

Grants to Reduce Sexual Assault, Domestic Violence, Dating Violence, and Stalking on Campus Program

The Grants to Reduce Sexual Assault, Domestic Violence, Dating Violence, and Stalking on Campus Program (Campus Program) is designed to encourage institutions of higher education to adopt a comprehensive coordinated community response (CCR) to sexual assault, domestic violence, dating violence, and stalking.

134 Grantees Reporting

Between July 1, 2015 and June 30, 2017, 134 unique grantees reported activities funded by the Campus Program.

893 Victims Served

On average, grantees served or partially served 893 victims during each 6-month reporting period.

248,767 Students Reached

Grantees reached a total of 248,767 incoming students through prevention education programming (36% of all incoming students).

Campuses address these crimes by developing campus- and community-based responses, which include:

- Campus victim services;
- Campus law enforcement;
- Health services;
- Mandatory education of incoming students; and
- Links to local criminal justice agencies and service providers.

An examination of ten public universities' sexual assault prevention and reporting policies found that universities' policies tend to focus on the threat of violence, as opposed to perpetrated sexual violence itself, often leaving sexual violence victims without critical resources that a more explicit sexual misconduct policy could provide (Streng & Kamimura, 2015).



NJ • Grantee Perspective

Prior to funding, our campus response to SA, DV, and stalking was comprised of a disconnected array of basic services. In addition, many underserved groups did not have access to victim-centered services. Prevention education was non-existent other than a few lectures included in random courses. Grant funding has enabled us to develop an infrastructure that promotes continuous improvement and increased coordination of communication for these issues through the establishment of a civilian complaint review board (CCRB). Bergen Community College has successfully created victim-centered systemic responses, appeals, and sanctions on campus. We have comprehensive training for student peer “Ambassadors.” Additionally, we now collaborate with campus and community partners to deliver education and training on the full range of SA, DV, and stalking issues for all incoming freshman and internal constituencies. We have created, implemented, and institutionalized an annual online mandatory training for our campus public safety and police on the dynamics of victim impact, preliminary investigation, interviewing the victims, and false reports. We maintain records of each DV, SA and stalking incident on our campus using a case management approach, while ensuring the privacy and confidentiality needs of the survivor. This has all been accomplished as a result of receiving funding.

BERGEN COMMUNITY COLLEGE, NEW JERSEY



MS • Grantee Perspective

The Campus Program revitalized the institution’s response to sexual assault, domestic violence, dating violence and stalking. Violence prevention is a standard part of all orientation and new student programming, and that need has been communicated even when staff have changed in departments. Students and parents at our orientation programming always reaffirm how surprised and pleased they are to hear both about prevention and our comprehensive resources.

UNIVERSITY OF MISSISSIPPI

The Campus Program enhances the safety of victims by supporting higher education institutions in the development of services and programs uniquely designed to address and prevent domestic/sexual violence on campuses. Purpose areas include:

- Provide personnel, training, technical assistance, and data collection, to increase apprehension, investigation, and adjudication;
- Develop and implement campus policies, protocols, and services that more effectively identify and respond to these crimes;
- Implement educational programming on prevention;
- Develop or strengthen victim services programs, including providing legal, medical, or psychological counseling;
- Provide assistance and information about victims’ options on and off campus to bring disciplinary or other legal action, including assistance to victims in immigration or trafficking matters;
- Expand data collection and communication systems;
- Provide capital improvements including improved lighting and communications facilities; and
- Support improved coordination among campus administrators, campus security personnel, and local law enforcement.

VAWA 2013 added the following new purpose areas to this program:

- Develop or adapt and provide developmentally, culturally appropriate, and linguistically accessible print or electronic materials to address both prevention and intervention; and
- Develop and promote population-specific strategies and projects for victims from underserved populations on campus.

In addition, VAWA 2013 clarified that victim services and legal assistance include services and assistance to **victims of domestic/sexual violence who are also victims of severe forms of trafficking in persons.**

These changes were implemented in FY 2014, meaning that grants made on or after October 1, 2014 could specifically address these purpose areas. If an activity falling under one of the added areas could not be captured in sections of the existing form that grantees use to report, they could describe their accomplishments in narrative sections of the form.

General Grant Information

Information for this report was submitted by **134** individual grantees for the July 1, 2015 to June 30, 2017 progress reporting period.

- **6** (4%) grantees reported that their grants specifically addressed tribal populations.
- Grantees most frequently addressed the following purpose areas:
 - Implement and operate education programs for prevention;
 - Develop and implement campus policies, protocols, and services; and
 - Support improved coordination.

Staff

Grant-funded staff provide training, coordination, prevention education, and victim services to ensure a CCR to domestic/sexual violence on college campuses. **Being able to hire staff is critical to the overall function and success of programs.**

- **126** (94%) grantees used funds for staffing needs.
- Grantees funded an average of **85** full-time equivalent (FTE) staff during each 6-month period.
- Grantees most often used these staffing funds to support program coordinators and trainers/educators.

Table 1 | Staff supported with Campus grant funds, July 2015–June 2017: **Selected groups**

Staff funded	6-month average	
Total FTE staff funded	85	
Program coordinators	40	47%
Trainers	19	22%
Victim advocates	10	12%
Administrators	7	8%
Support staff	4	5%

NOTE: Data presented for the most frequently reported categories only (≥5%).



WV • Grantee Perspective

The number of incoming students who participated in the Fall semester mandatory prevention programs on 9 campuses was less than half in 2013 and increased to nearly 80% in 2016. Prior to this project, most campuses were struggling to conduct one program a year. Now, every campus has a core program, with consistent messaging, which they have worked to build upon.

FAIRMONT STATE UNIVERSITY, WEST VIRGINIA



ME • Grantee Perspective

The Campus Program has allowed us to hire an individual who can dedicate her full attention to the creation of an education and prevention curriculum. This curriculum is the cornerstone of our efforts to reduce sexual assault, relationship violence, and stalking on our campus. The leverage of the Campus Program has brought new individuals to the table to discuss these important issues and has focused the campus in ways we have not been previously. This coordination of efforts has allowed us to expand services and develop new avenues for education and prevention. While Bates has been committed to these issues and has provided extensive institutional support, the grant has allowed us to move at a faster pace.

BATES COLLEGE, MAINE



NM • Grantee Perspective

Campus Program funds have allowed our department to employ a center advocate and education coordinator. Having the ability to hire this employee is monumental in providing services to our center sites. She is responsible for implementation of all prevention and awareness programming and provides direct services to identified victims/survivors of sexual assault, domestic violence, dating violence and stalking at all four center sites. She is able to provide culturally sensitive programming and services to our primarily non-traditional student population. She has developed center-specific literature which has been carefully tailored to each of our four center sites. Her ability to serve as a liaison has created a stronger sense of unity between the main campus and its sister sites.

NEW MEXICO HIGHLANDS UNIVERSITY



CO • Grantee Perspective

The funding has allowed many training opportunities over the past several years that have been invaluable to forming policy, practice and procedures in the provision of victim/survivor services. As a result of these trainings, we have influenced university policies and investigative procedures, and we have increased our trauma-informed investigative processes, resulting in more accurate and effective investigation and resolution outcomes, as well as more effective victim services provision.

UNIVERSITY OF COLORADO, COLORADO SPRINGS



GA • Grantee Perspective

It has allowed us to provide SANE training to emergency department nurses after a 15 year absence in SANE services at our local hospital. It has provided the opportunity to provide bystander intervention education to over 25% of our entire campus population.

GEORGIA COLLEGE & STATE UNIVERSITY



NC • Grantee Perspective

This grant allowed CARE to expand the My Stand Mentor bystander intervention training program significantly, giving us the ability to tailor the presentation to different student groups so that we were able to train fraternities, sororities, and two student groups from the university's Office of Institutional Diversity and Inclusion. It also enabled us to increase the overall number of students trained. We trained 52% more students than last year.

UNIVERSITY OF NORTH CAROLINA, WILMINGTON

Minimum Requirements

Each campus receiving funds must address four requirements:

1. Create a CCR to address domestic/sexual violence on campus. This multidisciplinary response involves the entire campus as well as the larger community including: student affairs, student health, athletics, residence life, campus police, campus judicial boards, local law enforcement, local victim services providers, prosecutors, and state domestic violence and sexual assault coalitions.
2. Provide mandatory prevention and education programs about domestic/sexual violence for all incoming students:
 - **525,472** incoming students received prevention education (76% of all incoming students).
 - **248,767** incoming students received prevention education supported with grant funds (36% of all incoming students).
3. Provide training for campus police and security:ⁱ
 - **2,619** campus police/security officers received training with grant funds.
4. Train judicial/disciplinary board members about domestic/sexual violence:ⁱ
 - **4,367** judicial/disciplinary board members received training with grant funds.

Training

In addition to the training of campus police and judicial/disciplinary board members to fulfill minimum requirements, grantees train professional members of the campus community, such as student affairs staff, faculty, campus law enforcement officers, health and mental health staff, and other community-based professionals. **This training improves the professional response to victims and increases offender accountability.**

- **96** (72%) grantees used funds for training.
- Grantees convened a total of **1,395** training events.
- Grantees trained a total of **36,054** people.ⁱ
- Most often these trainings reached student affairs staff (**31%**), educators (**26%**), and peer educators (**14%**).

ⁱ Attendees at training events are not necessarily unduplicated. Attendees may be reported in both the minimum requirements section and the training section.

Victim Services

Grantees provide an array of services to victims of domestic/sexual violence, including victim advocacy, crisis intervention, and legal advocacy. **These comprehensive support services address a wide variety of needs to help victims become and remain safe from violence.**

- **70** (52%) grantees used funds for victim services.
- Grantees provided services to an average of **893** victims during each 6-month period.
- Nearly **100%** of victims who sought services received them during each 6-month period.

During each 6-month period, on average, grantees provided:

- Victim advocacy services to **550** victims;
- Crisis intervention services to **438** victims;
- Academic/educational advocacy services to **219** victims;
- Support group/counseling services to **219** victims;
- Legal advocacy/court accompaniment services to **94** victims;
- Disciplinary board advocacy services to **88** victims; and
- Housing assistance services to **65** victims.

Hotline calls:

- Grantees received a total of **1,897** hotline calls; and
 - The majority of these calls (**71%**) came from victims.

Victims also requested protection orders with the assistance of grant-funded staff. Across the 2-year reporting period:

- **316** temporary protection orders were requested and **285** (90%) were granted; and
- **173** final protection orders were requested and **167** (97%) were granted.



DE • Grantee Perspective

Since the initiation of our 2011 VAWA grant, and now through our Continuation grant, the Campus Program has allowed us to nearly double the counseling and advocacy services available for victims of sexual assault, dating/ domestic violence & stalking (via the 25% counseling role of the Prevention Specialist position). Without the Campus Program, we would not have otherwise been able to offer this expanded capacity to meet our students' needs.

DELAWARE STATE UNIVERSITY



WV • Grantee Perspective

The steady transformation of the nine partnering campuses over the past 3 1/2 years is evidenced in their creation of a basic infrastructure for responding to victims of IPV. None of this work on this level would be possible without the financial support of the Campus Grant. The progress can be measured on many levels - from the creation of training and prevention programs to the formation of CCRTs - but the impact of the project is most important in the response of victims, as they are more comfortable and confident in reporting. Although the campuses report an increase of all forms of IPV, they note experiencing a particularly significant increase in the number of reports of stalking. This reporting increase can be traced both to the awareness and prevention efforts on the campuses as well as the efforts to create more victim-centered responses and policies. The campuses willingly share ideas and resources to identify best-practices. The establishment of a state law enforcement training team is an example of how they are working together to create a safer environment for students, regardless of where they are enrolled. As a consortium, campuses seem more willing to take on large tasks. A major undertaking during this report period has been drafting a campus climate survey for all 9 campuses to administer in 2018. Most of the campuses have not attempted to implement such a survey, yet they not only requested to do it - they requested that it be standardized to help identify trends in the state.

FAIRMONT STATE UNIVERSITY, WEST VIRGINIA



WV • Grantee Perspective

Campus Program funding has given me a seat at the table. It has given me credibility that has allowed me to move the needle on addressing issues of violence against women on campus. Our campus grant is the largest non-academic grant our campus has received. We still have work to do, but as I reflect over the last three years of progress, I am astounded by all we have been able to accomplish. Over 3,000 students have received education about consent, sexual assault, dating/domestic violence, stalking, and bystander intervention. We have served over 50 victims of violence, and most of those have remained in school due in part to the advocacy we have been able to provide. Our part-time administrative assistant's position has been institutionalized. We have plans to institutionalize our full-time program coordinator over the course of our continuation funding. We have a strong CCR that works well together. As we move into continuation funding, I am excited to see what we will be able to accomplish in the next three years.

FAIRMONT STATE UNIVERSITY, WEST VIRGINIA

Victims Seeking Services

Grantees serve victims of domestic/sexual violence. Between July 1, 2015 and June 30, 2017:

- The majority of victims served or partially served were victims of **sexual assault** (52%).

Figure 1 | Provision of victim services by Campus Program grantees, by type of presenting victimization

Victims served and partially served by type of victimization (6-month average)

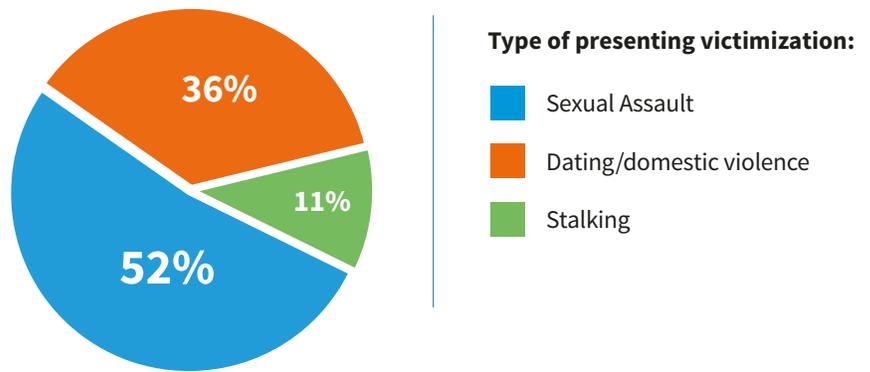


Table 2 | Victims seeking services with Campus grant funds, July 2015–June 2017

Victims seeking services	6-month average	
Total victims seeking services	893	
Victims served	887	99%
Victims partially served	5	1%
Victims not served	2	< 1%

NOTE: "Partially served" represents victims who received some but not all of the service(s) they requested, provided those services were funded under the Campus Program grant. "Not served" represents victims who sought services and did not receive the service(s) they were seeking, provided those services were funded under the Campus Program grant.

Victims' Relationship to Offender

Grantees serve victims of domestic/sexual violence. Between July 1, 2015 and June 30, 2017:

- The victims most frequently served or partially served were victimized by an **acquaintance** (36%).
- The remaining victims were most commonly victimized in the context of a **dating relationship** (25%) or by a **spouse or intimate partner** (25%).

Figure 2 | Type of victimization by relationship to offender: **Sexual assault** (6-month average)

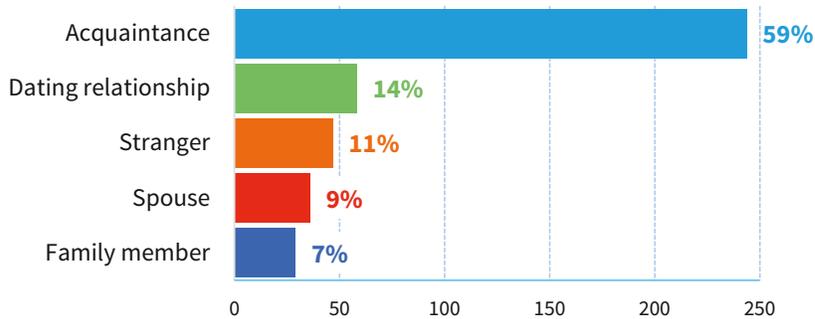


Figure 3 | Type of victimization by relationship to offender: **Dating/domestic violence** (6-month average)

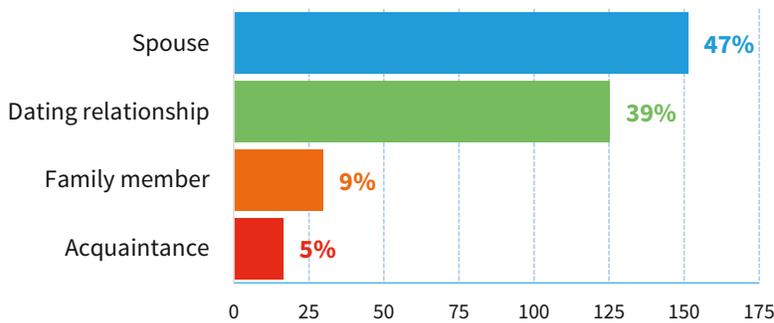
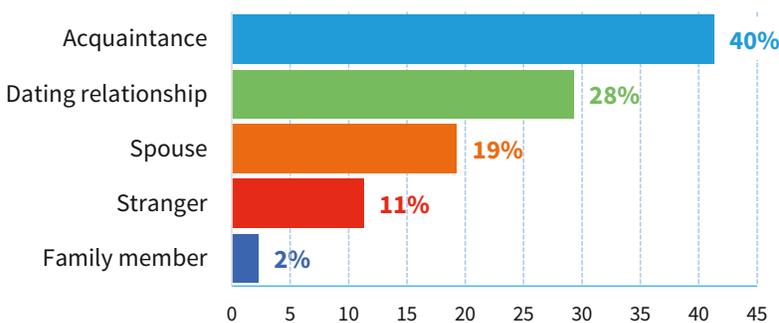


Figure 4 | Type of victimization by relationship to offender: **Stalking** (6-month average)



Reasons Victims Were Not Served or Were Partially Served

During each reporting period, grantees most frequently noted the following barriers as reasons why victims were not served or partially served:

- Victim did not meet statutory requirements;
- Services were not appropriate for victim;
- Conflict of interest; or
- Hours of operation.



KY • Grantee Perspective

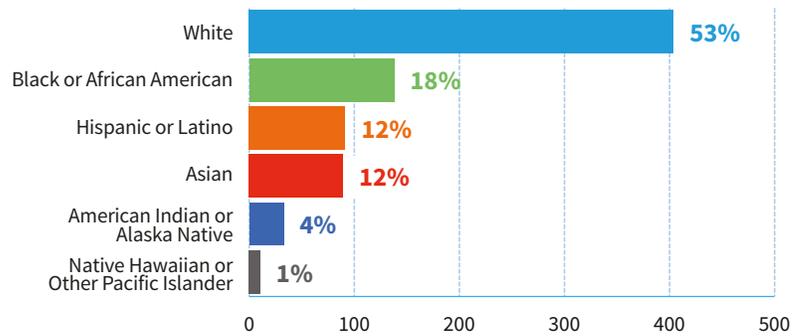
The Campus Program funding has allowed for Northern Kentucky University to create a centralized location to assist survivors that have experienced sexual assault, domestic/dating violence, and stalking. Prior to the creation of the Norse Violence Prevention Center, it was difficult for students to determine where resources were on campus. There was no designated advocate on campus to support victims and fulfill all their needs as a student at NKU. Now, with an office and advocate in place, we are better able to support and serve our students.

As the problem of domestic/sexual violence on campuses has gained national attention, the need for responses tailored to specific racial, sexual, and gender identities has become clearer. A large survey of undergraduate students from across the U.S. found that the predicted probability of sexual assault for black transgender students was 57.7%, compared to 2.8% for white cisgender students (Coulter et al., 2017).

Demographics of Victims Served and Partially Served

Grantees served or partially served an average of **893** victims during each 6-month reporting period. The majority of those victims were **white** (53%), **female** (92%), and between the ages of **18 and 24** (80%).

Figure 5 Demographics of victims served and partially served: **Race/ethnicity** (6-month average)



MI • Grantee Perspective

With the Campus Program grant, we have completely implemented the theatre for dialog program, ReACT, and have plans to fully integrate bystander intervention trainings into the programming of the Women’s Center. We are about to hire our first part-time Prevention & Education Coordinator position in order to expand and sustain our prevention efforts, especially with the continuing rise of students seeking victim advocacy on campus. The grant has allowed us to create multiple PSAs that we are continuing to use and expand upon, as we see new students get more out of ongoing opportunities for exposure to anti-violence work rather than one-time presentations. The grant has allowed us to gain the insight of best practice through TA providers around the country, and connected us with other campus grantees in order to learn what has or has not worked on their campuses.

GRAND VALLEY STATE UNIVERSITY, MICHIGAN

Figure 6 Demographics of victims served and partially served: **Gender** (6-month average)

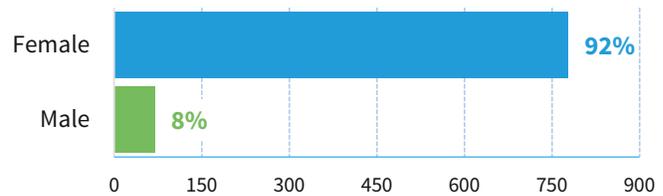


Figure 7 Demographics of victims served and partially served: **Age** (6-month average)

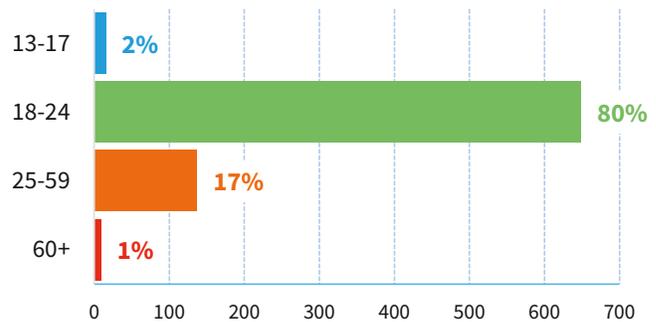
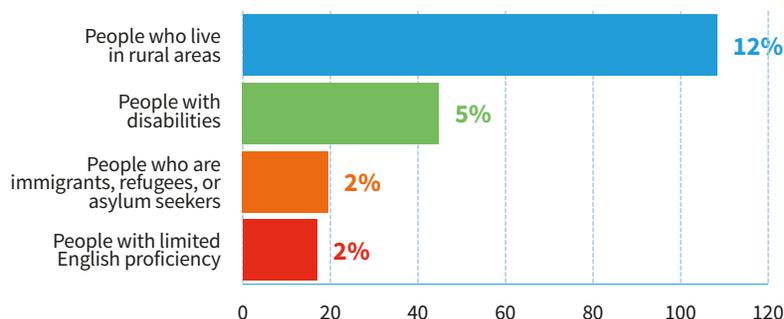


Figure 8 Demographics of victims served and partially served: **Other** (6-month average)

Campus and Community Measures

Grantees provide information, to the extent that information is available, on domestic/sexual violence offenses that occur on campus and on public property or other property related to the institution, that are reported to campus security or local law enforcement.ⁱⁱ Of those reported by grantees:

- **537** offenses resulted in criminal charges being filed in the local jurisdiction; and
- **1,285** offenses resulted in campus/disciplinary board actions.

Remaining Areas of Need

As complex organizations, colleges and universities pointed to **difficulties they faced institutionalizing campus-wide policies toward sexual assault, dating violence, and stalking**. Along these lines, grantees called for:

- Stronger CCRTs;
- Enhanced communication and collaboration between on-and off-campus service providers;
- Better training for staff and faculty on reporting procedures and referrals to on-campus resources;
- Consistent training of campus law enforcement and first responders;
- Increased communication between divisions within the university, including Title IX offices and campus law enforcement; and
- Formalized and written policies and procedures to ensure uniform responses to instances of sexual assault, dating violence, and stalking.



OK • Grantee Perspective

One of the most difficult things to overcome in general, with any topic, is this idea that “we trust that people will know what to do, and they will do the right thing.” We need to ensure, through process and procedure that each and every survivor whether or not they decide to come forward, knows what the process of reporting is, what their resources are, and that we as an institution support and believe them. In order for us to get there we need to ensure that our procedures are codified, so that when things inevitably get difficult we have a process to follow and we can identify places where we have weaknesses.

THE UNIVERSITY OF TULSA, OKLAHOMA



MA • Grantee Perspective

At Worcester Polytechnic Institute, while we received more formal reports this semester, we continue to have low reports of sexual violence, dating violence and stalking, indicating that students are not comfortable accessing campus judicial or local judicial services. Creating a culture in which more students report is a key goal moving forward.

CLARK UNIVERSITY CONSORTIUM, MASSACHUSETTS

ⁱⁱ This information is not limited to offenses responded to with Campus Program grant funding.



PA • Grantee Perspective

Improving services to victims would include increased media and communication about the resources available on campus and in the community. This might include posters strategically placed on campus ie. in male and female residence halls or areas where students congregate; creating a student peer organization focusing on education, advocacy and support; and partnering with male organizations to involve men in the conversation and bystander education.

LINCOLN UNIVERSITY, PENNSYLVANIA



ME • Grantee Perspective

We have also found that students remain uncertain about the reporting responsibilities of different faculty and staff and we are actively working to create messaging and educational campaigns to clarify them. We also found a need to rectify some misconceptions about the reporting process and about support services both on campus and in the community and will be developing messaging to respond to these myths. Some of this work needs to be done in conjunction with our community partners -- for example, addressing misconceptions regarding how local law enforcement responds to a report. We also want to expand the education about and awareness of services provided in our local community. While many of these services are included in our print materials and on our website, students do not seem to have a firm understanding of the range of resources available to them or how to access them.

BATES COLLEGE, MAINE



OH • Grantee Perspective

Our recent climate survey found LGBTQ students reporting a higher rate of victimization. However, those seeking support services are a much smaller number. We are working with our LGBTQ student center and student organizations to find ways to reach out to this population and ensure cultural competence of all those who may interact with a survivor in the area of university response.

KENT STATE UNIVERSITY, OHIO

Grantees frequently emphasized the need to **increase awareness of sexual assault, dating violence, and stalking among all student groups**.

Many pointed to the need to **expand mandatory education and prevention training to all students**, including students entering campus during winter and spring sessions, online students, graduate students, and off-campus students, including those studying abroad. Others suggested expanding outreach efforts beyond mandatory prevention education to reach more students.

In addition to expanding education on sexual assault, dating violence, domestic violence, and stalking, many grantees felt that **victims were not sufficiently aware of or willing to use the services and options available to them**. In order to increase victims' use of on-and off-campus services, grantees suggested:

- Training staff, faculty, and graduate students in trauma-informed response and increasing their awareness of the services available to students;
- Involving more students in bystander intervention training;
- Improving the protocol for first responders, including campus security and local police; and
- Better direct communication to students about available services.

Grantees emphasized the need to **reach out to underserved populations on campus**, including:

- International students;
- LGBTQ community members;
- Students with disabilities; and
- Students of color.

Overall, grantees cited a need to combat **misinformation about sexual assault, dating violence, domestic violence, and stalking as well as negative stereotypes of victims**, which they felt **discouraged victims from reporting crimes** to law enforcement and Title IX offices. Grantees suggested a number of interventions to improve reporting of crimes, including:

- Engaging male students in anti-violence initiatives;
- Better engagement with college athletic programs;
- The use of campus climate surveys and program evaluation;
- Increasing offender accountability; and
- Clarifying campus policies and protocols for investigation and disciplinary action.