

# 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.

## 176 Grantees Reporting

Between July 1, 2017 and June 30, 2019, 176 unique grantees reported activities funded by the Campus Program.

## 693 Victims Served

On average, grantees served or partially served 693 victims during each 6-month reporting period.

## 157,504 Students Reached

Grantees reached a total of 157,504 incoming students through Campus-funded prevention education programming (14% 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 sexual and domestic violence was comprised of a disconnected array of basic services such as Counseling and Public Safety. In addition, many underserved groups did not have easy accessibility 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 sexual and domestic violence issues through the establishment of a Coordinated Community Response Board (CCRB) that has since been successfully institutionalized. Our CCRB is comprised of the following members: V.P. of Student Affairs, Title IX Coordinator, Director of Public Safety (who is also the Clery Act Compliance Officer), Counseling, Judicial, Office of Specialized Services, P.R.I.D.E. Club, VIP, external agencies, and Student Ambassadors. 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 sexual and domestic violence issues for all incoming freshman and internal constituencies. We have created, implemented and institutionalized mandatory online training for all incoming students.

BERGEN COMMUNITY COLLEGE, NEW JERSEY



*In response to the high prevalence of sexual assault on college campuses, the Bureau of Justice Statistics developed and validated the Campus Climate Survey Validation Study (CCSVS). Colleges nationwide can use the validated survey instrument and toolkit to gauge sexual assault prevalence on their campuses, assess students’ perceptions of their school’s response to sexual assault, and identify solutions. Findings from the pilot study, conducted on nine college campuses with over 23,000 respondents, showed that incoming first-year students were at particular risk of being sexually assaulted early in the school year; highlighting the need for prevention education before college ever begins (Krebs et al., 2016).*

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;
- Support improved coordination among campus administrators, campus security personnel, and local law enforcement;
- 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.

## General Grant Information

Information for this report was submitted by **176** individual grantees for the July 1, 2017 to June 30, 2019 progress reporting period.

- **7** (4%) grantees reported that their grants specifically addressed tribal populations.
- Grantees most frequently addressed the following purpose areas:
  - Support improved coordination;
  - Implement and operate education programs for prevention; and
  - Develop and implement campus policies, protocols, and services.

## 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.**

- **168** (95%) grantees used funds for staffing needs.
- Grantees funded an average of **114** full-time equivalent (FTE) staff during each 6-month period.
- Grantees most often used these staffing funds to support program coordinators and trainers.

Staff funded	6-month average	
<b>Total FTE staff funded</b>	<b>114</b>	
Program coordinators	<b>73</b>	<b>64%</b>
Trainers	<b>14</b>	<b>12%</b>
Victim advocates	<b>10</b>	<b>9%</b>
Administrators	<b>8</b>	<b>7%</b>

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

While more research is needed on the effectiveness of dating violence prevention approaches, a recent study showed that bystander education programs, which take a broad community approach to preventing violence, are more effective than traditional awareness education programs in changing attitudes, beliefs, efficacy, intentions, and self-reported behaviors. (Peterson et al., 2018).



### ME • Grantee Perspective

The Campus Program has allowed us to hire a Program Coordinator who can dedicate her full attention to the creation of a true prevention curriculum. This curriculum is the cornerstone of our efforts to reduce sexual assault, relationship violence, and stalking on our campus. Our programming around these issues has expanded exponentially and at a pace far faster than we could have accomplished without this grant. 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 able to previously. Because of the overwhelming attention the grant has brought to these topics, we have also been able to secure institutional dollars for initiatives that support the work of the grant.

**BATES COLLEGE, MAINE**

### GU • Grantee Perspective

Funding allowed us to finalize and distribute our new domestic and dating violence brochure, which addresses campus and community resources such as University of Guam's Campus Security Safe Ride/Safe Walk Program, community-based victim services programs, as well as national websites to prevent domestic and dating violence.

**UNIVERSITY OF GUAM**

## 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:
  - **555,039** incoming students received prevention education (51% of all incoming students).
  - **157,504** incoming students received prevention education supported with grant funds (14% of all incoming students).
3. Provide training for campus police and security:<sup>i</sup>
  - **1,905** campus police/security officers received training with grant funds.
4. Train judicial/disciplinary board members about domestic/sexual violence:<sup>i</sup>
  - **4,753** judicial/disciplinary board members received training with grant funds.

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



*Emerging research suggests that sexual assault risk reduction and resistance programs are particularly effective in reducing rates of sexual violence, especially when combined with efforts directed toward perpetrators and broader social and structural change (Orchowski & Gidycz, 2018). College students who engage in violence prevention as bystanders report feeling greater responsibility for ending interpersonal violence and more confidence as bystanders; they perceive greater benefits of stepping in to help, and have a greater awareness or knowledge of sexual and partner abuse (Exner-Cortens & Cummings, 2017; Hoxmeier et al., 2017; Labhardt et al., 2017; Moynihan et al., 2015).*



#### DE • Grantee Perspective

At the Delaware State University (DSU), the Campus Program has provided stipends to pay student Sexual Assault Response Advocates (SARAs). SARAs are fulfilling the critical role of mandatory education for incoming students, as required by federal law. Furthermore, the Campus Program made it possible for DSU to support the development of student leadership by offering training opportunities and new responsibilities to SARA students.

SARA students currently hold key student leadership positions in other organizations on campus, such as President of the Men's Council, Recording Secretary for the sophomore class, and Resident Hall President.

DELAWARE STATE UNIVERSITY



#### CT • Grantee Perspective

The Campus Program has allowed the Connecticut State Colleges and Universities (CSCU) campuses to receive training and resources from national experts as well as a community of grantees who share information and ideas. The program has elevated the issue of gender based violence and brought increased awareness and education to students, faculty, staff, and state administrators for the CSCU system. The program has allowed the CSCU campuses to network with each other and create a mentorship relationship between the four universities and the twelve community colleges. Prior to Campus grant funds, no coordinated prevention education/training existed between the campuses.

ASNUNTUCK COMMUNITY COLLEGE, CONNECTICUT

## 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.**

- **129** (73%) grantees used funds for training.
- Grantees trained a total of **28,337** people.<sup>i</sup>

In the two years covered by this report, Campus Program grantees hosted:

1,487

TRAINING EVENTS

for staff across the **campus community**:



EDUCATORS



STUDENT AFFAIRS



PEER EDUCATORS

## 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.**

- **66** (38%) grantees used funds for victim services.
- Grantees provided services to an average of **693** 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 **401** victims;
- Crisis intervention services to **347** victims;
- Support group/counseling services to **214** victims;
- Academic/educational advocacy services to **196** victims;
- Legal advocacy/court accompaniment services to **72** victims; and
- Disciplinary board advocacy services to **71** victims.

**Hotline calls:**

- Grantees received a total of **1,516** hotline calls; and
  - The majority of these calls (**66%**) came from victims.

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

- **223** temporary protection orders were requested and **209** (94%) were granted; and
- **164** final protection orders were requested and **152** (93%) were granted.

**Victims Seeking Services**

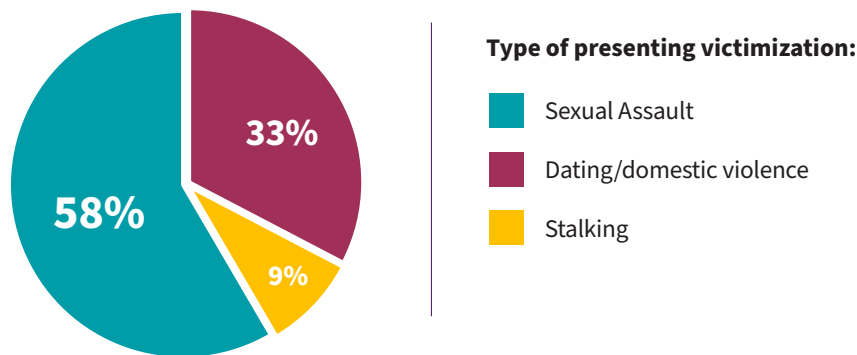
Grantees serve victims of domestic/sexual violence. Between July 1, 2017 and June 30, 2019:

- The majority of victims served or partially served were victims of **sexual assault** (58%).

*A recent review of campus responses to sexual violence showed that the number of colleges and universities who reported providing on-campus counseling for victims had increased by 16% since 2002; 55% of schools reported providing on-campus victim advocates; and just over two-thirds (76%) of schools identified off-campus resources for sexual assault victims so that they may seek services when campus resources are unavailable or not preferred (Richards, 2019). While these figures may demonstrate progress, research has shown that sexual assault prevalence as well as risk and protective factors vary greatly between institutions, indicating the need for more research and responses at the individual campus-level (Moylan & Javorka, 2020).*



**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)**



**MA • Grantee Perspective**



Campus Program funding has been crucial for Salem State University. One of the biggest achievements is implementing the 24/7 confidential advocacy hotline. This service has provided support, information, crisis intervention, and advocacy for many Salem State students. This is the only office on campus that is dedicated to survivors of sexual assault, dating and domestic violence, and stalking and this office was not available prior to the grant. Advocates are trained in providing trauma-informed, culturally sensitive services and they have helped students with medical accompaniment, assistance with protection orders and other court proceedings, information about the university conduct process and more. We also fund a part-time licensed clinician who provides therapy for survivors. This holistic response to survivors helps provide better outcomes and helps students feel supported through these difficult processes.

**SALEM STATE UNIVERSITY, MASSACHUSETTS**

**MS • Grantee Perspective**



Training for our law enforcement/campus safety officers has been very successful. Topics covered in these trainings include report writing, roles of officers, bystander prevention techniques, domestic violence legislative updates, human trafficking, and sexual assault interview techniques. This advanced training has allowed our law enforcement/campus safety officers to better serve our campus and have better knowledge of advanced tactics, and as a result, they have become more thorough in their investigations and report writing.

**MISSISSIPPI VALLEY STATE UNIVERSITY**

**Table 2** | Victims seeking services with Campus grant funds, July 2017–June 2019

Victims seeking services	6-month average	
<b>Total victims seeking services</b>	<b>693</b>	
Victims served	<b>685</b>	<b>98%</b>
Victims partially served	<b>8</b>	<b>1%</b>
Victims not served	<b>3</b>	<b>&lt; 1%</b>

**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.



A recent survey of college students found that approximately four in ten respondents had experienced some form of stalking victimization (Brady et al., 2017). However, victims often do not recognize stalking as a crime. Among college students who reported behavior that qualified as stalking, only one-quarter (24.7%) self-identified as stalking victims; their acknowledgment of the stalking was linked with more severe and injurious offenses by the offenders (McNamara & Marsil, 2012).



**OR • Grantee Perspective**

When Western Oregon University first received this grant, we did not have ongoing meetings to coordinate with important partners across the campus community, we lacked confidential advocates, training for law enforcement and Student Conduct was minimal, and prevention efforts were sporadic and siloed. Since receiving the grant, not only does a large group meet to discuss coordinated responses, but smaller groups have emerged to address aspects like comprehensive prevention and engaging men. Without the grant, not only would the Coordinated Community Response Team not exist, but the smaller groups would not be able to meet and discuss how to prevent sexual violence, domestic/dating violence, or stalking in a comprehensive way. The grant provides an excuse to meet and plan and a knowledge base that our campus would not be able to provide without it. Now, administrators are more willing to invest. For example, we now have a full-time professional confidential advocate, will be hiring a second, part-time bilingual advocate, and campus law enforcement and Conduct are investing more into training and in-services for staff.

**WESTERN OREGON UNIVERSITY**



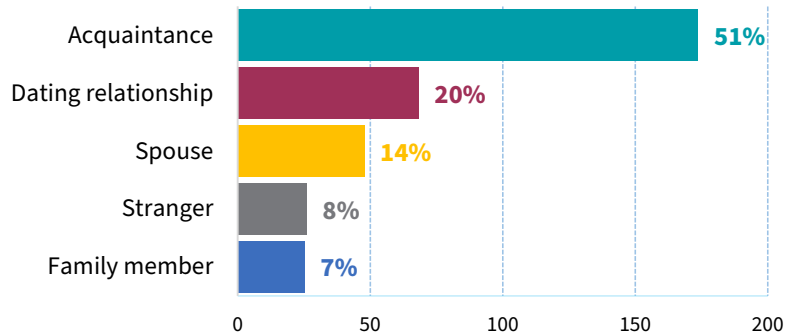
A 2017 study examining college students' disclosure decisions found that victims are significantly less likely to disclose experiences of unwanted sexual contact, unwanted intercourse, and intimate partner violence when the perpetrator is a current or former romantic partner. Violence within their relationships may be interpreted as a private matter, so victims may hesitate to tell others. Conversely, stalking victims are more likely to disclose their experiences when the perpetrator is a former partner, perhaps due to the perception that the behaviors of a former partner are more threatening than those of a stranger (Demers et al., 2018).

## Victims' Relationships to Offenders

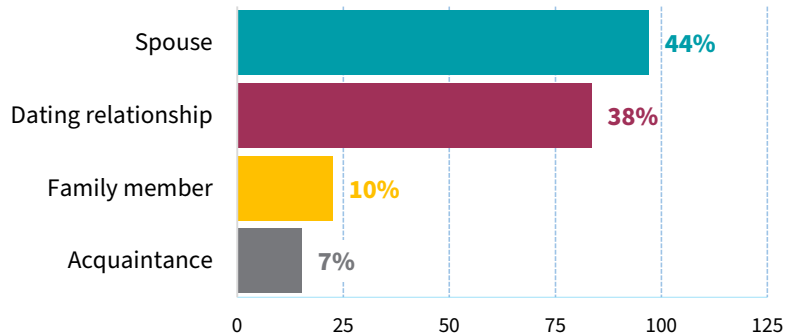
Grantees serve victims of domestic/sexual violence. Between July 1, 2017 and June 30, 2019:

- The victims most frequently served or partially served were victimized by an **acquaintance** (34%).
- The remaining victims were most commonly victimized in the context of a **dating relationship** (27%) or by a **spouse or intimate partner** (26%).

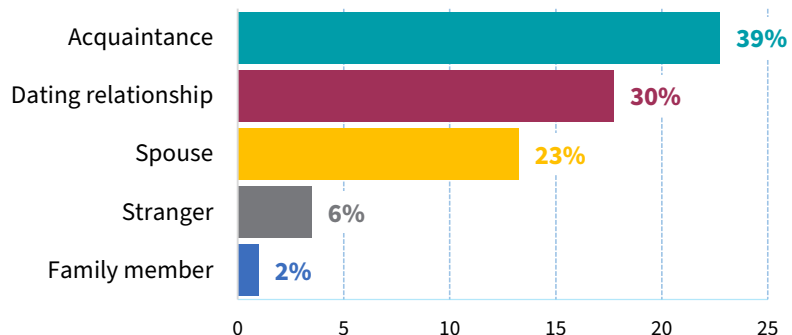
**Figure 2** Type of victimization by relationship to offender: **Sexual assault** (6-month average)



**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

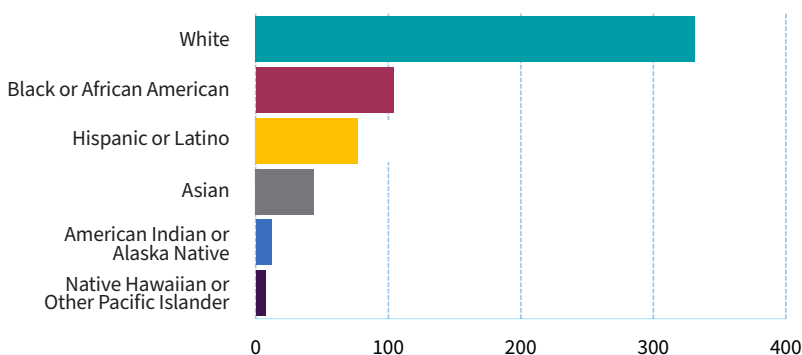
During each reporting period, grantees most frequently noted the following barriers as reasons why victims were not served or partially served:

- Program reached capacity;
- Hours of operation;
- Services were not appropriate for victim;
- Victim did not meet statutory requirements; and
- Services inappropriate or inadequate for victims with mental health issues.

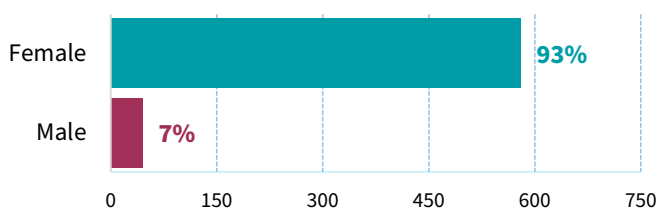
## Demographics of Victims Served and Partially Served

Grantees served or partially served an average of **693** victims during each 6-month reporting period. The majority of those victims were **white** (58%), **female** (93%), and between the ages of **18 and 24** (80%).

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



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



### NC • Grantee Perspective



This grant award has provided Mars Hill University with a fresh look at a problem that had largely been ignored until this grant was awarded. Because of the funds from this grant, we have been able to bring awareness to the safety and security needs of our students in the specific areas of dating/domestic violence, sexual assault, and stalking. This is something that, prior to this grant, our campus was not raising awareness about and, outside of the security office, we had no actual knowledge that a problem existed. Because of these grant funds, we have been able to improve security measures around our campus in regard to lighting, communication, and training that have vastly improved how our security personnel respond to the needs of our students. The Bystander Training program has also changed how our students and faculty/staff view their responsibility to help meet the needs of another or, at the very least, no longer turn a blind eye to what is going on around them but rather, step in and take an active stand against domestic/dating violence, sexual assault, and stalking on campus.

MARS HILL UNIVERSITY, NORTH CAROLINA

*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).*



### IL • Grantee Perspective



The grant strengthened our ability to get the Athletics Department involved in violence prevention. In the Spring semester, the Athletics Department was involved in the creation of the It's On Us campaign that was organized by the Project Coordinator. They assisted in filming and editing a video to engage student athletes in the campaign. The video is now posted on the University violence prevention web page and can be used for educational programs with incoming and current students, parents, faculty, and staff. We have also posted our It's On Us posters across campus and are asking students to sign a pledge and wear It's On Us bracelets to share messages on campus.

BENEDICTINE UNIVERSITY, ILLINOIS



*LGBTQ students are at increased risk of experiencing sexual violence; however, a recent survey of nearly 2,000 undergraduate students found that higher levels of campus inclusivity of LGBTQ people are correlated with lower levels of sexual assault (Coulter & Rankin, 2020).*



#### TX • Grantee Perspective

These funds have allowed us to speak openly about gender-based violence (GBV). We have been working to train campus administrators about GBV at our quarterly Coordinated Community Response Team meetings. We have been able to bring to our campus a bystander intervention program that will be here long after the grant funds run out. We were also able to bring a speaker to campus from the law enforcement technical assistance (TA) provider list who spoke about GBV in the LGBT community and how we can better serve our students and community. The student conduct TA providers took a look at our student handbook looking for cultural competence and ensured us we were being sensitive and using inclusive language. This grant has been very helpful; there is a lot of access to information that just was not present before.

TEXAS LUTHERAN UNIVERSITY

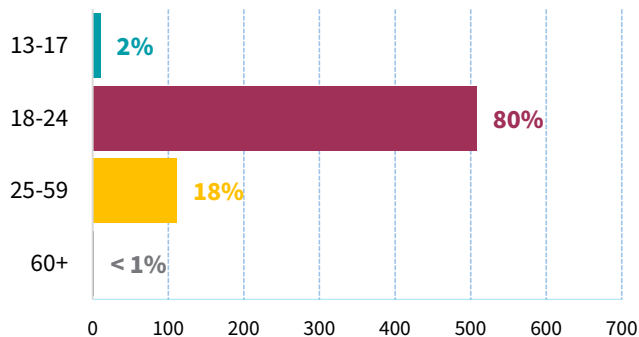


#### CA • Grantee Perspective

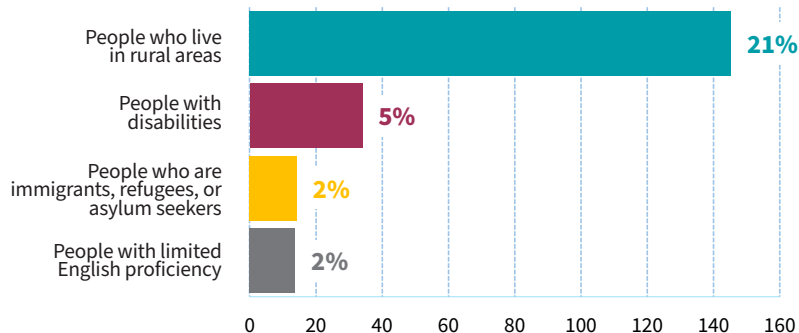
Funding enabled the creation of a 14-member Coordinated Community Response Team that meets monthly, plans together, and received extensive training together. This has fostered closer working relationships amongst team members and wider collaborations for educational programming and response services. Funding has enabled the expansion of part-time counseling services into full-time, year-round services. As a result, the EmPOWER Center was able to serve more student survivors throughout the year and was able to offer support staff and faculty during winter and summer breaks. Funding for a grant Project Coordinator effectively doubled prevention staff at the EmPOWER Center, expanding capacity for prevention education programming, including on specialized topics such as healthy relationships and healthy sexuality skill-building as protective factors against sexual assault, dating/domestic violence, and stalking risk and impact.

SCRIPPS COLLEGE, CALIFORNIA

**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.<sup>ii</sup> Of those reported by grantees:

- **547** offenses resulted in criminal charges being filed in the local jurisdiction; and
- **1,195** offenses resulted in campus/disciplinary board actions.

<sup>ii</sup> This information is not limited to offenses responded to with Campus Program grant funding.



## 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:

- Increased collaboration and coordination between CCRT partners;
- 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.

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;
- Training staff, faculty, and graduate students on how to handle disclosures from students;
- Involving more students in bystander intervention training;
- Improving the protocol for first responders, including campus security and local police;
- Better direct communication and targeted outreach to students about available services; and
- Having a victim advocate on campus to provide immediate assistance to prevent gaps in referrals or services.

### MS • Grantee Perspective



A significant area of remaining need is to enhance the publicity of available resources. We feel it would be beneficial for our campus' reporting process to be publicized through means like press releases, brochures, posters, radio and video feeds, and web-based messages. We feel that in order to serve victims, it is imperative to get the information out there. The information will provide our campus community with valuable resources and assist them with learning our universal process. We have found a coordinated approach to be very effective. If the key partners are in place, it truly enhances the community response.

JACKSON STATE UNIVERSITY, MISSISSIPPI

### PA • Grantee Perspective



The most significant areas of remaining need in the college's OWW Campus grant continue to be engaging and serving marginalized communities to ensure victim services, prevention education, and response measures all reflect cultural competency and best practices from the field. While the college has taken steps to centralize the needs and experiences of marginalized community members, we still have a long way to go in terms of aligning CCRT campus and community partners' efforts to prioritize victims from the most marginalized communities on our campus (specifically victims who identify as LGBTQIA+, students of color, international students, immigrant students, and DACA students). While the number of students who may identify (openly) with some of these marginalized populations may be a small percentage of the College's reported demographics, we know that individuals with marginalized identities (especially those with intersecting, multiple, marginalized identities) are statistically at greater risk of experiencing victimization in their lifetime. We also know that historically, marginalized populations such as those named here are less likely to report crimes (including sexual assault, domestic violence, dating violence, and stalking) to authorities due to institutionalized oppression and mistrust of public systems that may exist in that community.

GETTYSBURG COLLEGE, PENNSYLVANIA



### NJ • Grantee Perspective

One area of need is policy revision; terms such as “consent” and “sexual assault” could be defined more clearly and the reporting process outlined more clearly. Another area of need is written protocols and procedures. While the university has a solid policy in place, there are gaps with regard to the steps both confidential employees and employees with a duty to report should follow after a disclosure from a survivor. In one document, a procedure lists informing the Assistant Dean of Residence Life and Conduct about a disclosure, but does not provide a rationale as to why, or what that person will, in turn, do with the information.

To make reporting as survivor-centered as possible, only the most essential campus partners should receive such information. Revisiting and closing gaps in these protocols and procedures will improve the reporting procedures at Caldwell.

**CALDWELL UNIVERSITY, NEW JERSEY**

Grantees emphasized the need to **reach out to underserved populations on campus** to provide culturally and linguistically appropriate services, including:

- LGBTQ community members;
- International students;
- 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;
- The use of campus climate surveys and program evaluation;
- Increasing offender accountability; and
- Clarifying campus policies and protocols for investigation.