”) emerged in 2008 as a focus area of the Ohio Department of Higher Education’ 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, namely Sexual and Intimate Partner Violence and Stalking (“SIPVS”), which 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, rape crisis centers and domestic violence programs, and other members of campus life, such as student services personnel, resident advisors and residence life staff, and campus-based women’s center

given act during a sexual experience does not imply consent to others. Prior sexual activity does not constitute consent per se for the sexual contact or conduct at issue.

### Intimate Partner Violence (IPV)

Also called Domestic Violence/Dating Violence/Relationship Violence/Interpersonal Violence. (Definition from the Ohio Sexual and Intimate Partner Violence Prevention Consortium):

*IPV is a pattern of assaultive and coercive behaviors, including physical, sexual, and psychological attacks, as well as economic coercion, that adults or adolescents use against their intimate partners.*

Ohio Revised Code (O.R.C.) §3113.31 and §2919.25 address domestic violence, however the definitions are not as encompassing as the Campus SaVE Act's definition.

IPV is not an isolated, individual event, but a pattern of multiple tactics & repeated events. Unlike stranger-to-stranger violence, assaults are repeated against the same victim by the same perpetrator. Assaults can be physical, sexual, and psychological, and may include economic control. While physical assault may occur infrequently, other acts may

administrators, students, survivor advocates, state agencies and coalitions. The first Guidebook (2010) was a result of their collaboration.

Since the Guidebook (2010) was published there have been both legislative and administrative direction to colleges and universities from the federal government, including: The Campus Sexual Violence Elimination Act (Campus SaVE), significant guidance documents from the U.S. Department of Education, Office of Civil Rights (i.e., *Dear Colleague Letters*), and guidance from the White House Office Task Force to Protect Students from Sexual Assault and the U.S. Department of Justice, Office on Violence Against Women. The Task Force reconvened in 2014 to revise and incorporate these new federal regulations and guidance into the 2<sup>nd</sup> Edition.

The first edition of the Guidebook (2010) was conceptualized using four interconnected areas: Preparedness, Prevention, Response, and Recovery, based on the U.S. Department of Education's Readiness and Emergency Management for Schools framework (formerly known as the U.S. Department of Education's emergency planning framework). The Task Force divided into four teams, each representing one of the four areas.

[Preparedness](#) provides resources and recommendations concerning policy creation and distribution, reporting protocols, the establishment and training of people and places to safely report any SIPVS regardless of the individual's sexual orientation and/or gender identity, and the distribution of educational materials related to SIPVS.

[Prevention](#) includes recommendations regarding mandated primary prevention programs for incoming students, prevention program evaluation practices, the use of a bystander intervention model, and establishing and maintaining diverse allies on a college campus and within the local community.

[Response](#) focuses on the methods and resources students utilize to disclose victimization; the agencies, organizations, and departments involved in a coordinated response to acts of SIPVS; institution wide response mechanisms such as Sexual Offense Response Teams and crime alerts; and creation and collaboration with community-based organizations.

[Recovery](#) focuses on the use of individual and group counseling and support for victims and offenders/accused students/respondents, the building of 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 an incident of victimization. The four areas (Preparedness, Prevention, Response, and Recovery) were designed to exist in a circular framework. Activities flow in a continuum between these areas, as needed, in order to prepare for and respond to SIPVS on campus.

occur daily. One battering episode builds on past episodes and sets the stage for future episodes. All tactics interact with each other and have profound effects on the victims.

IPV includes wide-ranging coercive behaviors, some physically injurious, all psychologically damaging. Some behaviors are clearly chargeable as crimes in most states (e.g., physical assault, sexual assault, menacing, arson, kidnapping, harassment), while other battering episodes are not illegal (e.g., name-calling, interrogating children, denying access to the family automobile, control of financial resources). While an intervening professional needs to make sense of one specific incident that resulted in an injury, the victim is dealing with it in the context of a pattern of both obvious and subtle coercion.

This definition also includes acts of intimate partner violence that may represent first time perpetration and/or victimization. (I.e., actions of violence for which the full context of “a pattern of assaultive and coercive behaviors” has not yet been established, is still considered IPV.) This may include physical, sexual, and/or psychological violence that occurs on a first date but does not occur again because a second date does not occur.

Each team conducted research nationally and statewide to identify benchmarks and analyze best practices, as well as shared direct, practical experiences working on the issues of SIPVS in higher education. 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.

#### *Guidebook, 2<sup>nd</sup> Edition 2015*

The 2<sup>nd</sup> edition of the Guidebook has added a new area, [Mitigation](#). This incorporates the updated U.S. Department of Education’s Readiness and Emergency Management for Schools framework.

[Mitigation](#) identifies ways colleges and universities can reduce the risk or minimize the effects of sexual and intimate partner violence and stalking on campus. This concept encourages Ohio’s colleges and universities to work with their own risk and reliability committee by continually assessing ways to decrease community and campus norms that support the perpetration of SIPVS. It also encourages sustained dialogue on SIPVS as a problem solving process to increase prevention, information, and work to help change norms related to SIPVS on campus.

The Guidebook, 2<sup>nd</sup> Edition (2015) again creates opportunities for Ohio to show leadership in all five areas: Preparedness, Prevention, Response, Recovery and Mitigation. By using the guidebook, Ohio colleges and universities can strategically facilitate a safer and more respectful campus and community for all people.

Even though no pattern of abusive behaviors can be established, actions of IPV has occurred. Note that IPV can occur in any relationship; regardless of sexual orientation and/or gender identity.

The O.R.C. does not define *dating violence*; federal legislation defines it as violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim; and where the existence of such a relationship should be determined on consideration of the following factors:

- length of the relationship;
- type of relationship; and
- frequency of interaction between the persons involved in the relationship.

### Ohio College(s) and University (ies)

Throughout this guidebook “college”, “university”, “institution”, and “campus” refer to public and private two year and four year institutions of higher education and are used interchangeably. The term “campus” may encompass the broader community surrounding the institution.

### Sexual and Intimate Partner Violence and Stalking (SIPVS)

Sexual Violence, Intimate Partner Violence (includes Domestic Violence/Dating

## Data and Background on IPV, Sexual Violence and Stalking

National data sets describing the nature and extent of gender based violence continue to illustrate that U.S. college-aged women are disproportionately affected by SIPVS compared to US college-aged men. Other specific populations also are at increased risk, but many studies may not ask about these populations (e.g., men survivors, transgender survivors, international student survivors), or sample sizes for these populations are not large enough for a statistically significant result.

### Key Findings:

Nearly one in five (18.3%) women and 1 in 71 (1.4%) men in the U.S. have been raped at some time in their life (Black et al., 2011).

Most female victims of completed rape (79.6%) experienced their first rape before the age of 25 (Black et al., 2011).

The estimates for women who were raped during their lifetimes are: 32.3% of multiracial women, 27.5% of American Indian/Alaska Native women, 21.2% of non-Hispanic black women, 20.5% of non-Hispanic white women and 13.3% of Hispanic women (Black et al., 2011).

More than three in four college students of rape and sexual assault knew their offender (i.e., friends or acquaintances (50%) and intimate partner (24%)) (Sinozich & Langton, 2014).

Sixty-nine percent (69%) of female victims and (53%) of male victims experienced some form of intimate partner violence for the first time before they were 25 years of age (Black et al., 2011).

More than half of female victims and more than one-third of male victims of stalking indicated they were stalked before the age of 25 (Black et al., 2011).

Both female and male victims often identified their stalkers as persons whom they knew or with whom they had an intimate relationship (Black et al., 2011; Sinozich & Langton, 2014).

In a recent study by the U.S. Department of Justice (DOJ), findings showed that women ages 18-24 had the highest rate of rape and sexual assault victimization compared to any other group (Sinozich & Langton, 2014). The same study found that more than 80 % of college aged victims knew their offenders and the majority of the assaults occurred while pursuing a leisure activity (e.g., dating, shopping, and running errands). Similar to past research findings, the DOJ’s study found 80% of female students were more likely not to report the crime to the police (Tjaden & Thoennes, 2000; Fisher et al., 2000; Sinozich & Langton, 2014). Studies continue to identify the common reasons as to why victims don’t report, citing “fear of not being believed;” “personal matter;” “not want anyone to know;” “fear of reprisal;” and “didn’t think it was serious enough to report it” specifically ((Fisher et al., 2000; Krebs, et al., 2007; Sinozich & Langton, 2014).

Violence/Relationship violence/Interpersonal Violence), and Stalking – (as defined above).

### Sexual & Intimate Partner Violence and Stalking Campus Safety Task Force (the “Task Force”)

The statewide planning group providing guidance to Ohio colleges & universities on SIPVS.

### Sexual Violence

(Defined by O.R.C. §2907.01-2907.09):

*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 if the person is substantially impaired.*

Sexual violence is a more encompassing term that describes perpetration by individuals known and unknown to the victim, and includes a wide range of unwanted sexual actions, including rape. It was accepted that the term sexual abuse, defined as “any sexual act that a [person] submits to against [his or] her will due to force, threat of force, or coercion,” was too narrow (Fisher et al. 2000).

### Stalking

(As defined by O.R.C. §2903.211):

*A pattern of conduct in which one person knowingly caused*

### IPV Continues to be a Problem on College Campuses

In the Liz Claiborne Inc.’s Love Is Not Abuse 2011 College Dating Violence and Abuse Poll, 43% of dating college women reported experiencing abusive dating behaviors including physical, sexual, digital, verbal or controlling abuse. Half of college women taking this survey had a college friend who experienced controlling behaviors in a relationship. Alarming, the survey found that 78% of respondents said it was important to intervene when you see a friend being abused, but 58% didn’t know what to do to help.

Studies also show that the least discussed crime on campus is stalking (Fisher et al., 2000). The 2010 CDC national survey and the U.S. DOJ 2009 study found that the majority of the stalking victims are stalked by someone they know (Black et al., 2011; Sinozich & Langton, 2014). The CDC survey reported that 61% of female victims and 44% of male victims were stalked by a former intimate partner. The same study identified common stalking tactics include approaching or showing up in places where they were unwelcome, making unwanted telephone calls, following at a distance, or spying on the victim with listening devices, camera or global positioning (Black et al., 2011).

### Immediate and Long-term Impacts

Recent studies, including the 2010 CDC survey, also showed that both female and male victims of SIPVS experienced immediate and long-term mental and physical consequences. (Black et al., 2011). Specifically, nearly 13.4% of women and 3.5% of men indicated they had been injured physically, and 9.1% of women and 4.8% of men missed at least one day of work or school because of experiencing IPV.

In a 2011 study, more than half (51%) of transgender respondents who were harassed, physically or sexually assaulted, or expelled because of their gender identity/expression reported having attempted suicide. Of those who were physically assaulted by

### Key Findings of LGBT Victims of SIPVS

Twenty-five to thirty-three percent (25-33%) of LGBT people will experience intimate partner violence in their lifetimes (Ciarlante & Fountain, 2010).

Bisexual women (61.1%) reported higher levels of rape, physical and/or sexual abuse, and stalking by an intimate partner than both lesbian (43.8%) and heterosexual women (35%) (Walter et al., 2013).

Bisexual men (37.3%) reported slightly higher levels of rape, physical violence, and/or stalking by an intimate partner than gay men (26%) and heterosexual men (29%) (Walter et al., 2013).

Fifty percent (50%) of transgender people have experienced sexual violence during their lifetime (Forge, 2012).

*another person to believe that the offender will cause physical harm or mental distress to the other person.*

Stalking behaviors included in the law are: electronic methods, unwanted phone calls, unwanted text messages, unwanted e-mails, showing up at places without legitimate reasons spreading rumors about the victim on the internet, vandalism, posting messages, and/or threatening physical harm to or against the victim. Stalking behaviors can often be dismissed as simple charges such as telecommunications harassment. It is imperative to further investigate into the history of a complaint. As indicated by studies, many survivors will not report everything that has occurred, and may believe “it wasn’t serious enough to report it” (Sinozich & Langton, 2014).

#### **Victim/Survivor**

On campuses, the use of the word “survivor” instead of the word “victim” is recommended, but for the purposes of this document, the use of the word “victim” is consistent with the legal and legislative language.

teachers/staff or students, 64% reported having attempted suicide. And three-quarters (76%) of those who were assaulted by teachers or staff reported having attempted suicide (Grant et al., 2011).

Other studies show that 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 (Newton-Taylor et al., 1998; Amar & Genaro, 2005; Russo & Pilot, 2006; Tsai, 2013).

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## IMPACT ON ACADEMICS

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### **Impact of SIPVS on GPA, class attendance and college retention**

Jordan, Combs and Smith (2014) identified that “women sexually assaulted during their first semester of college tended to have lower GPAs by the end of the semester than did women without a sexual assault experience during the first semester.” They also found that level of negative academic impact on a woman’s academic performance was positively related to the severity of her victimization: higher rates of GPAs under-2.5 were seen among women those whose assault experience was a rape as compared to other forms of sexual assault” (Jordan et al., 2014).

In a study by Amar & Gennaro, 2005, they found that victims of SIPVS felt abandoned by the institution they attended because they perceived that their reports of abuse were not believed. Amar and & Gennaro also associated changes in routines and behaviors following a victim of SIPVS report may lead to the victim decrease their class attendance leading to college failure. Similarly to a longitudinal study over four years, college women who experienced IPV and had more psychological distress were more likely to drop out (Smith et al., 2003).

Preparedness

Prevention

Response

Recovery

Mitigation

# 1. Preparedness

- A. Create and Maintain an Institution-Specific Campus Safety Advisory Board
- B. Administer Campus Climate Survey
- C. Develop, Review and Disseminate Campus Wide SIPVS Policies and Procedures
- D. Establish and Communicate Reporting Protocols and Procedures
- E. Conduct Employee Training
- F. Establish Relations Between Campus and Community Agencies
- G. Establish Law Enforcement Partnership(s)
- H. Establish Standardized Protocols for Required Accommodations and/or Interim Measures
- I. Identify Plan for Participation in Statewide Community of Practice

## **A. CREATE AND MAINTAIN AN INSTITUTION-SPECIFIC CAMPUS SAFETY ADVISORY BOARD<sup>2</sup>**

*Designee Responsible for Advisory Board*

Colleges/universities should clearly identify who is responsible for all campus safety advisory board activity. In most places, the designee will be the Title IX Coordinator.

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<sup>2</sup> Previous guidebooks may have referred to this as the Sexual Assault Response Team/SART. Colleges/universities may choose to use a different term.

College/university leadership should charge the Advisory Board with a written mission/purpose of the group, membership expectations, and with an outlined scope of authority.

### *Membership and Responsibilities*

The Advisory Board can be a group of multi-disciplinary professionals both within the institution and in the community who assist in developing the institution's coordinated response to SIPVS. (See below for further details.) Depending on the size, existing resources, and priorities of each specific campus, these tasks may be undertaken by the Advisory Board comprehensively, or the Board may establish sub-committees for specific projects. When there are sub-committees, it is suggested that a member of each sub-committee is represented at Advisory Board meetings.

#### ➤ *Advisory Board Membership*

Depending on campus/university resources, constituencies represented should be inclusive of:

- campus security officials/campus and community law enforcement,
- residence life staff,
- student wellness/health,
- international student center/office,
- diversity center/office,
- campus ministry,
- counseling and consultation center/office,
- public relations/marketing,
- women's center/office,
- healthcare providers,
- judicial affairs officers,
- Title IX coordinator,
- Clery Coordinator,
- students (i.e. student government representatives, student advocates/volunteers/Greek organizations),
- student life (including Greek organization staff and other student organizations,
- athletics,
- student,
- faculty and staff,
- community rape crisis,
- community domestic violence center,
- victim advocates based in other community agencies (prosecutor, law enforcement, social services).

➤ *Advisory Board Tasks:*

- Provide on-going Training of Advisory Board Members and ensure that training is consistent with consensus learning objectives for SIPVS;
- Review/evaluate policies and procedures related to SIPVS;
- Coordinate with campus threat assessment teams;
- Ensure compliance with federal and state mandates;
- Review climate survey findings (include student input in final recommendations);
- Facilitate collaboration with community partners;
- Create annual security report in collaboration with Clery coordinator or person responsible for Clery;
- Assist in the development and coordination of the schools prevention strategy;
- Ensure consistent messaging on campus that SIPVS is not tolerated;
- Provide a system of oversight and quality assurance.

## **B. ADMINISTER CAMPUS CLIMATE SURVEY**

A campus climate survey helps colleges and universities to better understand the prevalence, knowledge, perceptions and attitudes of SIPVS in each segment of the campus community. Campus climate surveys, while not currently mandated, are considered best practice. The information collected from a climate survey can create more effective policies and protocols. Survey results also provide a focused approach for services and prevention programming needed to address SIPVS with students, faculty and staff. Once an institution knows itself, it can begin to make positive changes.

In conducting the survey, schools should:

- Partner with research experts and their Institutional Review Board to assist them in conducting a climate survey;
- Explore various methods to determine which will be the best fit;
- Seek for a balanced representation of the campus community;
- Provide incentives for those completing the survey;
- Conduct surveys on a regular and ongoing basis, given the needs of the entity and requirements/guidance from federal and state entities;
- Utilize information collected to inform prevention and response practices, policies, and procedures.

## **C. DEVELOP, REVIEW AND DISSEMINATE CAMPUS WIDE SIPVS POLICIES AND PROCEDURES**

It is imperative that each campus creates its own SIPVS policy as each campus has its own unique resources and needs. College/University policy makers, the Campus Safety Advisory Board, and students should be involved in developing and reviewing these policies. Below are key areas that should be included in all campus policies. Please refer to the Department of Education (DoE) Office for Civil Rights (OCR) “Questions and Answers on Title IX and Sexual Violence” and the White House Task Force to Protect Students From Sexual Assault at [NotAlone.gov](http://NotAlone.gov) and in [Appendix F](#) for more comprehensive policy guidance.

➤ *Policy content should include but not be limited to the following:*

<i>Policy Content Type Should Include:</i>	<i>Policy Content Notes:</i>
<b><input type="checkbox"/> Definitions:</b>	
✓ Clear definitions of all forms of sexual misconduct, SIPVS, consent, preponderance of evidence, and other terms that may not be generally known.	
<b><input type="checkbox"/> Reporting:</b>	
✓ <u><i>refer to chapter 1 (Preparedness), Section D (below)</i></u>	
<b><input type="checkbox"/> Information for involved parties (complainant/respondent/third parties):</b>	
✓ <b>Procedural options</b>	E.g., Title IX investigation, disciplinary process, and/or any processes available to all parties
✓ <b>Written notification of resources available, including:</b>	counseling, health, mental health, victim advocacy, legal assistance, visa and immigration assistance, and any other services on campus and in the community, regardless of whether a student has reported to police
✓ <b>Written notifications of all reporting options, including:</b>	the option to report or not to report to law enforcement, the importance of preserving evidence, and any other alternative reporting options (e.g. reporting anonymously through a “tip” line).
✓ <b>Written notification of the complainant’s rights and the school’s responsibilities concerning civil protective orders</b>	
✓ <b>Where to officially report an incident on and off campus</b>	
✓ <b>A written list of rights for the accused and for the survivor</b>	
✓ <b>Explanation of student, staff and faculty conduct process</b>	

<p>✓ <b>Description of protective measures the University can take</b></p>	<p>Including: options for housing, coursework, employment, transportation, dining, financial aid, no contact directives, and any other necessary interim measures.</p>
<p><input type="checkbox"/> <b>Grievance process and procedures:</b></p>	
<p>✓ <b>Statement about how the parties’ confidentiality will be protected to the extent by law</b></p>	
<p>✓ <b>Explanation of the standard used</b></p>	<p>Best practice recommends the preponderance of the evidence standard to evaluate if a policy violation occurred.</p>
<p>✓ <b>Clear, step by step outline of the:</b></p>	<ul style="list-style-type: none"> <li>○ Reporting process</li> <li>○ Resolution options, from informal interventions to formal hearings, and under what circumstances each will be applicable, e.g., mediation is not appropriate for sexual assault allegations</li> <li>○ Hearing procedures</li> </ul>
<p>✓ <b>Equal opportunity for complainant/victim and accused to:</b></p>	<ul style="list-style-type: none"> <li>○ present evidence and witnesses</li> <li>○ have a support person during disciplinary proceeding and other related meetings, and</li> <li>○ appeal a finding/decision – if available at your institution</li> </ul>
<p>✓ <b>A list of possible sanctions that may be imposed.</b></p>	
<p>✓ <b>Describe how access to registered sex offender information can occur</b></p>	
<p>✓ <b>Amnesty policies</b> for students victimized while drinking and/or using other substances.<sup>3</sup></p>	<p><i>See DoE OCR “Questions and Answers on Title IX and Sexual Violence) in <a href="#">Appendix F</a></i></p>
<p>✓ <b>An explanation of how a judicial affairs process is different from the criminal justice process;</b> including where civil and criminal processes may overlap.</p>	

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<sup>3</sup> Apply Ohio Revised Code Sections 3345.21 through 3345.26 to offenders/accused as appropriate.

✓ <b>Anonymous reporting mechanism</b> and a way of <b>notifying the victim, accused, and complainant</b> (if different from the victim) of the result of the complaint (per Clery Act and Title IX)	
✓ <b>Institutional policy on transcript notations related to offenses of SIPVS.</b>	
✓ <b>Interim Measures</b> during the conduct process to promote safety and prevent the reoccurrence	(i.e. no contact between the accused and complainant during conduct process)
✓ <b>Scheduled ongoing trainings for individuals involved in the conduct process, with topics including procedures, perpetrator behavior, victim responses and victimization.</b>	Additional training requirements and recommendations are included in the Clery Act, Title IX, VAWA, First Report of the White House Task Force to Protect Students from Sexual Assault, and guiding documents.
<b>☐ Prevention</b>	
✓ A description of educational and prevention programs	<a href="#">See Chapter 2.0, Prevention, for further discussion</a>
<b>Overarching concerns:</b>	
<ul style="list-style-type: none"> <li>✓ Include an expectation of civility, honor, respect, inclusion, and nonviolence for all members of the campus community</li> <li>✓ Include a statement against sex discrimination</li> <li>✓ Reflect federal mandates (examples: Clery, VAWA, Campus SaVE, Title IX, FERPA)</li> <li>✓ Explicitly address issues of SIPVS as an example of code violation within the Student Code of Conduct and include a definition of consent</li> <li>✓ Explicitly address issues of SIPVS as examples of policy violations within the employee policy manual and provide related examples of these types of behavior</li> <li>✓ Ensure one policy applies to all students, staff and faculty</li> </ul>	

- *Review policies and procedures annually to ensure appropriateness, compliance and efficacy.*
- *Disseminate the policy to the entire campus community annually*
  - Include the policy in relevant publications, documents, websites, procedures, manuals, handbooks, trainings, print materials, and online publications.
  - Provide policy to all faculty, staff, and students on all campuses, including branch campuses, as well as third party vendors e.g., contracted custodial staff, catering staff, guest speakers, etc.

## D. ESTABLISH AND COMMUNICATE REPORTING PROTOCOLS AND PROCEDURES<sup>4</sup>

Colleges and universities should establish clear reporting and response protocols,<sup>5</sup> implement them should actions of SIPVS occur, and enlist top level administrators and the Campus Safety Advisory Board to communicate reports and response protocols to the campus community.

### ➤ *Establish protocols and procedure*

- Define “responsible employees” who are mandated reporters consistent with DoE OCRs definitions. (Nearly all campus staff and employees are responsible employees of SIPVS on campus. Refer to [ORC 2317.02](#) and [DoE 2011 Dear Colleague letter](#) for individuals who are not considered responsible employees.)

Confidential reporting options are important for victims of SIPVS as well as for bystanders. College/Universities should have someone a survivor can speak to in confidence.

Colleges/Universities should also inform students who can and cannot maintain confidentiality. Nearly all staff and faculty are considered “mandatory reporters” and/or “responsible employees” and are required to report incidents of SIPVS, with the exception of those hired as and acting in the role of a clinical professional, including licensed mental health counselors, social workers, psychologists, pastors/clergy acting in a pastoral capacity and some health center employees (Note that just because a faculty member has a social work license, they are not automatically exempt from reporting because of their licensure). Title IX gives colleges/universities the latitude to include trained advocates on and off campus as confidential resources to students, faculty, staff and visitors, which means they may not be required to report Title IX allegations, and not automatically defined as responsible employees reporting to the Title IX Coordinator.

Institutions should consult their General Counsels’ office regarding applicable state law and reporting requirements for unlicensed advocates employed by a campus. For further guidance

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<sup>4</sup> While the guidance provided in this section is an element of the previous section C (*DEVELOP, REVIEW AND DISSEMINATE CAMPUS WIDE SIPVS POLICIES AND PROCEDURES*) it is given special attention here due to its complexity).

<sup>5</sup> This section addresses reporting SIPVS both internally and externally.

consult the DoE 2011 *Dear Colleague Letter*, and the White House *Not Alone* report, linked in [Appendix F](#).

- List Clery Campus Security Authorities by title or category;
- Link or notice of location for the Annual Security Report;
- Provide the procedure for responding to incidents, including Memorandums of Understanding (MOU) between the university and local law enforcement, and the campus disciplinary process (see [Appendix A](#) for sample);
- Provide confidential procedures for responders to follow in reporting, making sure to clarify who can and cannot maintain confidentiality.

➤ *Implement*

- Once a school college/university has knowledge that actions of SIPVS has occurred (or should have had knowledge that it occurred) they must eliminate the harassment, prevent its recurrence, and address its effect.
- Colleges and universities must provide victims with written notification about existing support services on campus and in the community as well as options for and assistance with academic, living, transportation, and working situations. This may include options for assistance with counseling, health, mental health, victim advocacy, legal assistance, visa and immigration assistance, and other victim services on campus and in the community, regardless of whether the student has reported to police.
- Colleges and universities must provide a prompt, effective, equitable, fair, and impartial investigation and resolution process.

The colleges/universities investigation and adjudication of the matter should be completed within 60 calendar days. While some leeway is permitted on a case-by-case basis depending on the severity and complexity of the case (such as when there is a parallel criminal investigation), colleges/universities cannot wait until the outcome of the criminal investigation before beginning their own investigation.

➤ *Communicate*

- Distribute reporting protocols and procedures through standard forms of communication including in the Student Code of Conduct. SIPVS should be explicitly labeled as code violations.
- Provide information online for faculty, staff, students and visitors to the campus information about which persons on and off campus are responsible employees and those who are considered confidential.
- When communicating to public, ensure that it includes the required following information:

- i. notice of nondiscrimination,
- ii. the Title IX Coordinator's contact information,
- iii. the contact information for the federal Office of Civil Rights,
- iv. grievance procedures,
- v. where to file complaints, and
- vi. Who can and cannot maintain confidentiality.

## E. CONDUCT EMPLOYEE TRAINING

Trainings are ongoing and should be updated to reflect the current standards outlined in Clery, Title IX, and other relevant documents. Colleges/universities should refer to the Consensus document, included in [Appendix A](#), for detailed training objectives. Also reference the policies and procedures [chart in section C](#), and the training [recommendations listed in Chapter 2, Section A](#).

➤ *Training recipients should include:*

- Students who work for the campus (e.g. resident hall staff);
- Adults who work closely with students (e.g. professors and coaches);
- Officials involved in investigations and/or hearings;
- Incoming students;
- Faculty and staff.

➤ *Trainings should reflect best practice in trauma informed care.*

For example, partners at the local rape crisis center and/or counseling services on campus could provide this type of training.

➤ *Hearing boards should be informed that:*

Questions about the survivor's sexual history with anyone other than the accused are not permitted; previous consensual sex does imply consent; parties are not allowed to personally cross-examine each other.

## F. ESTABLISH RELATIONS BETWEEN CAMPUS AND COMMUNITY AGENCIES

Relationships between campus and community agencies must be established to ensure collaboration among service providers and to meet all of a survivor's needs. An individual or office head of an institution (such as the director of communications, head nurse, wellness center, counseling services, etc.) should be in charge of forming and maintaining these relationships. Communication about these partnerships and general outreach by service

providers on campus is important and ensures that members of the campus community know of the available resources for the student's referral. It is also important to establish a Memorandum of Understanding (MOU) with the collaborating agencies outlining the services that will be provided by both the college/university and the community-based agency and the expectations of one another.

- *Establish MOUs with collaborating agencies (see [Appendix A for samples](#))*
- *Communicate about community resources to the campus community*
- *If possible, invite community agencies to meet with college/university personnel who address these issues.*
- *Include community agencies as leaders on the Campus Safety Advisory Board*

## **G. PARTNER WITH LAW ENFORCEMENT**

The creation of a partnership between law enforcement agencies and colleges/universities is essential. In order to adequately address SIPVS on colleges/universities, proper communication, cross training, understanding, and enforcement of all policies is crucial.

- *Establish MOU with local law enforcement*
  - Include procedures for both school personnel and local law enforcement in order to ensure cooperation, information sharing, effective investigations and services. See sample MOUs in Appendix A.
  - Include trauma-informed cross training about policies, procedures, and resources.

## **H. ESTABLISH STANDARDIZED PROCEDURES FOR INTERIM MEASURES**

Title IX and Campus SaVE Act requires colleges and universities to protect the complaint and/or victim/survivor and ensure their safety, including interim measures before an investigation/adjudication is completed. A standard procedure should be developed to determine, assess, and offer interim measures, which must include options regarding academic, living, transportation, and working situations.

## Plan and Communicate:

- Colleges/universities must consider numerous types of scenarios and have plans in place that include multiple options to meet the needs of the victim/survivor. Interim measures must be determined on a case-by-case basis.
- Multiple divisions and departments should be consulted in the planning of this procedure, including the Office of Residence Life, Academics Deans, Department Chairs / Heads, Title IX Officer(s), parking office, and other appropriate officials as deemed necessary.
- All staff working with students on interim measures should follow the same procedures that include what options are available and information on maintaining confidentiality.
- The college/university should provide written notification of options for and assistance with academic, living, transportation, and working situations.

## Keep in Mind:

- Whenever possible, colleges and universities should minimize the burden on the complainant and/or victim/ survivor.
- Specific interim measures should only be shared on an as needed basis and the safety of the parties should always be kept in mind.
- In the event that a complainant and/or victim survivor has requested confidentiality, “the school must take immediate action to protect the complainant while keeping the identity of the complainant confidential.” (US Department of Education, “Questions and Answers on Title IX and Sexual Violence”, page 32, link available in Appendix F).

➤ *Provide training for individuals responsible for implementing procedures*

All staff should receive regular training and whenever a procedure is changed. This training must include implementation of the standard procedure, reporting options, and their role, if any, in the interim measures procedure. (See previous sections of this chapter for details regarding trainings.)

## I. PARTICIPATE IN STATEWIDE COMMUNITY OF PRACTICE

Colleges/universities are encouraged to share their expertise and best practices adapting and applying Guidebook recommendations with other colleges and universities as well as with the Ohio Campus Safety Task Force. Of note, campuses might consider participating in the statewide Title IX Coordinator group that meets throughout the year through the Ohio Department of Higher Education.

*Preparedness***Prevention***Response**Recovery**Mitigation*

## 2. Prevention

- 
- A. Coordinate Prevention Efforts
  - B. Build Capacity for Primary Prevention
  - C. Implement and Evaluate
  - D. Utilize Bystander Intervention Model
  - E. Plan Strategic Messaging
- 

### Overview of prevention

Primary prevention on Ohio colleges and university campuses presents a compelling opportunity to create a shift in the current understanding about preventing sexual and intimate partner violence and stalking. Ohio's campuses can help create community norms that stop violence before it starts instead of addressing violence after it happens.

Traditionally, colleges and universities have worked to create safety 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 Ohio Campus Safety Task Force offers nationally recognized primary prevention recommendations and best practices that have been found to change campus culture by preventing SIPVS. These recommendations and practices call on colleges and universities to use and develop strategies that are comprehensive, multi-disciplinary, non-victim blaming, and reality-based in order to change campus cultures and prevent SIPVS.

The 2013 federal reauthorization of the Violence Against Women Act requires colleges and universities to provide incoming students and new employees with primary prevention and awareness programs as well as on-going prevention and awareness campaigns for students and employees. This training provides colleges/universities with their best opportunity to maximize safety and security and to eliminate the damage violence causes for all involved, including the community in which it occurs. Best practice for prevention programming means the whole community receives consistent messaging in a variety of settings that is reinforced

over time. Ultimately the goal of prevention is to create community norms change such that violence no longer occurs.

Prevention is a process, and its efforts are interrelated. This section outlines a comprehensive campus wide approach to prevention that will need to be tailored to the needs and resources of each campus.

The first step for each college/university is to assess its campus climate and readiness for prevention. (See [Chapter 1, section B](#) for details.) This will allow them to identify their unique climate, to ascertain their existing assets and resources (including community-based resources such as domestic violence shelters and rape crisis centers), and to develop an individualized primary SIPVS prevention plan.

**A comprehensive prevention plan includes five components:**

1. Coordinate prevention efforts
2. Build capacity for primary prevention
3. Implement and evaluate
4. Bystander intervention
5. Messaging

**A. COORDINATE PREVENTION EFFORTS**

The Campus Sexual Violence Elimination Act (Campus SaVE), included as part of the 2013 reauthorization of the federal Violence Against Women Act, requires institutions to provide students and employees with up to date prevention education and awareness information when they arrive on the campus and in other venues over time.

- *Provide students and employees with introductory and on-going prevention training*

**Training should include:**

- definitions for the full spectrum of types of violence, including sexual assault and stalking and the wide range of terms used for violence within relationships (e.g. domestic violence, intimate partner violence, dating violence, relationship violence, inter-personal violence)
- the dynamics of sexual and intimate partner violence and stalking,
- the role of power, privilege and oppression in sexual and intimate partner violence and stalking,
- definitions and examples of the elements that constitute prevention

- access to trauma informed care, including information about available support services and accommodation's to support survivors<sup>6</sup>, and understanding about the impact of violence and trauma on victims
- applicable federal and state statutes, as well as college/university policies
- information on how participants can contribute to prevention efforts as members of the community

### Information should be presented from a perspective that:

- recognizes sexual and intimate partner violence and stalking behaviors are learned through family dynamics and cultural norms that minimize these types of crimes, and through institutional and systemic oppression;
- addresses the role of consent and abusive behaviors in sexual relationships;
- Includes culturally relevant and specific information about how particular populations are disproportionately impacted by SIPVS (e.g. communities of color, international students, people with disabilities, LGBT, etc.)
- provides clear and consistent messaging that promotes healthy relationship expectations;
- addresses the reality that sexual violence is most often perpetrated by known and/or trusted persons
- addresses perpetrator accountability and conveys non-victim blaming practices
- encourages the involvement of men as visible allies and proactive bystanders (while acknowledging that men are also sometimes victims);
- encourages the involvement of the whole campus community as visible allies and proactive bystanders
- addresses the association between alcohol/drug use and violence
- explains how use of alcohol and/or other drugs may be used to create vulnerabilities that can be used as justification for violent behavior, and/or can exacerbate existing violent behaviors.
- makes clear that use of alcohol and other drugs does not cause violence.

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<sup>6</sup> Work with potential providers using “Is your work trauma informed: A self-assessment tool” <http://mha.ohio.gov/Portals/0/assets/Initiatives/HumanTrafficking/2013-is-your-work-trauma-informed.pdf>

➤ *Integrate SIPVS messaging with other prevention programming*  
Identify ways to integrate SIPVS information with other existing prevention programming (e.g. Drug and alcohol prevention, STI and pregnancy prevention, safety and security, etc.)

## **B. BUILD CAPACITY FOR PRIMARY PREVENTION**

Primary prevention is a systematic process that promotes healthy environments and reduces the likelihood or frequency of an incident, injury, or condition from occurring in the first place. Engaging in SIPVS primary prevention requires an approach that goes beyond direct service with individuals. It starts with assessment (knowing your campus climate and readiness for prevention) and includes comprehensive planning, implementation, and evaluation of the plan. Comprehensive planning exceeds addressing individual level risks such as negative attitudes toward women or alcohol and substance abuse. Comprehensive plans need to also include addressing risk and protective factors at the campus level. e.g., developing social norms campaign(s) that reinforce prevention messages to multiple audiences.

➤ *Create a unified campus primary prevention plan*

A comprehensive and coordinated approach changes community norms and ensures consistent messaging and promotes follow through. The planning process should:

- Include broad representation (students, college/university administration, faculty, health centers, counseling centers, and external social service agencies.)
- Ensure participation by populations disproportionately affected by SIPVS
- Involve representatives from the wide range of offices and Programs within the college/university as well as in the community with clear roles defined in supporting the plan's goals and objectives identified.

➤ *Provide advanced training in primary prevention to those responsible for implementing campus prevention efforts*

Representatives of the listed stakeholders who are engaged through the recommended campus advisory board, should receive advanced training on primary prevention. They should work together to ensure that programming and messaging provided are complimentary and mutually reinforcing. When possible, colleges/universities should use available Ohio-based resources for advanced training through regional and local partnerships with other campuses, with state leadership on sexual and intimate partner violence prevention, and through online resources provided in the resource section of this Guidebook.

Advanced training will provide college/university leaders with a clear understanding of primary prevention, including the knowledge that prevention is not limited to awareness and risk reduction (which has its place, but alone are not enough). Comprehensive prevention must increase students, faculty, and staff member's knowledge about the issue, attitudes, beliefs and behaviors that decrease the likelihood of perpetration and promote prevention, as well as provide skills training.

### **C. IMPLEMENT AND EVALUATE**

- One-time, in-person and/or online programs are a good starting point, but are not sufficient to achieve sustainable change. These efforts may be used as part of student &/or staff/faculty orientation but should not be the only time these topics are addressed. Evidence-based curricula and programs are limited, thus, planners should work with available state and local violence prevention experts to identify and select programming appropriate for their campus community.
- Programming should be assessed for cultural competency and relevance to the campus community.
- Existing evaluation tools may be used with established programs and curricula, or colleges/universities can implement other evaluative measures. Achievable and measurable outcomes and evaluation techniques are currently in development. State and national technical assistance providers are constantly updating available resources. (See [Appendix B](#)).
- Involve campus staff and students, particularly the members of the task force or advisory board, in the implementation and evaluation process.
- Collaborate with local and state agencies to access technical support.

### **D. UTILIZE BYSTANDER INTERVENTION MODEL**

Among current best practices in prevention is engaging bystanders to intervene. Bystanders are typically understood as persons who are present at an event but who do not participate in the event such as onlookers or passers-by. Bystanders may also be friends/acquaintances of either the potential victim or perpetrator, who see problematic behaviors but may be hesitant to intervene.

Bystander intervention training helps community members to see their roles as bystanders and understand what these issues “look like”, and provides education and skills to ultimately intervene safely in situations that could escalate. A bystander's role is fivefold:

Five Steps Toward Taking Action (Darley and Latane, 1968):

- 1) Notice the event along a continuum of actions
- 2) Consider whether the situation demands your action
- 3) Decide if you have a responsibility to act
- 4) Choose what form of assistance to use
- 5) Understand how to implement the choice safely

Peer educators can be recruited from student organizations and/or student leaders. Once identified and trained, these individuals would become part of the network of those who help plan and implement prevention programs.

Population-specific programming can also be developed. (E.g., programs with a specific focus on engaging men.) These programs often include a bystander intervention component and may include more general background about gender socialization and the role of men to support efforts to end sexual and intimate partner violence and stalking.

## **E. PLAN STRATEGIC MESSAGING**

In addition to other training efforts, colleges/universities should provide consistent, relevant, and coordinated messaging. In keeping with best practices, messages should be culturally appropriate for a wide variety of audiences, and informed by prevailing gender-based violence prevention research and practice-based knowledge. A messaging plan should be developed and implemented in partnership with local, statewide, and national efforts, and should be informed by students and the task force. The plan may include elements such as posters, newspapers, and other materials to be on display in the campus environment. Distribution should occur through traditional and online sources used by the intended audience such as the campus website, and social media outlets.

Messaging should promote positive behavior, not repeat and reinforce negative behaviors. Positive messaging puts forth attitudes that support prevention goals. For example, “Here at XYZ University, we look out for each other. Step up and speak up.” The public health approach of engaging a universal population of all campus students, faculty and staff will lend itself to creating prevention norms on campus that are easily adopted and promoted by the community as a whole. Examples of messaging campaigns can be found in the [appendix B](#).

*Preparedness**Prevention***Response***Recovery**Mitigation*

# 3. Response

- 
- A. Develop, Implement and Disseminate Reporting Mechanisms
  - B. Provide a Coordinated Response
  - C. Initiate Interim Measures
  - D. Issue Campus Safety Warnings/Alerts (If Required)
  - E. Implement Adjudication/Investigation Processes
- 

## **A. DEVELOP, IMPLEMENT AND DISSEMINATE REPORTING MECHANISMS**

The Campus Safety Advisory Board, in coordination with the Title IX Coordinator and person responsible for Clery compliance, ensures that reporting mechanisms are developed, implemented, and disseminated. These mechanisms would include both identified and anonymous reporting options and must be coordinated and cross-referenced with confidential resources. Students, faculty, and staff must be informed 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 privacy to the extent allowable by the law;
- explain confidentiality (providing confidential resources where appropriate) and the limits of confidentiality in light of Ohio reporting laws, Clery reporting, and Title IX's responsible employee requirements and;
- Include multiple methods of reporting including online, in- person, and phone reporting.

## **B. PROVIDE A COORDINATED RESPONSE**

There must be a coordinated response protocol, so it is clear who receives the first notification and what steps and in what order the first responder 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. This procedure should take into account requirements for Title IX investigations, including time limits for investigations. The procedure should outline

clear directions for various scenarios so that each responder in the process will immediately know which actions should be taken in response to each incident. Additionally, the procedure should identify the role of each member to ensure a coordinated, seamless, victim-centered response that includes confidentiality and cross-training for all. This procedure should be shared, entirely or in part, with the victim and the community as appropriate to provide transparency and confidence in the process. Additional information regarding procedures are outlined in the Campus SaVE Act and the “Questions and Answers on Title IX and Sexual Violence,” which have been linked in the resources section of the Guidebook.

### **C. INITIATE INTERIM MEASURES**

Interim measures should be clearly established in policies and procedures as outlined in the Preparedness section and should be initiated following that plan.

- Interim measures are meant to protect both parties and should be made to address any necessary stay away orders (including no contact orders, restraining orders, or other protection orders), changes in class schedules, housing reassignments, working assignments, transportation changes, and safety planning. (See US Department of Education “Questions and Answers on Title IX and Sexual Violence” page 32)
- The complainant should be aware of their Title IX rights and any available resources such as victim advocacy, housing assistance, academic support, counseling, disabilities services, health and mental services, and legal assistance.
- The complainant has the right to report the crime to campus and/or local law enforcement
- All interim measures should be implemented to minimize the burden on the complainant

### **D. ISSUE CAMPUS SAFETY WARNINGS/ALERTS (IF REQUIRED)**

The Coordinated Response Team and/or a Behavioral Risk Assessment Team, in collaboration with campus security or police, should assess any imminent risks associated with SIPVS and determine if a campus security alert or timely warning will be issued, in accordance with institutional policy, taking into account Title IX, Clery, and other applicable laws.

### **E. IMPLEMENT ADJUDICATION/INVESTIGATION PROCESSES**

The process for adjudication should be clearly established in policies and procedures as outlined in the Preparedness section and should be initiated following that established plan. All processes should have in place options for cases where the victim/complainant has reported

and where the victim has requested that their identity is not shared. A request for confidentiality must be respected within the confines of state and federal mandates.

*Preparedness**Prevention**Response***Recovery***Mitigation*

# 4. Recovery

- A. Provide Advocacy Services to Survivors
- B. Make Counseling Available for Survivors
- C. Provide Services and Referrals to Community Resources
- D. Address Intervention(s) for Perpetrators
- E. Establish Support for Individuals, Parents, Friends, and Community Recovery

## Overview of Recovery

Recovery refers to the use of advocacy services, individual and group counseling and support for the victim/survivor. It also includes 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 reported incident of SIPVS.

Survivors of SIPVS have the right to lead successful and healthy academic and social lives on Ohio's campuses. Although the healing process looks different for each individual, supportive response from friends, family, and the campus community are crucial for both the individual and community recovery. Best available research and best practices suggest that crisis intervention, hospital and justice system advocacy, individual counseling, and group counseling can reduce the harm done by SIPVS.

Through the recovery process, survivors may need a supportive network of peers, service providers, administration, and family. Multiple levels of supports can empower the campus community to come together and thrive following an incident of SIPVS.

### A. PROVIDE ADVOCACY SERVICES TO SURVIVORS

Whether advocacy services are provided on campus or through local program partners, all survivors should have access to an advocate. An advocate can provide information to the survivor on the campus coordinated response, available interim measures, potential judicial processes, and resources. Advocates can also assist with safety plans that reduce risks and increase safety, can connect the victim with social support, and can provide emotional support

for the victim throughout the process. Advocates should be trained in a victim-defined advocacy approach (see resources in [Appendix C](#)), which asserts that a victim's experience, life circumstances, and culture determine the direction of advocacy and safety strategies.

## **B. MAKE COUNSELING AVAILABLE FOR SURVIVORS**

The university should ensure that counseling is available, and provided by a trained mental health professional with training and expertise in sexual assault, intimate partner violence, and stalking as well as in trauma informed care. Trauma informed counseling 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, and is highly recommended 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 their sense of control, improve self-esteem, and strengthen assertiveness skills.

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. If possible, campus counseling services should minimize the financial burden on survivors.

- *Establish and communicate to both campus staff and survivors what must be kept confidential and where confidentiality cannot be guaranteed. Campus counseling center records may not be protected under HIPAA.*
- *Ensure basic competencies to work with survivors and provide trauma informed care.*

A self-assessment tool for use by mental health practitioners to identify familiarity with basic competencies for work with survivors of sexual and domestic violence and stalking and for use in identifying additional training needs can be found in the [appendix D](#).

- *Provide culturally appropriate resources.*
- *Where adequate resources do not exist on campus or where the survivor prefers not to utilize on campus resources, provide information about off campus resources including information on*

*costs, transportation and other incidentals so the survivor can make an informed choice.*

### **C. PROVIDE SERVICES AND REFERRALS TO COMMUNITY RESOURCES**

In addition to on-campus services, referrals should be made to connect survivors to community based organizations that specialize in addressing issues of SIPVS in a trauma informed approach. Individuals involved in referring to resources include the marketing department (e.g., web, print, and etc.) and stakeholders including administration, Title IX Coordinator, student leaders, faculty, campus security, campus ministries, the student health center, residence life, Greek life, campus judicial process, the women’s center, multicultural/diversity centers, counseling services, local hospital(s), local rape crisis center(s), and local domestic violence center(s). Communication must exist between the campus and the referral sources. Members of the response team should test the accessibility of these resources (e.g., by examining the campus website and through a web search), including access to community-based rape crisis centers and domestic violence agencies, as well as after-hours counseling lines.

- *Establish Memorandum of Understanding (MOU) with appropriate community agencies*

The White House Report recommends creating a Memorandum of Understanding between the campus and local rape crisis center(s), including regional locations and should include local domestic violence programs.

- *Ensure that community referrals also ensure basic competencies to provide treatment to perpetrators and to provide trauma informed care to survivors.*

### **D. ADDRESS INTERVENTIONS FOR PERPETRATORS**

Judicial affairs and counselors should consider an appropriate array of interventions/referrals for perpetrators. Sanctions should be enforced following incidents of SIPVS; for example

mandating psychological assessment. Appropriate treatment should be provided to help the perpetrator(s):

- understand the impact of their behaviors
- take responsibility for their behaviors,
- identify the root cause of their behaviors, and
- implement new skills in order to adjust their behaviors accordingly.

## **E. ESTABLISH SUPPORT FOR INDIVIDUALS, PARENTS, FRIENDS, AND COMMUNITY COLLABORATIVE RECOVERY**

Media relations, university administration, community support personnel, student organizations, relevant campus units, judicial boards, residence life, Greek life, advisors/faculty, and others should provide consistent statements of support to facilitate individual, parents, friends and community recovery. Following an incident on campus, leaders on campus—including members of athletic teams, Greek organizations, faculty and administrators—should meet to coordinate public messages and take collective action aimed at acknowledging the scope of the problem, holding responsible parties accountable, restoring feelings of safety on campus, and offering emotional and instrumental support to parents, friends, and the community.

Awareness and prevention should start prior to students' arrival on campus and continue through their tenure. These efforts should include a variety of different mediums. Information regarding these efforts should be disseminated through the community. This information should include the procedures for responding to incidents, addressing non-stranger sexual violence and dispelling traditional beliefs, as well as building awareness and prevention into campus culture.

The entire community should be involved in these efforts, including athletics, Greek life, residence hall, faculty, etc. Community 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.

Preparedness

Prevention

Response

Recovery

Mitigation

# 5. Mitigation

- 
- A. Create a Mitigation Subcommittee of the Campus Safety Advisory Board
  - B. Create an Action Plan Based on Findings
- 

## Overview of mitigation

Mitigation or Continued Quality Improvement (Mitigation) on Ohio's campuses means focusing on decreasing further risk of SIPVS and its impact on the victim and community when it does occur, with the ultimate goal of preventing perpetration from occurring again on campus.

Colleges and universities cannot always stop these types of violent crimes. However, the Campus SaVE Act (2013) mandates they take action to reduce the likelihood and impact of these events. Ohio's colleges and universities can do this by taking steps to improve the culture and climate of their campuses by engaging key stakeholders to systematically evaluate the effectiveness of:

- Implemented policy and procedures,
- On-going prevention programming,
- Implemented requirements from the Campus SaVE Act and other required documents, and
- Implemented recommendations in this Guidebook from the four areas: Preparedness, Prevention, Response and Recovery.

This concept encourages colleges and universities to work with their own risk and reliability committee.

## A. CREATE A MITIGATION SUBCOMMITTEE OF THE CAMPUS SAFETY ADVISORY BOARD

A mitigation subcommittee should be made up of representatives from law enforcement/campus security, Dean of Students, higher education administration, housing, student wellness, SANE nurse, survivor advocates, human resources/Title IX officer, Greek Life, students, and community stakeholders. (Depending on the campus, this subcommittee

may be separate from and report to the Campus Safety Advisory Board or this work may be done by the full Board.) These stakeholders should reflect the wide array of diversity on campus. Colleges/universities will constantly be identifying ways to improve their response to these complex issues; some of this will evolve based on available resources, changes in laws and recommendations, and training and technical assistance provided from state and national partners.

- *Complete an annual evaluation/audit of compliance using this guidebook. Review and evaluate policies and procedures, prevention plan, and incidents.*  
The mitigation subcommittee will identify an annual review process. Each college/university should determine its review process; smaller schools may have a simple review as a part of a meeting; examples of more in-depth processes are included in [Appendix E](#).
- *Convene special sessions if circumstances indicate.*
- *Create an on-going SIPVS dialogue group that includes students can be convened to meet regularly to review any incidents and monitor campus norms. See [Appendix E](#).*
- *Identify risks for SIPVS on and off campus, such as campus safety walks with mitigation subcommittee, local and university law enforcement.*
- *Send a representative to attend the statewide campus safety task force meeting.*

Subcommittee members will keep up-to-date on best practices through in-services, and state and national training in order to recommend changes in current policies and practices.

## **B. CREATE AN ACTION PLAN BASED ON FINDINGS**

The subcommittee meetings should follow a regular schedule to review and evaluate policy and procedures, prevention programming and on-going training, SIPVS complaints, and incidents that have occurred. Review process findings should identify strengths and ways to reduce risks found on campus. A written action plan is created and presented to the full Campus Safety Advisory Board for approval and implementation.

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## APPENDIX A - PREPAREDNESS RESOURCES

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### Sample Memorandum of Understanding

- Rape Crisis Centers, <https://www.notalone.gov/assets/mou-rape-crisis-centers.pdf>
- Local Law Enforcement, [http://www.whitehouse.gov/sites/default/files/docs/white\\_house\\_task\\_force\\_law\\_enforcement\\_mou.pdf](http://www.whitehouse.gov/sites/default/files/docs/white_house_task_force_law_enforcement_mou.pdf)

### Ohio Attorney General MOU Recommendations:

[http://www.ohioattorneygeneral.gov/Files/Briefing-Room/News-Releases/Policy-and-Legislation/2015-06-10-Recommendations-for-Drafting-an-MOU\\_-FI.aspx](http://www.ohioattorneygeneral.gov/Files/Briefing-Room/News-Releases/Policy-and-Legislation/2015-06-10-Recommendations-for-Drafting-an-MOU_-FI.aspx)

### Campus Climate Surveys:

- Notalone.gov has created a document with recommendations regarding best practices for universities to follow to achieve the most accurate campus climate surveys: <https://www.notalone.gov/assets/ovw-climate-survey.pdf>

### Links to previously conducted campus climate surveys:

- North Carolina State University, 2004: <http://www2.acs.ncsu.edu/UPA/archives/survey/reports/climate/ccindex.htm>
- Carleton College, 2008: [https://apps.carleton.edu/governance/diversity/campus\\_climate\\_survey/results/](https://apps.carleton.edu/governance/diversity/campus_climate_survey/results/)
- University of Missouri, 2009: <http://diversity.missouri.edu/about/climate/>
- Ursuline College: <http://www.ursuline.edu/campusclimatesurvey/>
- University of California Berkeley, 2014: [http://campusclimate.ucop.edu/\\_common/files/pdf-climate/ucb-full-report.pdf](http://campusclimate.ucop.edu/_common/files/pdf-climate/ucb-full-report.pdf)
- UCLA, 2014: [http://campusclimate.ucop.edu/\\_common/files/pdf-climate/ucla-full-report.pdf](http://campusclimate.ucop.edu/_common/files/pdf-climate/ucla-full-report.pdf)
- The currently open Rutgers survey: <https://oirap.rutgers.edu/surveys/CC1.html>
- Letter from Rutgers July 29, 2014, detailing their goals for their campus climate survey: [http://president.uoregon.edu/sites/president1.wc-sites.uoregon.edu/files/field/image/Rutgers%20Letter%20-%20Campus%20Climate%20Assessment%20Pilot\\_1.pdf](http://president.uoregon.edu/sites/president1.wc-sites.uoregon.edu/files/field/image/Rutgers%20Letter%20-%20Campus%20Climate%20Assessment%20Pilot_1.pdf)

## Sample Policies and Procedures

- Campus response policies differ across the nation. However, SART teams have assembled data for best practices. Additional information and specific response plans can be found here: <http://www.nsvrc.org/projects/sart-protocols>.
- Notalone.gov has a “Checklist for campus sexual misconduct policies” available at <https://www.notalone.gov/assets/checklist-for-campus-sexual-misconduct-policies.pdf>.
- The Connecticut Coalition Against Domestic Violence has issued best practices for intimate partner violence policies for colleges and universities, available at <http://www.ctcadv.org/resource-library/publications/ipv-polices-campus-2014/>.
- The concept of sexual misconduct policies as a separate entity from other forms of policy is that it should be made purposefully accessible to all students that may need to access it. Additionally, it is recommended that the university work with its existing resources to make all necessary accommodations as outlined by Title IX.
- Each campus should involve all potential resources and stakeholders (such as various student groups) to best fulfill the university’s unique potential.

## Sample Language for Reporting and Confidentially Disclosing Sexual Violence:

Please note that these samples are informational only, and do not represent definitive guidance. Policies and procedures must be tailored to be specific to each setting, and may need to change based on evolving legislative and administrative rules and guidance.

### 1. Xavier University:

#### *Policy and Procedure*

- Title IX Policy: see <http://www.xavier.edu/handbook/>, specifically §§ 1.6, 2.3.2, 2.3.3
- Title IX Procedures: see <http://www.xavier.edu/handbook/>, specifically § 3 (3.4 begins discussion of Title IX)

*Title IX website* - see <http://www.xavier.edu/titleix/index.cfm>

- Comprehensive and student-oriented page with links to important university policy and procedure information. E.g., “Gender-Based & Sexual Misconduct Reporting and Support Options for Students” (provides a chart of the reporting structure based on confidentiality preferences), <http://www.xavier.edu/titleix/documents/5XavierGender-BasedSexualMisconductReportingSupportOptions.pdf>

*Title IX Committees* – an innovative way to involve more voices from the greater campus community and maintain responsiveness to the campus Title IX needs.

- Title IX Advisory Committee comprised of students, faculty, staff and administrators;

- Title IX Executive Committee comprised of individuals connected across the University who are able to influence and implement policy, and lead development and cultivation of cultural and community norms, <http://www.xavier.edu/titleix/Title-IX-Committees.cfm>

*Q&A Section* with campus Title IX Coordinator, explaining their role on campus and insight on policy and procedures: <http://www.xavier.edu/titleix/QA-with-the-Title-IX-Coordinator.cfm>

## 2. Owens Community College:

### *Policy and Procedure*

- Student handbook see <https://www.owens.edu/conduct/code.pdf>, specifically Article V.3 (Policy) and IX.C (Procedure), providing embedded hyperlinks to the particular sections:
  - i. Anti-discrimination and harassment policy at [https://www.owens.edu/trustees/board\\_policies/11-4-17.pdf](https://www.owens.edu/trustees/board_policies/11-4-17.pdf)
  - ii. Anti-Discrimination and Harassment Procedures and Guidelines at <https://www.owens.edu/trustees/procedures/proc3358-11-4-17.pdf>

*Title IX website* – see [https://www.owens.edu/dps/assault\\_prevention.html](https://www.owens.edu/dps/assault_prevention.html)

- Provides links to relevant policy and procedures.
- Provides information for both on- and off-campus support resources.
- Concise and effective.

## 3. University of Akron:

### *Policy and Procedure*

- Title IX Policy see <http://www.uakron.edu/ogc/UniversityRules/pdf/11-13.pdf>
- Title IX Procedures see <http://www.uakron.edu/ogc/UniversityRules/pdf/41-01.pdf>, specifically section (F) (Student Procedural Rights) and (G) (University hearing board)

*Title IX website* – see <http://www.uakron.edu/title-ix/index.dot>

- “Reporting Title IX concerns” feature permits ease of reporting based on whether the incident involves students or employees. <http://www.uakron.edu/title-ix/index.dot>
- “Investigation procedures” on “Students” sub-page describes Preliminary Investigation and Remedial Action as well as Retaliation. <http://www.uakron.edu/title-ix/students/>
- “Confidentiality” on main page allows a student to make an informed decision regarding confidentiality prior to reporting or contacting a resource. <http://www.uakron.edu/title-ix/confidentiality/>

#### 4. Youngstown State University:

*Policy and Procedure:*

- Title IX Policy - see [http://web.yсу.edu/contentm/easy\\_pages/view.php?page\\_id=1131&sid=25&menu\\_id=4253](http://web.yсу.edu/contentm/easy_pages/view.php?page_id=1131&sid=25&menu_id=4253), specifically Article IX, §§ A-F.
- Title IX Procedures see <http://cms.yсу.edu/title-ix/grievance-procedures>

*Title IX website* – see <http://cms.yсу.edu/title-ix/title-ix-home>

- Online reporting for student misconduct, including alleged violations of Title IX. [http://web.yсу.edu/contentm/easy\\_pages/view.php?page\\_id=1149&sid=25&menu\\_id=4296](http://web.yсу.edu/contentm/easy_pages/view.php?page_id=1149&sid=25&menu_id=4296)
- Website provides examples of prohibited conduct based on Title IX definitions. <http://cms.yсу.edu/title-ix/definitions-examples>
- Website clearly defines rights of the victim and rights of the accused. [http://web.yсу.edu/contentm/easy\\_pages/view.php?page\\_id=1134&sid=25&menu\\_id=4266](http://web.yсу.edu/contentm/easy_pages/view.php?page_id=1134&sid=25&menu_id=4266)

#### Additional Policies and Procedures

- NotAlone.Gov <https://www.notalone.gov/assets/reporting-confidentiality-policy.pdf>

## Ohio's Learning Objectives for Training Requirements of the Campus SaVE Act for Sexual Violence, Intimate Partner Violence, and Stalking

### *A Consensus Document*

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.

The Campus Sexual Violence Elimination Act (Campus SaVE), included as part of the 2013 reauthorization of the federal Violence Against Women Act, requires institutions to provide students and employees with prevention education and awareness information when they arrive on the campus and on-going over time. This document provides learning objectives for both incoming and ongoing training.

As required by the Campus SaVE legislation, all incoming students, faculty and staff should receive introductory training about all aspects of sexual and intimate partner violence and stalking.

Colleges and universities should identify where role specific and more comprehensive training should be conducted; examples where this may be appropriate include for campus administrators, campus law enforcement/security, health and counseling staff, faculty, staff, student leaders, first year and incoming students, the Greek community, student athletes, and coaches. Campuses should collaborate with rape crisis centers and domestic violence programs to provide this training.

This training provides students with awareness about the problems and builds a knowledge base within which prevention will occur.

#### **Training should be inclusive of:**

1. definitions for the full spectrum of types of violence, including sexual assault and stalking and the wide range of terms used for violence within relationships (e.g. domestic violence, intimate partner violence, dating violence, relationship violence, inter-personal violence)
2. the dynamics of sexual and intimate partner violence and stalking,
3. the role of power, privilege and oppression in sexual and intimate partner violence and stalking,

4. definitions and examples of the elements that constitute prevention
5. access to trauma informed care, including information about available support services and accommodation's to support survivors<sup>7</sup>, and understanding about the impact of violence and trauma on victims
6. applicable federal and state statutes, as well as college/university policies
7. information on how participants can contribute to prevention efforts as members of the community

**Presentation of the information should come from a perspective that:**

1. recognizes sexual and intimate partner violence and stalking behaviors are
2. learned through family dynamics and cultural norms that minimize these types of crimes, and through institutional and systemic oppression;
3. addresses the role of consent and abusive behaviors in sexual relationships;
4. Includes culturally relevant and specific information about how particular populations are disproportionately impacted by SIPVS (e.g. communities of color, international students, people with disabilities, LGBT, etc.)
5. provides clear and consistent messaging that promotes healthy relationship expectations;
6. addresses the reality that sexual violence is most often perpetrated by known and/or trusted persons
7. addresses perpetrator accountability and conveys non-victim blaming practices
8. encourages the involvement of men as visible allies and proactive bystanders (while acknowledging that men are also sometimes victims);
9. encourages the involvement of the whole campus community as visible allies and proactive bystanders
10. addresses the association between alcohol/drug use and violence
  - Use of alcohol and/or other drugs may be used to create vulnerabilities that can be used as justification for violent behavior, and/or can exacerbate existing violent behaviors.

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<sup>7</sup> Work with potential providers using “Is your work trauma informed: A self-assessment tool” <http://mha.ohio.gov/Portals/0/assets/Initiatives/HumanTrafficking/2013-is-your-work-trauma-informed.pdf>

- Makes clear that use of alcohol and other drugs does not cause violence.

In addition to providing this core training, prevention messages should be integrated into other curricular and extra-curricular activities, and should be coordinated with other prevention messages such as with drug and alcohol prevention. Programming should go beyond awareness to provide skill development in these areas.

## Preparedness and Prevention

### **Primary Education Learning Objectives:**

As a result of training provided within six months of enrollment, students should be able to:

1. Identify three strategies for recognizing when consent is given freely in a healthy relationship (i.e., neither party was under the influence, parity between partners);
2. Describe the role students, educators, and staff have in promoting a campus that is safe from sexual and intimate partner violence and stalking;
3. Identify campus and community resources available that support survivors in recovering and help potential perpetrators stop from committing acts of sexual and intimate partner violence and stalking; and,
4. Identify three strategies for effectively interrupting potential perpetrator behavior and promoting prevention of sexual and intimate partner violence and stalking.

### **Ongoing Education – all members of the campus community receive training to:**

1. Increase the skills and confidence of individuals to safely intervene in an unhealthy or potentially violent situation in order to prevent abuse and assault;
2. Identify at least three ways healthy relationships and healthy sexuality are expressed (i.e., mutual support, trust, understanding, respect, empathy, honesty, communication, equality, choice, enjoyment and freedom – Duluth Equality Wheel); and,
3. Identify and advertise the campus website for community and campus hotline and resources, campus policies and procedures, and prevention and awareness materials.

## Response and Recovery

### **Primary Education Learning Objectives:**

As a result of training provided within six months of enrollment, students and newly hired staff should be able to:

1. Understand that violence and abuse occurs as a pattern of coercive and controlling behavior by the perpetrator;
2. Demonstrate communication skills that are nonjudgmental and compassionate with survivors, conveying the messages that they are not to blame, that they aren't alone, and that there are resources available to them;
3. Know steps to take to intervene safely and appropriately, or options for reporting, if abuse or assault are suspected; and,
4. Describe the importance of and process for implementing campus policies regarding sexual and intimate partner violence and stalking, including adherence to Title IX requirements.

**Ongoing Education – all members of the campus community receive training to:**

1. Describe the traumatic impact that sexual and intimate partner violence and stalking has on male, female and transgender survivors;
2. Increase skills and confidence in working with survivors in discussing safety strategies on campus and helping them to feel safe and supported in achieving their academic goals;
3. Learn skills for developing campus-wide communications regarding sexual and intimate partner violence and stalking that are factual and survivor-centered (i.e. campus crime alerts and bulletins in response to an incident of violence, print materials, and online resources);
4. Develop and maintain relationships with off-campus mental health and victim service organizations, and encourage/participate in cross-training when possible; and,
5. Recognize the signs and symptoms of vicarious trauma in myself and co-workers, and learn strategies for self-care.

**Recommended Practices**

1. Multiple sessions are active and interactive.
2. Activities include practicing skills.
3. College Administration and student leaders model healthy and respectful relationship behavior.
4. Strategies that reach across multiple levels; from the individual level to peer/Greek level to the broader campus community level.

5. Each session includes strategies to reinforce key messages.
6. Strategies are inclusive of diverse, cultural beliefs and community norms.
7. Strategies include the participation and expertise of off and on campus resources, including community rape crisis centers and domestic violence programs, where available.

Prevention messages are integrated into curricular and extra-curricular activities. Strategies are coordinated with other prevention efforts such as alcohol and other substance abuse, with caution to avoid the implication that victims of violence are to blame when they are victimized.

***This document was developed through a group consensus process and involved the following individuals and organizations:***

Rick Amweg, Ohio Department of Higher Education  
Rebecca Cline, Ohio Domestic Violence Network  
Katie Hanna, Ohio Alliance to End Sexual Violence  
Corina Klies, Ohio Department of Health  
Alexander Leslie, Cleveland Rape Crisis Center  
Beth Malchus, Ohio Department of Health  
Sandra Ortega, Sandra Ortega Consultants  
Becky Perkins, Ohio Alliance to End Sexual Violence  
Rachel Rameriz, Ohio Domestic Violence Network  
Debra Seltzer, Ohio Department of Health

## APPENDIX B - PREVENTION RESOURCES

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### State and National Organizations

#### *State:*

- Buckeye Region Anti-Violence Organization (BRAVO): <http://bravo-ohio.org/>
- Ohio Alliance to End Sexual Violence (OAESV): <http://www.oaesv.org>
- Ohio Domestic Violence Network (ODVN): <http://www.odvn.org>

#### *National:*

- Futures without Violence: <http://www.futureswithoutviolence.org>
- PreventConnect, <http://www.preventconnect.org/>
- National Alliance to End Sexual Violence: <http://www.endsexualviolence.org/>
- National Coalition Against Domestic Violence: <http://www.ncadv.org/>
- National Network to End Domestic Violence, <http://nnedv.org/>
- National Sexual Violence Resource Center: <http://www.nsvrc.org/>
- National Resource Center on Domestic Violence: <http://www.nrcdv.org>

### Messaging Campaigns:

- **“It’s On Us”** - <http://itsonus.org/>

The White House has launched a campaign entitled “It’s On Us”. The campaign takes a proactive response towards sexual assault prevention by engaging young men to join the fight against sexual assault. The hope is to change the dialogue and move it away from our society’s culture of victim blaming. The campaign has also recruited a number of celebrities to attempt to gain greater popular appeal.

- **1 is 2 many** - <http://www.whitehouse.gov/1is2many>

1 is 2 many is another campaign that’s been put forward by the White House. Similarly to the “It’s on us” campaign, the 1 is 2 many initiative includes celebrity-filled campaign videos to promote the message that no amount of level of sexual assault is acceptable. This campaign also asks men to be directly involved in the dialogue.

- **The Red Flag Campaign**- <http://www.theredflagcampaign.org/index.php/about/>

The Red Flag campaign started from a Virginia based initiative to create a state-wide educational campaign about sexual assault. The campaign was initially directed towards targeting college campuses in the commonwealth of Virginia. Through the years, the campaign has continued to pick up awards and recognition for its work as well as expanding to college campuses outside of Virginia.

- **No More** – <http://www.nomore.org>

NO MORE is a unifying symbol and campaign to raise public awareness and engage bystanders around ending domestic violence and sexual assault.

Additional Resources:

- <http://www.npr.org/blogs/thetwo-way/2014/09/19/349878599/white-house-announces-campaign-against-campus-sexual-assault>
- <http://www.wired.com/2014/09/white-houses-smart-branding-campaign-sexual-assault/>
- <http://thinkprogress.org/health/2014/09/23/3570797/college-men-rape-prevention/>

## APPENDIX C - RESPONSE RESOURCES

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### Sample Response Flow Chart:

- [http://www.myduty.mil/public/docs/sexualassault\\_sample\\_response\\_flowchart.pdf](http://www.myduty.mil/public/docs/sexualassault_sample_response_flowchart.pdf)
- <http://www.usma.edu/sharp/SiteAssets/SitePages/Sexual%20Assault/Sexual%20Assault%20Responses%20Flow%20Chart.pdf>

## APPENDIX D - RECOVERY RESOURCES

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### General Recovery Resources

- Ohio Alliance to End Sexual Violence - Resources for Mental Health Providers: <http://www.oaesv.org/mental-health-providers>
- Know Your IX: <http://knowyourix.org/dealing-with/>
- Substance Abuse and Mental Health Services Administration: <http://store.samhsa.gov/product/Tips-for-College-Students-After-a-Disaster-or-Other-Trauma/SMA13-4777>
- Center for Disease Control and Prevent – Consequences of Sexual Violence: <http://www.cdc.gov/ViolencePrevention/sexualviolence/consequences.html>
- Students Active for Ending Rape: <http://www.safercampus.org/>
- Take Back the Night: <http://www.takebackthenight.org/>

### Rape Crisis Centers and Domestic Violence Programs

- Domestic Violence Programs in Ohio: <http://www.odvn.org/survivor/shelter.html>
- Rape Crisis Centers in Ohio: <http://www.oaesv.org/rape-crisis-centers-in-ohio/>
- MOU with Rape Crisis Centers: <https://www.notalone.gov/assets/mou-rape-crisis-centers.pdf>

### Victim-Defined Advocacy Resources

- Building Comprehensive Solutions to Domestic Violence, a project of the National Resource Center on Domestic Violence [www.bcsdv.org](http://www.bcsdv.org).

### Mental Health Provider Self-Assessment Tool and Other Resources for Mental Health Providers

- Clinician Self-Assessment: <http://www.oaesv.org/wp-content/uploads/2013/09/2013-self-assessment-for-helping-professionals.pdf>
- Is Your Work Trauma Informed?: <http://www.oaesv.org/wp-content/uploads/2013/09/2013-is-your-work-trauma-informed.pdf>
- The National Center on Domestic Violence, Trauma, and Mental Health: <http://www.nationalcenterdvtraumamh.org/>

## APPENDIX E - MITIGATION RESOURCES

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### Mitigation Resources:

- Federal Emergency Management Agency (2003). Building a Disaster-Resistant University. Washington, DC: U.S. Government Printing Office. Retrieved from <https://www.fema.gov/media-library/assets/documents/2288>
- Geer, David. (2011) Four Fearsome Risks – And How to Manage Them. University Business Magazine. Retrieved from <http://www.universitybusiness.com/article/four-fearsome-risks-and-how-manage-them>
- International Federation of Red Cross and Red Crescent Societies (2011). IFRC Strategy on Violence Prevention, Mitigation, and Response (2011-2020). International Federation of Red Cross and Red Crescent Societies. Retrieved from <http://www.ifrc.org/PageFiles/53475/IFRC%20SoV%20REPORT%202011%20EN.pdf>
- Schechter, Ron. (2014). Public Safety Partners on Campus. University Business Magazine. Retrieved from <http://www.universitybusiness.com/article/public-safety-partners-campus>
- Sustained Dialog Campus Network: [www.sdcampusnetworking.org](http://www.sdcampusnetworking.org)
- United Educators. Table Top Exercises: Crisis Response Learning Program. EduRisk Solutions: Learning Resources. Retrieved from <https://www.edurisksolutions.org/crisis-response/>
- The Ohio Attorney General’s Recommendation for Drafting an MOU has included examples of quality assurance questions the mitigation committee can use for guidance. [http://www.ohioattorneygeneral.gov/Files/Briefing-Room/News-Releases/Policy-and-Legislation/2015-06-10-Recommendations-for-Drafting-an-MOU\\_-FI.aspx](http://www.ohioattorneygeneral.gov/Files/Briefing-Room/News-Releases/Policy-and-Legislation/2015-06-10-Recommendations-for-Drafting-an-MOU_-FI.aspx).

## APPENDIX F – FEDERAL REGULATION

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### Department of Education Guidance Documents

- [2015 \(April\) Dear Colleague Letter](http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201504-title-ix-coordinators.pdf) (PDF) (Department of Education, Office of Civil Rights. *Dear Colleague Letter*, (2015, April). Retrieved from <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201504-title-ix-coordinators.pdf>.
- [2014 \(April\) Q and A about Title IX and Sexual Violence](http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf) (PDF) (Department of Education, Office of Civil Rights, *Question and Answers on Title IX and Sexual Violence* (2014, April). Retrieved from <http://www2.ed.gov/about/offices/list/ocr/docs/qa-201404-title-ix.pdf>.
- [2011 \(April\) Dear Colleague Letter](http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201104.pdf) (PDF) (Department of Education, Office of Civil Rights, *Dear Colleague Letter*, (2011, April). Retrieved from <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201104.pdf>.
- Department of Education, Violence Against Women Act, Campus SaVE Act Rules and Regulations, 34 C.F.R. § 668 (2014). Retrieved from <http://www.gpo.gov/fdsys/pkg/FR-2014-10-20/pdf/2014-24284.pdf>.

### White House – NotAlone.Gov

- White House Task Force to Protect Students From Sexual Assault at [NotAlone.gov](http://www.notalone.gov)
- White House, [\*Not Alone: The First Report of the White House Task Force to Protect Students From Sexual Assault\*](https://www.notalone.gov/assets/report.pdf) (2014) (PDF). (Retrieved from <https://www.notalone.gov/assets/report.pdf>)

*Office of the Attorney General, Ohio Alliance to End Sexual Violence, Ohio Department of Higher Education, Ohio Department of Health - Sexual Assault and Domestic Violence Prevention Program, Ohio Department of Public Safety - Office of Criminal Justice Services, Ohio Domestic Violence Network, and multi-disciplinary representatives of Ohio colleges, universities, and community based organizations (Eds.). (2015). A Safer Campus: A Guidebook on Prevention and Response to Sexual and Intimate Partner Violence and Stalking for Ohio Campuses (2nd Ed.). Columbus, Oh.*