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Campus Response to Interpersonal Violence

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Rebecca Gordon, Ed.D., is the director of the Women's Leadership and Resource Center and the Campus Advocacy Network at the University of Illinois at Chicago. She was recently appointed by the Illinois Office of the Attorney General to serve on the Violent Crimes Advisory Commission.

Since 2002, Rebecca has been the project director for the campus grants program funded through the Office of Violence Against Women. UIC was selected as one of twelve campuses across the U.S. to highlight the 15th anniversary of the Violence Against Women Act by the U.S. Department of Justice.

As part of the campus grants program, Dr. Gordon developed training for campus police and student judicial hearing members. She contributed to the development of current policies and procedures relating to issues of campus violence prevention and violence risk assessment. She created an online training program and crime reporting form for Clery reporters of campus crime, a summary of which was published in the journal *Campus Safety and Student Development*. She has also led the development of campus-wide violence prevention and educational initiatives through programming, website development, media campaigns, mandatory freshmen orientation program, and an academic class for peer educators.



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Audience Check-in

- What were you hoping that this presentation would cover or address?
- Who has been involved in developing the violence prevention plan for your campus?
- How many of you are part of your student response team?



Overview of Workshop

- Overview of Campus Advocacy Network
- Provide a foundation for understanding interpersonal violence
- Review prevention and response challenges
- Emergency Response Model applied to addressing interpersonal violence
- Campus Grants program through the Office of Violence Against Women



Types of Interpersonal Violence

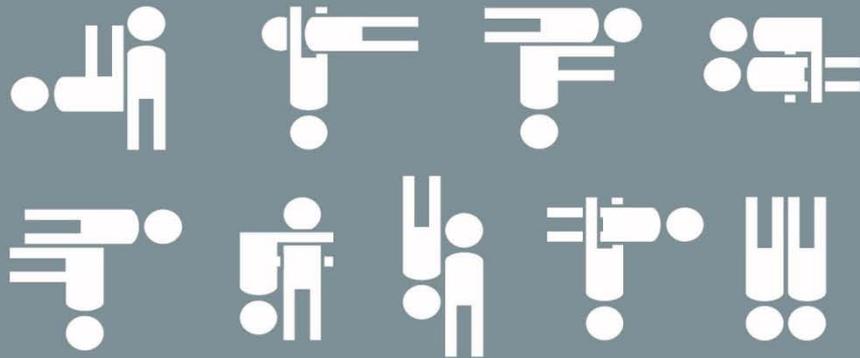
- 1) Sexual Assault
- 2) Domestic Violence (Dating)
- 3) Stalking (Face-to-face and Cyber)

Platforms for response

- 1) State Legal Statutes
- 2) Student Disciplinary or Judicial Code
- 3) University Policy



No matter how you like it,
it's not sex without consent.



Sex without consent is rape.

Sex without consent is rape.

Consent requires that both parties are fully conscious, sober, equally free to act, and have communicated a positive response.

So no matter how you like it, your partner needs to say yes.



Campus Advocacy Network

UIC University of Illinois
at Chicago

If you or a friend need help,
call the Campus Advocacy Network.
Together we can find a way...

442 University Hall
312.413.3205
uic.edu/depts/fox/advocacy.html

This poster was sponsored by the UIC Campus Advocacy Network. Photos of icons are those of CAN and do not necessarily represent the official position or policies of the University of Illinois at Chicago.

Sexual Assault



- **Legal Elements of Sexual Assault**

- Penetration “no matter how slight”

- Without consent

- Force, threat of force

- Unable to understand the nature of the act (incapacitation or age)

- Consent can be rescinded at anytime



What is the scope of the problem?

National Statistics

- 1 in 5 (20%) college women have been raped in their life time (*Brenner, McMahon, Warren, & Douglas, 1999*)
- 29.4% are between ages of 18-24 when they experience their first rape (*Tjaden & Thoennes, 1998*)
- 1 in 4 experience rape or attempted rape in college (*Tjaden & Thoennes, 1998*)



What are the challenges to prevention and response to sexual assault on college campuses?

- Attitudes
- Stereotypes
- Rape myths
- Perfect storm of opportunity, physical access and alcohol
- Victim blaming
- He said – she said
- Heterosexism
- Survivors reluctant to come forward



- College students accept sexual aggression under certain conditions
- 36-44% of men indicate they would engage in forced sex if they would not get caught (*Malamuth, 1989*)
- Rape Myths and hostile attitudes towards women correlated to repeat offenders of sexual assault in college (*Abby & McAuslan, 2004*)



- **The myth that women lie about being raped**
- **What is the difference between false reports and unfounded reports?**



Centrality of Consent in Understanding and Addressing Sexual Assault

(Brett Sokolow www.nchem.org)

- Personal Sovereignty is defined as the right to not be acted upon by someone else in a sexual manner unless you have given that person clear permission to do so
- Personal Sovereignty = Consent
and is the core of understanding sexual assault



Best Practices in Student Disciplinary Hearings

- Hold initiator of Sexual Activity responsible for getting consent
- Sexual Activity is prohibited when:
 1. It is non-consensual (did not agree to the specific sexual activity)
 2. The victim is incapacitated, which was or should have been known by the accused student
 3. Force, threats of force, intimidation and coercion



1) Evaluating Consent

- Person initiating sex obtains permission
- Requires specificity and has boundaries
- Active, informed, freely decided choice
- “Yes” to the specific sexual activity is clearly communicated
- Consent can be withdrawn at anytime
- Absence of permission is not consent
- Physical resistance is not required to prove a lack of consent



2) Incapacitation:

- Alcohol is not a rape defense strategy
- *“I was too drunk to know what I was doing...”*



Alcohol consumption is particularly vexing for college students to understand where the line is

- Under the influence
- Impairment
- Intoxication
- Incapacitation



How do you know when someone is incapacitated?

- Accused student gave the victim drugs or alcohol
- Slurred speech
- Bloodshot eyes, dilated pupils
- Smell like alcohol
- Shaky equilibrium (e.g., stumbling)
- Vomiting
- Outrageous or unusual behavior
- Pass out for short periods of time
- Unconscious



3) Force

- Physical force
- Threats
- Intimidation (implied threat)
- Coercion (extreme pressure)
 - Frequency
 - Intensity
 - Isolation
 - Duration



Evaluation rubric for disciplinary hearings:

1. Is there information that force, threats, intimidation or coercion?
2. Is there information that the student complainant was incapacitated and that the accused student knew or should have known that?
3. Did the accused student have consent for each of the specific sexual activities that took place and how was that consent clearly communicated?

Flowers + Jealousy + Apologies + Blame + Flattery + Threats =
Love?



Domestic Violence

It isn't love when your partner continually has to apologize for treating you badly. Jealousy, blaming and threats are often the beginning phase of an emotionally and/or physically abusive relationships. The Campus Advocacy Network can help you identify options.

If you or a friend needs help, call the Campus Advocacy Network. Together we CAN find a way...

802 University Hall
312.413.8206
www.uic.edu/depts/owa/advocacy.html
UIC University of Illinois
at Chicago



Campus Advocacy Network

Call the Campus Advocacy Network.
Together we can find a way.

312-413-8206
802 University Hall



Any one of these actions:

- Physical abuse (including sexual assault)
- Harassment, which includes psychological abuse
- Threats
- Intimidation
- Exploitation
- Willful deprivation

Inflicted by any of these people:

- Family member
- Significant other (past or present)
- Someone with whom a child is shared
- Household member (i.e. roommate)
- Caretaker
- Regardless of gender

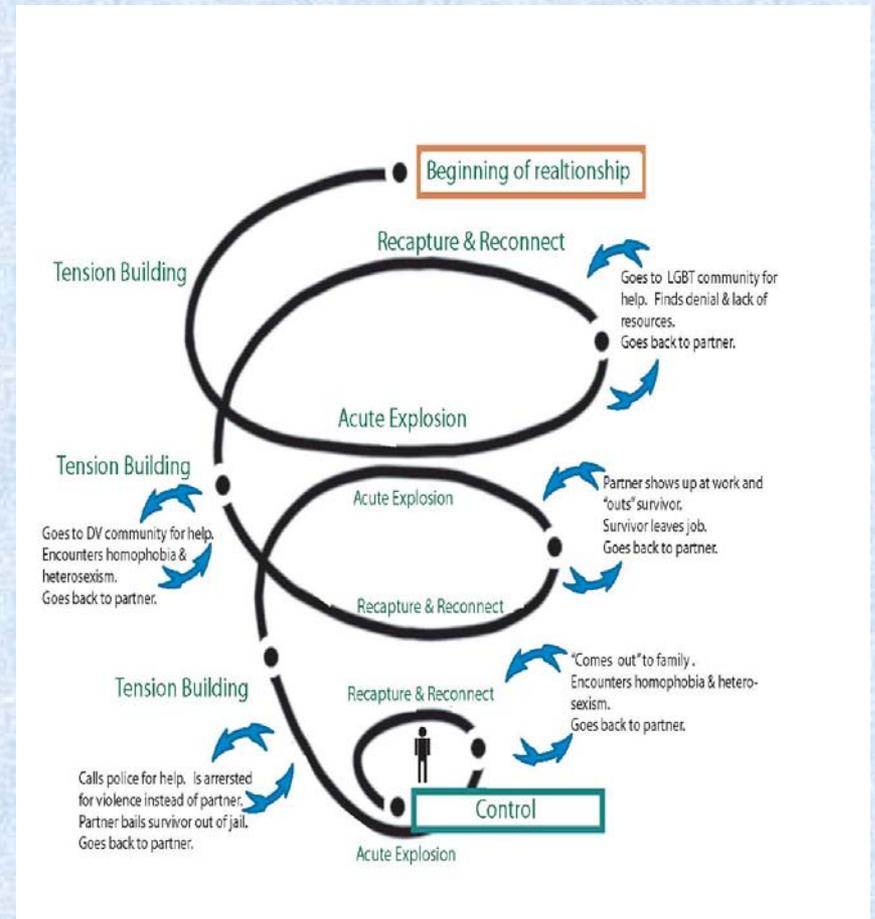


Domestic Violence Statistics

- 1/3 of college students report physically assaulting a dating partner in the previous 12 months (*Straus, 2004*)
- 25 – 33% of same-sex couples experience physical abuse (*National Coalition of Anti-Violence Programs, 1998*)
- Women between the ages of 16 and 24 experience the highest rate of intimate partner violence (*Bureau of Justice Statistics, 1998*)



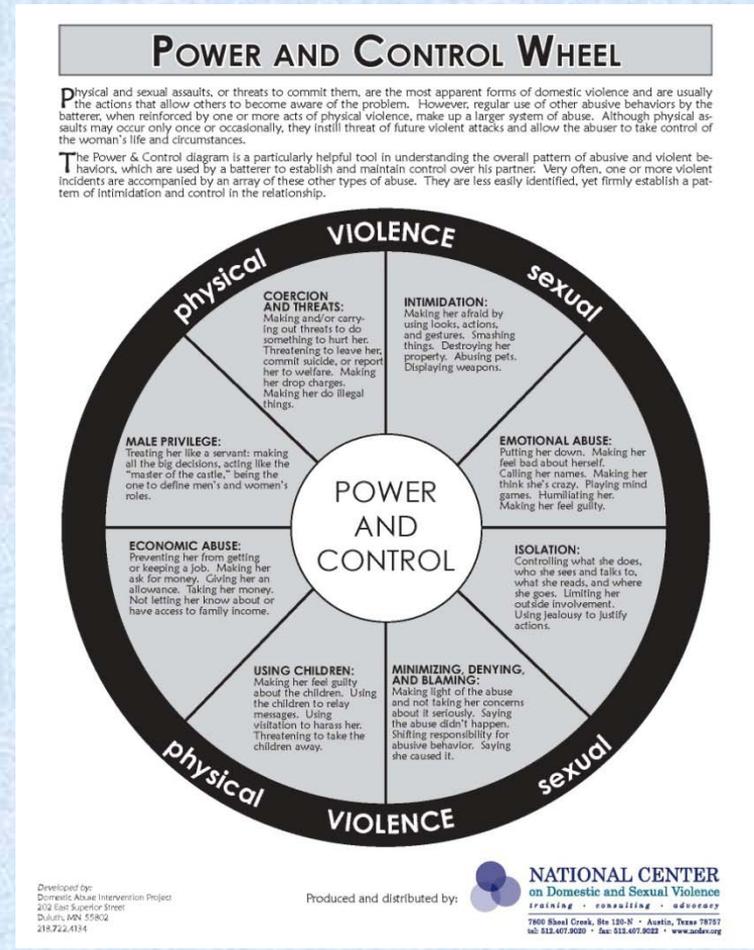
- Domestic Violence tends to occur in a cycle or spiral
- There can be outside factors that push the victim back to the abuser





Strategies to exert power and control

- Coercion and threats
- Minimizing, denying and blaming
- Emotional abuse
- Isolation
- Intimidation
- Social privilege





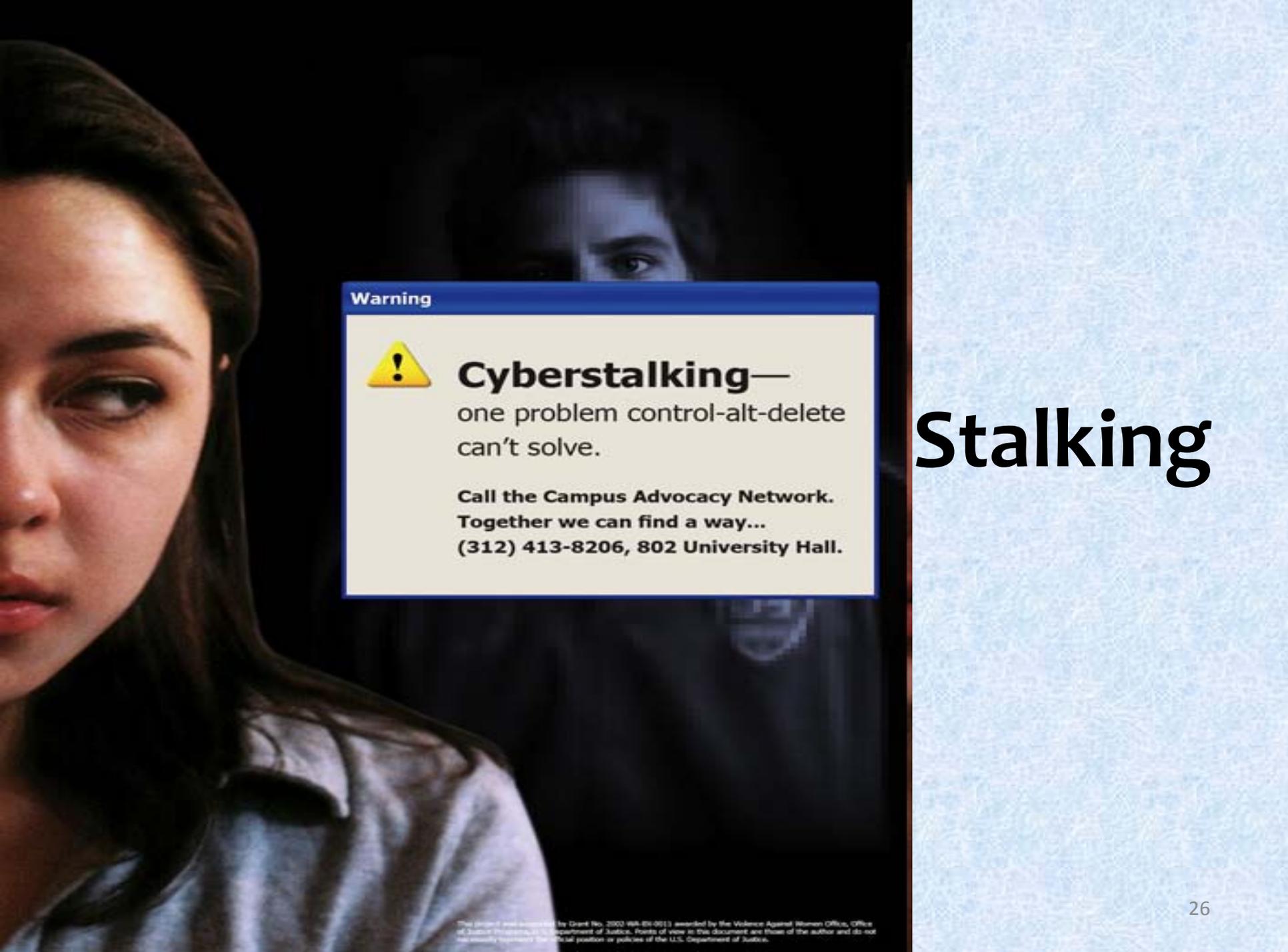
Violence Risk Assessment for Domestic Violence (DV) (*NIJ Journal/Issue no 250*)

- Violence is not always preceded by physical abuse
- Timing of last abuse incident
- Frequency of Violence
- Seeking help for severe abuse
- Attempts to strangle or choke
- Attempt to leave
- Attempts to seek help
- Presence of a child from a different father



Are routine medical screenings for DV occurring at your Health Centers or associated Hospitals?

- R = Routinely Screen Patients
- A = Ask Direct Questions
- D = Document Your Findings
- A = Assess for Safety
- R = Review Options and Referrals



Warning



Cyberstalking—

one problem control-alt-delete
can't solve.

**Call the Campus Advocacy Network.
Together we can find a way...
(312) 413-8206, 802 University Hall.**

Stalking



Illinois Stalking Law

- Knowingly without justification
- Two occasions
- Follows or surveillance
- Threat of immediate or future harm
- Places person in fear of immediate or future harm

OR

- Knowingly engages in a course of conduct
- Directed at a specific person
- Knows or should know impact
- Cause a reasonable person to fear for their safety or
- Suffer emotional distress



Stalking Statistics

- 1 in 12 women are stalked
- 1 in 45 men are stalked
- Most victims are young
- Patterns of stalking are gendered

(Tjaden & Thoennes, 1998 and Canadian Centre for Justice Statistics, 2000)



Stalker Characteristics

(Malloy, 2000)

1. Male
2. Smarter than the average criminal
3. Manipulative
4. Underemployed
5. Obsessive but not necessarily “insane”

Stalker Typology

(Mullen, Pathe, Purcell & Stuart, 1993)

1. Intimacy Seeking
2. Rejected
3. Resentful
4. Predatory



Stalking Violence Risk Assessment

(McFarlane, Campbell & Watson, 2002)

- Following or spying (55.6%)
- Making unwanted phone calls (48%)
- Standing or sitting in a car outside home, work or school (46.5%)
- Communicating with victim (38.4%)
- Destroying or vandalizing property (41.4%)
- Substance Abuse
- Breaking orders of protection (21%)



Bad Advice to give to stalking victims *(Bauhman, 2004)*

1. Just disconnect your phone or e-mail
2. Just tell them to stop

Why is this bad advice? *(Malloy, 2000)*

Number 1 thing a stalker wants is contact



Emergency Management Model Applied to Interpersonal Violence





PROCESS CONSIDERATIONS: SENIOR LEADERSHIP

- 1) Who is the Champion on your campus?
- 2) How did you get them on board?
- 3) Interpersonal violence included?

- PROVOST
- VICE CHANCELLOR FOR STUDENT AFFAIRS
- DIRECTOR OF OFFICE OF ACCESS AND EQUITY
- VICE CHANCELLOR FOR ADMINISTRATION



COLLABORATIONS

Student Affairs

- Dean of Students
- Campus Housing
- Student Centers
- International Services
- Counseling Center

Academic Affairs

- Women's Center

Public Affairs

Legal Council

University Police

Campus Religious Organizations

Student Groups

Office of Access and Equity

EXTERNAL PARTNERS

- Rape crises center
- DV education organizations
- State's Attorney's Office
- DV and SA
- Pro Bono legal organizations
- DV/SA community advocacy agencies targeting specific populations
- City Police Departments
- Batterers treatment program
- ER and family medicine



Prevention:

Decrease the likelihood that
an event will occur

**What are your ideas
for how to prevent
sexual assault,
domestic violence
and stalking?**



“Prevention of violence is enhanced by nurturing a healthy campus community”

- New student convocation
- Family and Alumni events
- Student recruitment for student organizations
- Cultural and diversity programming
- Religious workers association
- Athletic events
- Wellness initiatives and fairs



- **Violence Prevention Community Building**
 - Mandatory Student Orientation
 - Advising student groups such as Men Against Sexual Violence (MASV) and Student Outreach Services (SOS)
 - Assisting students in campus-wide anti-violence campaigns and programs
 - Peer educator class
 - Organizing programs for male allies
 - Conflict resolution and mediation programs for faculty and staff



- **New Directions in Campus Violence Prevention**

- Social Norms <http://www.socialnorms.org/index.php>
- Bystander Interventions
 - Berkowitz, A. (2009). Responsibility: Transforming Values into Action. Beck & Co: Chicago.
 - Green Dot Campaign created by Dr. Dorothy Edwards, University of Kentucky
<http://preventconnect.wordpress.com/tag/green-dot/>
- Developing Male Allies



Assessment is central to this process

1. Review existing campus and community data
 2. Assess facilities and grounds
 3. Assess culture and climate
- National, state and campus statistics—research, state coalitions, and National College Health Association Survey
 - Myth endorsement data at orientation
 - Social norms data
 - Safety walks on campus
 - Victim feedback



Campus Statistics: Sexual Assault

University of Illinois at Chicago (UIC), National College Health Association (NCHA)

Sexual touching against their will

- UIC Total: 6.2% Men: 5.1% Women: 6.2%
- NCHA Total: 7.1% Men: 3.7% Women: 8.5%

Attempted sexual penetration against their will

- UIC Total: 2.0% Men: 2.0% Women: 2.1%
- NCHA Total: 2.7% Men: .08% Women: 3.5%

Sexual penetration against their will

- UIC Total: 1.4% Men: 2.0% Women: 1.2%
- NCHA Total: 1.6% Men: .6% Women: 2.1%



Campus Statistics: Domestic Violence

- Emotionally abusive intimate relationship

UIC	Total: 12%	Male: 9.0%	Women: 14.2%
NCHA	Total: 10.3%	Male: 7.3%	Women: 11.5%

- A physically abusive intimate relationship

UIC	Total 3.2%	Male: 3.2%	Women: 3.4%
NCHA	Total: 2.4%	Male: 2.1%	Women: 2.4%

- A sexually abusive intimate relationship

UIC	Total: 2.0%	Male 3.2%	Women: 1.5%
NCHA	Total: 1.5%	Male: .06%	Women: 1.8%



Campus Statistics: Stalking

- **Stalking**

UIC Not available

NCHA Total: 7.0% Male: 4.5% Women: 8.1%



Mitigation

Eliminate or reduce loss of life or damage from a non preventable event

What are your ideas for mitigating the impact of an incident of interpersonal violence?

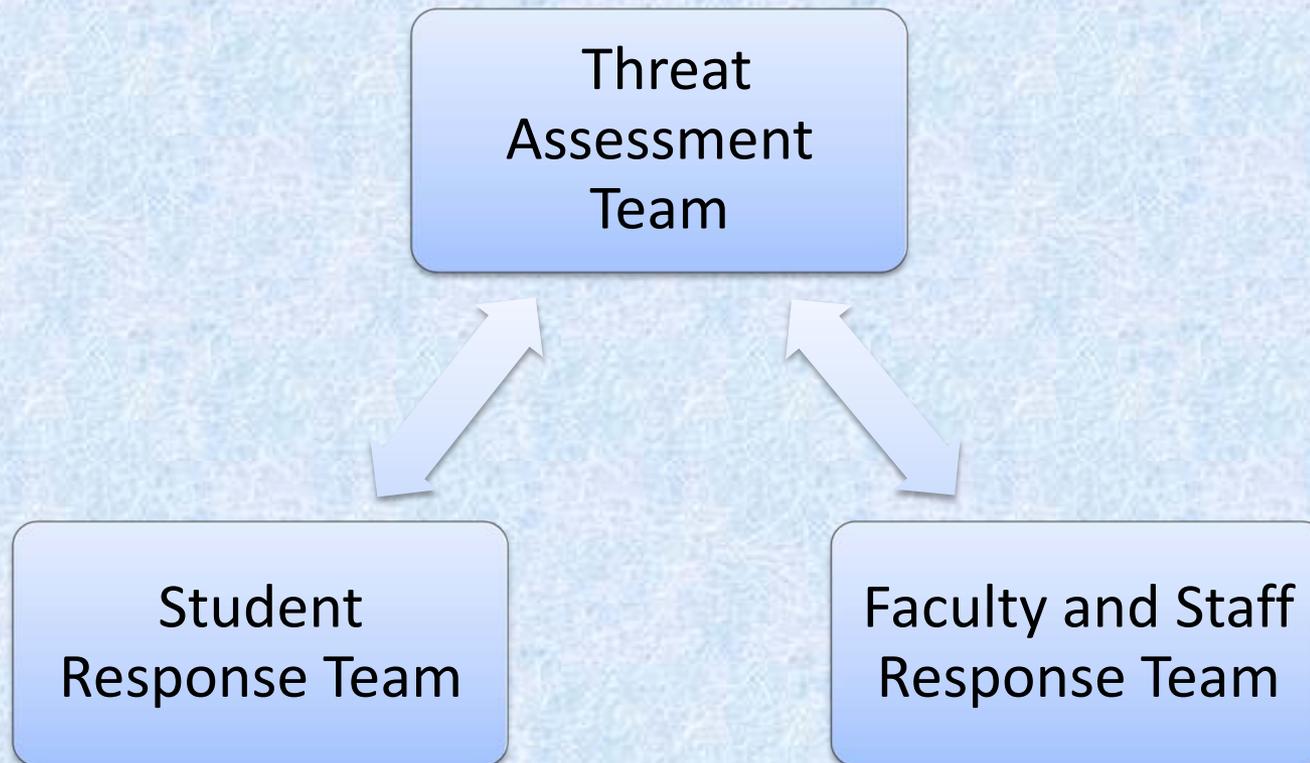


Systemic response

- Emergency Notifications Systems
- Crime Alerts and Updates
- Arrests
- Immediate suspensions



Violence Prevention Teams at UIC





Student Response Team

- **Chairperson – Dean of Students**
 - Campus Housing
 - Student Centers
 - International Services
 - Counseling Center
 - Women’s Center
 - Public Affairs
 - Legal Counsel
 - Academic Affairs
 - Police



Mitigation on an individual level

- First responder believing disclosure
- Conveying non-judgment
 - It's not your fault
- Providing options
- Advocacy



Advocacy Services

- Advise of administrative, criminal and civil options
- Assistance with orders of protection
- Safety planning
- Accompany victims
- Crises support
- Affidavits
- Referrals
- Assistance negotiating university systems



Preparedness

What policies, procedures and protocols do you have in place to respond to victims of interpersonal violence?



University Policies

- University policy prohibiting sexual assault
- Workplace violence
- Fitness for duty
- Student disciplinary policy against
 - Violating the Rights of Any Person
 - Violation of Local, State or Federal Law
 - Actions that Adversely Affect the University's Community Interest (If the accused student has targeted more than one victim)
 - Offenses Involving Substances, Products and Drugs



- **Related State Policies**

- SASETA (Sexual Assault Survivors Emergency Treatment Act)
- VESSA (Victim's Economic Security and Safety Act)
- Safe Housing Act

- **Federal Mandates**

- Clery Act
 - Campus Crime Statistics Reporting
 - Violence Prevention Plan
 - Emergency Management Plan
- Ferpa
- Title IX



Response

- How does your campus respond to victims of interpersonal violence?

What actions need to be taken in order to resolve an emergency?



University/Administrative Options

- Police
- Advocacy
- Dean of Students
- Student Judicial or disciplinary proceedings
 - If perpetrator is a student
 - Sanctions all the way through dismissal
- Departmental processes
- Reasonable academic accommodations required through Clery
- Administrative responses (e.g., letters)
- Student Response Team Response and Review



Need to evaluate if your options and processes are victim centered—Examples:

1. Clery requires that you provide findings and sanctions to both accused student and complainant
2. Allowing accommodations in disciplinary hearings (e.g., options to leave separately, options to conduct the hearing remotely)
3. Referrals from police



State Level Criminal and Civil Options

- Criminal
 - Criminal Statutes
 - Prosecution
 - Crime Victim Rights
 - Restitution (Crime Victims Compensation)
- Civil Options
 - Civil no-contact orders for stalking
 - Civil orders of protection for domestic violence
 - Civil law suits for sexual assault



Training First Responders

- Online Clery training for reporters
- Training Campus Police
- Training Student Disciplinary Board members
- Train Housing Resident Directors and Peer Mentors
- Train Orientation Leaders
- Train Peer Educators



Recovery

What is needed to return to previous level of functioning?

- How does your institution assist the victim in returning to functioning?
- Conduct a lessons learned exercise or debrief.



Financial Resources:

Office of Violence Against Women

Campus Grants Program to Reduce Sexual
Assault, Domestic and Dating Violence and
Stalking. <http://www.ovw.usdoj.gov/>



Questions??

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www.uic.edu/depts/owa/advocacy.html