CASE ANALYSIS OF SEXUAL VIOLENCE PROGRAMS
ON COLLEGE CAMPUSES

by

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In memory of Michelle Hudson for teaching us the true meaning of loyalty, that life is too short to live for the expectations of others, and that being true to ourselves and accepting others is a "beautimous" freeing experience. We think of you always.

In memory of Robert Gibson Sharp who always rooted for the underdog…especially when it was his granddaughter.

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ABSTRACT

President Obama created a White House Task Force in January 2014 that revealed

many colleges were not complying with several federal mandates regarding safety of

students/employees when reporting sexual assaults on campus. This doctoral comparative

case study analysis looked at the statistics of sexual violence on college campuses, the

mandates given to colleges to immediately comply with, and the best practices many

colleges are striving to find. Three cases were examined, contrasted, compared, and

analyzed, along with literature that's emerging daily to find best practices for a

community college in Delaware. The study was able to find best practices regarding local

programs, prevention and awareness that includes bystander intervention, reporting and

investigating methods, confidentiality, climate surveys, and the allocation of resources to

better protect students and employees from violence on college campuses. The study

looked at the theoretical framework of the three waves of feminism, social learning

theory, and differential association theory of deviance, to look at the culture of rape and

how this could be used to change the campus climate to a less hostile environment for

men, gay, lesbian, women, transgender and non-conforming, races, ethnicities, those with

disabilities, and those with any other differences collectively. This study also used

transformational and educational leadership practices to develop collaborative models

toward future research and community college, university, state-level, and national-level

campus and community collaboration.

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CHAPTER ONE

INTRODUCTION

1.1 Description of the Problem

In January 2016, Florida State University (FSU) was ordered to pay a prior student, Erica Kinsman, $950,000 after she filed a civil suit for "mishandling" the investigation of her report of her alleged sexual assault by the then-FSU quarterback Jameis Winston in 2012; while Kinsman insisted she was raped, Winston stated that the sex was consensual (Chandler, 2016). One of the objectives of Title IX enacted in 1972 was to protect students in college from sexual discrimination (Title IX of the Education Amendments of 1972, 1972/2000). Twenty-two years later, the then-Senator Joe Biden introduced the Violence Against Women Act (VAWA) to improve the capability of victims of violence to report crimes, to be protected from the perpetrators, and to rebuild lives (*FactSheet: The VAWA*, 2015). Despite the presence of these protections in place, statistics still showed women were more at risk of being stalked or to be victims of sexual violence on college campuses (Fleck-Henderson, 2012). These statistics and a Dear Colleague Letter (Ali, 2011) called for colleges nationwide to better revise procedures involving Title IX and sexual violence; this would include stalking, sexual misconduct, intimate partner violence, and other forms of sexual assault. Incidents that fueled the Dear Colleague Letter, such as the high-profile case of Penn State staff accused

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of sexually abusing young boys and the University accused of not responding to those

charges, focused national attention on the need for legislative and college compliance.

More laws were enacted as a result of this letter, including an amendment to the Jeanne

Clery Act called the Campus Sexual Violence Elimination (SAVE) Act (Violence

Against Women Reauthorization Act of 2013, 2013; Clery Act Info website, n.d.). The

SAVE Act was an amendment to the Clery Act to mandate colleges to implement a better

way to protect students who were victims on campus, to create policy for students to not

only report sexual violence, but to also be able to receive treatment and feel safe doing

both of these things (Jackson, 2015). Although colleges were supposed to implement

these procedures by October 2014, surveys revealed that this was not always the case; a

response was soon needed.

President Obama created a White House Task Force in January 2014 as a

response to two national surveys that revealed one in five females, one in twenty males,

and one in four transgender students would experience some sort of sexual violence after

they enrolled in college (Morse, Sponsler, & Fulton, 2015). As a result, an executive

summary was released in July 2014 stating that many institutions of higher education

were not complying with laws such as SAVE and VAWA, as well as best practices, when

it came to handling sexual violence among students (S. Rep. No. 2014, 2014). The report

disclosed the following information: a) many students were not reporting the assault to

law enforcement; b) institutions were not encouraging students to report sexual violence;

c) there was no sexual assault training provided on campus; d) few investigations of

sexual assaults took place when reported; e) survivors of abuse did not have enough

adequate services to help them; f) protocols were not in place to deal with these reports

when they were filed; g) institutions were not actually following best practices regarding

a final determination whether or not an assault had occurred; and h) some institutions had

not named a Title IX officer required to oversee all of these mandates (McCaskill, 2014).

Because of these findings, colleges and universities which receive public funding are

expected to be in compliance with all of these mandates or they will risk the loss of this

funding (Violence Against Women Reauthorization Act of 2013).

Women ages 18-24 who enroll in college are three times more likely than women

not in college to suffer from sexual violence; male students are 78% more likely than

their non-student counterparts to be the victim of rape or sexual assault (Rape, Abuse and

Incest National Network, 2016). Victims of sexual assault are prone to experience a vast

amount of secondary problems such as Post Traumatic Stress Disorder (PTSD),

depression, high cholesterol, stroke, heart attack, rape-related pregnancy, Sexually

Transmitted Diseases (STDs), alcohol and drug abuse, and suicidal ideations, attempts

and completions (Ali, 2011). Although measures have been put into place, they may not

be effectively protecting America's students.

1.2 Rationale of the Problem

National surveys revealed some campuses were not complying with the SAVE

and VAWA acts; these surveys revealed the following: a) colleges were not conducting

climate surveys to see the scope of their sexual violence issues on campus; b) higher

education institutions were not encouraging students to report crimes of sexual

misconduct; c) college staff, faculty, and students were not being adequately trained on

the issues such as intimate partner violence, sexual assault, and more; d) many sexual

assault reports were not being investigated; e) public safety responders were not trained

in how to respond to sexual violence reports; f) most institutions were not following best

practices; and g) many colleges had not appointed a Title IX officer as mandated

(McCaskill, 2014). Colleges are being asked to rectify these findings to develop policies

and programs to meet all requirements if they were not compliant (Violence Against

Women Reauthorization Act of 2013, 2013).

1.3 Significance of the Problem and Purpose of this Analysis

As a community college that receives Title IV federal funding, Delaware

Technical Community College (Delaware Tech) had already been proactive with

complying with Title IX mandates; however, the College is concerned with best practices

and with being proactive with what may be future recommendations. This college's

values statement is, "Delaware Technical Community College values the One College

philosophy, our collective commitment by all employees to create a consistent student

experience throughout the entire College, across all locations - an experience that

reflects our proud legacy of providing Delawareans with access, opportunity,

excellence, and hope to achieve their dreams through education. We believe that

student success is paramount; that open, honest and respectful communication is

essential; and that a strong sense of team spirit is the key to "getting it right" for the

communities we serve." (Delaware Tech, n.d.). Because of this, Delaware Tech is

working to develop a best-practices model response to the SAVE/VAWA and the White

House Task Force recommendations. The case analyses in this project will be for the purposes of developing a best-practices model for this community college.

1.4 Definition of Key Terms

Bystander intervention is when a person acts to prevent or interrupt acts of sexual misconduct or the potential for such acts (DTCC SAVE Act information for students, 2015).

Consent means a clear decision expressed with actions and words to engage in a sexual activity (DTCC SAVE Act information for students, 2015).

Dating violence means violence committed by another person who has been in a relationship or had a romantic or intimate experience with someone where power and control has been created through the use of fear and intimidation (DTCC SAVE Act information for students, 2015).

Domestic violence is where abuse has been committed by a current or former spouse or cohabitant of a person, or by any family member of a person. This includes two people who share a child whether or not they have ever lived together (DTCC SAVE Act information for students, 2015).

Intimate partner violence. Either dating violence or domestic violence may apply.

Sexual assault is a sexual act, including rape, attempted rape, sodomy, incest, statutory rape, intentional or unintentional unwelcome touching, disrobing, or exposure committed against another person, without that person's consent, through the use of force, intimidation, or coercion (DTCC SAVE Act information for students, 2015).

Sexual harassment means any unwelcome sexual advance, request for sexual favors, or other verbal, written, or physical sexual conduct, where submission to the act is made a term or condition of employment or an individual's education or is the basis for decisions affecting a person's employment or academic success or failure (DTCC SAVE Act information for students, 2015).

Sexual misconduct means any unwelcome conduct of a sexual nature committed against an individual without consent, regardless of whether the victim is known to the perpetrator and regardless of gender. This includes sexual assault, domestic violence, dating violence, sexual harassment, and stalking (DTCC SAVE Act information for students, 2015).

Stalking means engaging in a course of conduct directed at a specific person that would cause a reasonable person to fear for his/her safety or the safety of others, or suffer substantial emotional distress (DTCC SAVE Act information for students, 2015).

1.5 Discussion Points

This comparative analysis looked at the problem of sexual violence on college campuses, the Clery Act, VAWA Act, the SAVE Act, and the White House Task Force recommendations, and examined three approaches to respond to compliance to these requirements to provide a safer campus environment for college students in the nation. The approaches examined in this case analysis include sexual assault reporting procedures, developing a sexual violence prevention and awareness program, and measuring a bystander intervention program. These approaches also looked at theories of feminism, the cycle of violence, and social learning as ways to approach a look at rape

culture, the feminist theories surrounding the culture of rape, social learning theory, and an attempt to address culture change. This case analysis was an attempt to later identify best practices for real-world use in a local community college.

CHAPTER TWO

LITERATURE REVIEW

Women in college are at a high risk of being stalked and becoming victims of sexual violence, so recent legislation is stressing that colleges and universities take responsibility for the victimization of their students on campus; these responsibilities include not only encouraging the reporting of these crimes, but also being trained to receive, investigate, and refer these students to appropriate community resources. These procedures and policies will address all genders, but statistics on women violence are higher, so females will generally be the focus of policy (Fleck-Henderson, 2012). A study conducted between 1995 and 2013 revealed the following statistics regarding female college students (ages 18-24):

- Only 20 percent of the victims of rape and sexual assault reported the crime to police;

- Most rape and sexual assault victims were victimized by people they knew;

- The offender had a weapon about 10 percent of the time;

- Twenty percent who did not report the crime were afraid of reprisal;

- Only 16 percent got help from victims' services (Sinozich & Langton, 2014).

Although the VAWA/SAVE Acts are geared toward women, it's important to

know women are not the only victims. "Rape is not a form of violence unique to women,

but is instead a form of violence overwhelmingly, but not exclusively, committed against

women" (Wooten & Mitchell, 2016, p. 39). Women are often considered weaker, and,

because of this, they are often blamed for the situation because they have traditionally

been considered property and under the control of their husbands (Harding, 2015).

Friedman and Valenti (2008) explained that the English and older American laws, the

wife was legally responsible for providing sex to her husband when asked; a husband

could not be charged for raping his wife in the past. It's this culture of rape, and idea of

women not having autonomy over their own bodies, that has created a culture of rape in

our society (Wooten & Mitchell, 2016). Changing this idea of rape culture leads to a

theoretical framework that includes theories of feminism and social learning.

2.1 Theoretical Framework

In February 2016, six former female students of the University of Tennessee filed

a civil suit against the college for creating a culture at the school that allowed them to be

sexually assaulted by male student athletes at their school; the women have alleged that

the school did not protect them from a hostile environment when they reported the sexual

assaults, and even favored the male athletes in the investigations (Wadhwani & Rau,

2016). Whether or not this particular situation is proven true, a hostile environment

allowed by a college or university has been the claim of several alleged victims who have

shared their stories of rape and sexual assault (Raphael, 2013). Soon after these suits

were filed, The University of Tennessee filed a motion to dismiss a reference to a

20-year-old report of player misconduct of then football quarterback Peyton Manning stating that the College had a history of mishandling complaints of sexual assault (Bonesteel, 2016). The University is stating that the charge against Manning from an athletic trainer was dismissed back then and not relevant to the case. The attorney of the University of Tennessee athletes cited parts of Manning's autobiography, released in 2000, that recounted situations involving the athletic trainer who filed suit against him in the 90s, and stated he did not see the harm in his actions (Guzman, 2016). The complainants believe Manning's situation is relevant to their claim of a hostile environment that has been the culture of the University of Tennessee for years.

Fletcher (2010) explained rape culture as a series of community situations where rape is considered an horrific crime, but victims are blamed for how much they had to drink or what they were wearing, where rape jokes are funny, where men and women are not paid equally, where people don't intervene when they see someone in danger, where men don't necessarily recognize that what they are doing is rape, and women don't necessarily realize that what just happened to them was rape. Educating men and women to transform these ideas into a new culture of respect is what is suggested for the future.

Wooten and Mitchell (2016) suggest that rape has been a product of three waves of feminism including suffragettes, the sexual revolution, and a multicultural imbalance where women, those of color, and anyone of a minority or weaker state, have culturally presented themselves as victims; therefore, it's the culture which has chosen to victimize women. Some feminists believe rape has traditionally thought to have been committed by deranged men "hiding in the bushes, but it is really a gendered violence against women

often committed by husbands, partners, soldiers, strangers, and male family members, with the purpose of controlling women through fear and domination" (Wooten & Mitchell, 2016, p. 33). Old English and American laws once allowed men to beat their wives with a stick as long as it was no thicker than their thumb; this "rule of thumb" was just one dominating factor of marriage and husband-over-wife culture dictating rules such as men being allowed to decide all family matters and women required to be available for sex with their husbands when it was demanded (Friedman & Valenti, 2008, p. 14). Women were married off to men for security and stability and would service and obey the men; this would set the precedent that men would be the aggressor and women would be the victim (Freedman, 2002). Some feminists also argue that women would, in turn, play the part of being the submissive which would also put them into the role of the victim; if males see it is as acceptable to beat and rape their wives, then beating and raping a woman would not necessarily be wrong in a dating relationship (Harding, 2015).

This dates back further with that of African-American women who not only could be bought, sold, and raped as property while slavery was legal in the United States, but also had to endure the treatment and mindset of being property long after being freed from the legal obligations of slavery (Whisnant, 2013). The sexual urges of the plantation owners and overseers used African-American women in the same context as the farming wives mentioned before, without the marital obligation, to produce more children to work the fields. African-American slaves were not just forced into sex with their owners, but also bred with other slaves against their will, similar to how owners of horses or canines would breed good stock with each other to produce a better product.

With the sexual revolution and the second wave of feminism, Freedman (2002)

presented the idea that women not only opened the door to sexual choice and freedom,

but they also opened the pathway to the dangers of incapacitated rape and angering men

by women trying to assert control. Friedman and Valenti (2008) also asserted that more

women entering the workforce and asserting their need for equal pay and the right to

choose what happens to their own bodies, created more men who still believed that men

should be the decision makers. Women, again, were continued to be seen by many as the

weaker sex and were supposed to know their place in the world; it was also mentioned

that the ideas of these feminist theories depend on factors other than gender, such as race,

socioeconomic status, social class, education, and geography (Freedman, 2002). The

second wave was again complicated for the African-American woman. No such rape law

existed to protect a black woman who was traditionally stereotyped as promiscuous and

always wanting sex (Whisnant, 2013). This lack of legal protection not only made it hard

for African-American women to seek legal recourse, but it certainly gave them no

grounds for retribution. The sexual revolution in itself started battles for all women that

have made strides, but are still being fought today. Even famous women seem to have

issues being protected from their alleged abusers; Kesha filed an injunction in September

2015 asking to be let out of her music contract with Sony due to allegedly being sexually

abused by her music producer, Dr. Luke (Kilpatrick, 2015). Kesha had reportedly

requested to work with Sony, but without Dr. Luke, but Sony refused. The pop singer

was not able to record with another company or was forced to work with the man she had

accused of assaulting her. Although there have been some reports that Sony is ending its

working relationship with Dr. Luke, there has been no verification of this, and Kesha appears to be still unable to record music or tour, unless she works with her alleged abuser (Kilpatrick, 2016).

The third wave of feminism is where the focus of multiculturalism came into play; inclusion and equal rights of the so-called less valued would attempt to band together for equal rights and acceptance: women, transgendered, disabled, minorities (Wooten & Mitchell, 2016). "The goal is to help stop rape, and how cultures and systems that support rape in the United States rob us of our right to sexual power" (Friedman & Valenti, 2008, p. 7).

Elkholy (2016) stated many women feel that they are different in their own group than the women of the other groups of women; however, feminism in its third wave is here to combine not only women, but races, ethnicities, those with disabilities, and those with other differences to work together to accept each other, and work together for the good of the cause. If all humans can work together to live together in our society and tolerate each other with respect, and still retain individual characteristics, then the goals of men, women, gender, race, class, LGBTQ+, ethnicity, etc. can be met.

Social learning theory suggests that people learn aggression by modeling and observation, so this would tie in with the theories of feminism that would suggest acquaintance rapists may not know completely that what they are doing is culturally wrong because they have been conditioned that the man is in charge of the relationship (Feldman, 2015). Differential-association theory of deviance also may explain when fraternities or athletic teams bond together in incidents of gang rape or multiple incidents

of rape on the team, because differential association theory is when people learn deviance

from those they associate with; if everyone else is doing something, it becomes

acceptable in your circle of friends (Henslin, 2014). There are prevention programs and

climate surveys suggested by the government mandates to address sexual violence on

college campuses; they are suggestive of using social learning and modeling to retrain

and re-educate the campus community on inclusiveness and a less violent community

overall (Ali, 2011). Raphael (2015) agrees that a change in how men and women view

rape and sex will not only lower the way men see consent, but also the way women see

how to say no when they actually mean no.

Changing the way men and women view rape and the rights of women is an

ongoing issue. In 2012, Republican Todd Akin, House of Representatives in Missouri,

made headlines when he suggested in a taped interview that women who were victims of

"legitimate rape" had biological defenses that kept their bodies from becoming pregnant;

this was Akin's way of defending his stance on anti-abortion support during an interview

when he was running for the Senate (Williams, 2012, p. 1). Akin went on to lose the

Senate race to Claire McCaskill who eventually led Obama's 2014 Subcommittee

regarding sexual violence on college campuses. McCaskill stated she had led hundreds

of investigations of rape during her time as a Missouri State prosecutor.

2.2 Educational Leadership

Transformational leadership looks not at a directive approach such as traditional

management has done in the past, but at a collaborative approach with the follower being

brought to a higher level and being made part of the process. Leadership practices would

be to look at an inspiring shared vision that involves the students and ways of reaching

them, looking at a way to collaborate and empower the students, and determine a way to

look at the safety and needs of those students and figure out a way to achieve that shared

vision to bring the safety and needs of the students to fruition (Bass, 2008). Northouse

(2013) stated transformational leadership includes looking at the needs of the followers

and helping them reach their goals. This method of including the students will assist

Delaware Tech to work with students to determine a best-practices model by using a

collaborative approach to make sure inclusiveness of all students happens. Firestone and

Riehl (2005) defined leadership as achieving an institution's goals by involving the

intentions of a shared vision of its members. This is why this case analysis focused on a

transformational leadership approach. Four suggestions for best research practices for

educational leadership derive from getting the normative knowledge from the field,

getting reflective insight from practitioners, implementing action research, and

conducting scientific research; each method can look to the other for insight (Firestone &

Riehl, 2005).

2.3 Local Focus

Approximately 12 percent of Delaware women and 2 percent of Delaware men

reported they had sex with someone where they had "said or showed they did not want

(to have) sex" (Delaware Health and Social Services [DHSS], 2005). In 2010, 14% of

Delaware women reported being raped in their lifetime and 35% of women reported

being a victim of sexual violence other than rape in their lifetime; over 18% of Delaware

men reported being a victim of rape sometime in their lifetime (Black et al., 2011). Since

underreporting is an issue to be addressed by college campuses by the White House Task

Force (2014), the problem facing Delaware, and its schools, was unknown at the start of

this case study analysis. In February 2016, the University of Delaware released the

results of a climate survey conducted in Spring 2015 that revealed 30.6 percent of

females and 9.5 percent of males who took the study had experienced one or more

incidents of stalking, sexual assault, rape, or sexual harassment; 21 percent of those

women reported sexual harassment as the most common problem and four percent of

them reported they had been raped, while the men reported 4.5 percent had been stalked

and less than one percent had been raped ("UD Climate Survey", 2016). There was a low

14 percent response rate in this survey; therefore, it is not the most reliable reflection of

the student population. University of Delaware is a residential, four-year university that

houses many out-of-state students, while Delaware Tech is a community college that is

mostly in-state students, so the climate surveys will offer unique responses.

Delaware Tech is the only community college system in the state and is

comprised of multiple campus locations statewide. Delaware Tech is not necessarily

looking at a problem with compliance with new laws, but intending to focus on best

practices as the focus of this case analysis study; this will assist in addressing a problem

with underreporting should one exist. In 2014, the following crimes were reported:

Table 1.1 Crimes reported

Campus	Forcible Sex Offenses	Robbery	Motor Vehicle Theft	Weapon Arrest	Domestic Violence	Burglary	Drug Arrest

Campus George	1	2	1	1	0	0	0
Campus Owens	0	0	0	0	0	2	2
Campus Stanton	0	0	0	0	0	0	0
Campus Terry	0	0	0	0	1	0	0

Delaware Tech "believes every person has the basic human right to live free from violence and is committed to maintaining an environment founded on civility and respect" (Delaware Tech SAVE Act information for students, 2015, p.1). Delaware Tech has a Title IX coordinator and a SAVE/VAWA committee comprised of college wide individuals determined to identify and continue to implement best practices to continue to maintain that environment of civility and respect.

The Clery Act (H.R. 1092, 2008) that requires colleges to annually report crimes was amended in 2013 to include the SAVE Act (Campus Sexual Violence Elimination Act, 2013) to best inform and address sexual violence on campus including sexual assault, stalking, and dating and domestic violence. The White House Task Force to Protect Students from Sexual Assault (2014) reported several recommendations and the next steps to address problems of sexual violence on college campuses.

2.3.1 Identifying the Problem

Identifying the scope of the problem on any campus is an important step to addressing any problem regarding sexual assault and violence on campus (White House Task Force, 2014).   Because two percent of incapacitated rapes involving drugged or drunk victims are not reported, and 13 percent of forcible campus rapes are not reported, there is no way of knowing what the scope of a campus' problem is without the development and implementation of a climate survey (The CORE Blueprint, 2014). Raphael (2013) reports a variety of reasons why victims do not report sexual violence crimes, such as rape including, but not limited to, fear of retaliation, fear of being blamed, fear of getting in trouble themselves, fear of being shamed, being in overall shock, self-blame, self-shame, or simply not wanting to relive the experience.

The "perfect victim icon" has been identified as one reason that students do not report; this would be the successful, social, sober student who was attacked by a stranger, stated no emphatically, fought back, was visibly bloody and bruised, went to the emergency room immediately after being attacked, didn't bathe, brush teeth or hair, change clothes, or use the bathroom (Germain, 2016, p. 25). This perfect victim icon would be upset, but rational, and be able to give the police a logical statement they could use to sketch their victim. Unfortunately, many women do not report because this perfect victim icon is not what victims generally do. Germain states that until society shifts to a more realistic idea of what victims really do after they are raped, which is go home, shower, and sleep, they will not report; victims and others are blaming the attacked for doing this instead of what the perfect victim icon does, so many never report.

Society, as a whole, is not often the most receptive or believing of the victims'
stories; there are many rape myths in our world today, and the only way to identify those
on a particular campus is to survey that campus' students. Colleges and universities
surveyed in 2014 were shown to fail in several areas of law and best practices with how
to handle sexual violence situations regarding students; it was suggested that most
colleges and universities do not know the extent of the sexual harassment and assault
issue of their campuses (McCaskill, 2014). Because of this, the government has
suggested that institutions not only learn the extent of their campus problems, but also do
their best to change the climate of their campus to that of a more positive environment
toward women and gender acceptance (Parry, 2015). Encouraging students to report the
crimes related to sexual violence is another area where colleges were found to be lacking;
this includes encouraging bystanders to intervene in such crimes (McMahon et al., 2014).
Forty percent of colleges had no reports of sexual assault cases in the last five years,
which might explain that 90 percent of the sexual assault cases went unreported,
suggesting institutions were not encouraging the reporting of the cases (McCaskill,
2014). Several reasons students don't report their assault are a) they don't consider it an
assault; b) they don't think they have a right to report it; c) they blame themselves; d)
they see other victims being blamed; e) they see the event as a misunderstanding; f) they
are afraid the perpetrator will hurt them more; g) they don't want their parents to find out;
h) they don't want to get in trouble for drinking or doing drugs; or i) they don't want to
relive the experience (U.S. Department of Justice [U.S. DOJ], 2012). This is another
reason why changing the college climate will assist the campus in several areas.

2.3.2 Encourage Reporting and Effectively Respond to Reports

The White House Task Force (2014) also recommended a better response to reports as a way to encourage a better and more accurate reporting system for each campus that included clear sexual misconduct policy, trauma-informed training for school officials, appropriate school disciplinary systems that give protections to both the victim and the accused, and a confidential option for reporting for the victim. VAWA (2013) also requires staff be trained appropriately to not only deal with victims of trauma, but to also file the report; VAWA (2013) also recognizes some of the hardest cases to investigate are the nonconsensual cases of sexual intercourse where alcohol and drugs are involved, but they are still to be investigated. It is not only the school's responsibility to protect the victim from a hostile environment after they've experienced the trauma, but to also make sure they have accommodations to adjust their academic setting or educational situation after the trauma; the victim should not have to encounter the perpetrator on campus again (Wooten & Mitchell, 2016).

Others areas of weakness revealed on college campuses were the lack of adequate training for faculty, staff, and students, as well as the lack of coordinated training of those to whom sexually violent crimes would be reported, and those that would investigate the reports; this led to the need for more trainings for staff, faculty, and students on campus (McCaskill, 2014). It also means there is a need for training for those individuals responsible for responding to and investigating the sexual violence reports on campus, as well as a need to appoint a Title IX investigator at each campus to ensure the school is complying with all recommendations (Parry, 2015). Initial recommendations include

identifying the scope of the college's problem, preventing sexual assaults at the college, helping schools respond using best practices to sexual assaults at the college, and improving the enforcements on the college (White House Task Force, 2014). These issues can be seen on more than a national level.

A documentary released last year brought national attention to colleges which seemingly did not react appropriately when students reported their sexual assaults to administration. Two students from the University of North Carolina at Chapel Hill, Annie Clark and Andrea Pino, were so upset by the way they were treated, they took it upon themselves to figure out not only what a Title IX complaint was, but also how to file one. They then took to the internet where they identified other students who reported similar problems with their cases being investigated or with being blamed for their own sexual assaults, and assisted those students with filing Title IX complaints against their institutions. As a result of Clark's and Pino's efforts, a list of 55 Title IX complaints was released in January 2014 which not only showed an increase in Title IX complaints, but it was also the first time the Office of Civil Rights had made this list of colleges public (Dick & Ziering, 2015). As of February 24, 2016, The Office of Civil Rights reported there were 208 open Title IX investigations which involved 167 colleges nationwide; this includes 41 states, the District of Columbia, and Puerto Rico (S. Stover, personal communication, March 1, 2016). The list hit close to home with investigations open at the University of Delaware and Wesley College, which made this case study analysis necessary.

Title IX of the Education Amendments of 1972 (1972/2000) requires universities and colleges to take immediate action, prompt action to end the situation, take steps to protect the victim, have a procedure where both parties can give their statements, consider both parties' stories at face value unless proven otherwise, and both parties must be notified how the investigation turns out. The SAVE Act (2013) takes the investigation a little further by requiring the college to make sure the victim does not face a hostile environment, to help the victim get a no-contact order, to have clear policies and sanctions on sexual violence and reporting, and to make sure appropriate referrals are in place to give victims. While a combination of a civil and criminal investigation could be going on, a civil investigation could be going on without a criminal investigation, at the request of the victim (Wooten & Mitchell, 2016).

Allowing the victim the ability to report to a confidential source should be priority, even if it means the case might not be initially investigated (White House Task Force, 2014). Allowing the student/employee to have that choice often allows them to seek out resources and discuss their options rather than remain silent. If a student fears more shame, blame, or embarrassment might follow the first assault due to a lack of confidentiality, he/she may not bother to report (Karjane, Fisher, & Cullen, 2002). Confidential reporters are often identified as licensed mental health workers, clergy, or other advocates the college identifies with training in connecting victims with appropriate resources, and providing survivors with appropriate support and guidance. In addition to confidential reporting, there are also opt-out reporting options, anonymous reporting options, responsible employee reporting options, and Campus Security Authority (CSA)

options for reporting (Jackson, 2015). CSAs are officials such as public safety officers or

other official members who would investigate a report of sexual assault. Opt-out

reporting options are methods some colleges allow where a student/employee would

report the crime, but only the facts of the crime would be reported without any

identifying information of the student would be reported. Anonymous reporting options

would be a way for anyone to report a situation anonymously, such as an online or

hotline 24-hour system. Responsible reporters would be any and all other college

employees not identified as confidential or opt-out reporters. The college's policy would

have to clearly state to students and employees as to which employees were what type of

reporter.

According to Wooten and Mitchell (2016), a Coordinated Community Response

Team (CCRT) and a Sexual Assault Response Team (SART) should be formed on each

campus to respond to the sexually violent reports; these teams would allow for the

coordination of a civil and criminal investigation of a sexual assault situation. Having

these teams which include members of local police agencies and victim assistance

centers, can assist with helping survivors not be re-victimized when having to repeat their

experiences several times for multiple interviewers, especially when they are seeking

college assistance and simultaneously filing criminal charges.

2.3.3 Implement Prevention Programs

Another mandate from the Task Force (White House Task Force, 2014) was for

colleges to provide students with initial and ongoing information about sexual violence

which would start from day one and continue throughout their college experience. These

programs would include, but not be limited to, bystander intervention training, programs

to include the engagement of men, programs to include peer-to-peer involvement,

programs so survivors would share their stories, programs where alcohol/drug use would

be linked to sexual violence, and programs where students and employees were educated

on rape myths (Wooten & Mitchell, 2016). The SAVE Act (2013) was an essential move

because it moved education mandates past just students to students and employees;

colleges are now required to make sure the college climate change encompasses all staff,

faculty, and students.

2.3.4 Bystander Training

Wooten and Mitchell (2016) promote bystander intervention as a promising

prevention strategy because teaching students how to prevent risky behavior, or friends

how to stop the sexual violence during the attempt, just makes sense; intervention

training involves primary which is before the assault, secondary which is during the

assault, and tertiary which is after the assault. Because victims are more likely to

disclose to a friend or fellow student, the tertiary bystander training is important to

college campuses. Wooten and Mitchell report it's important for students to know the

best way to respond, the resources to connect friends to, and the right people to go to for

help. Teaching students they're okay to become involved and to step in to help others is

also important to educate students with; there is often a misperception by students that

students are not in danger until the assault is over (McMahon et al., 2014). Part of the

bystander training was to educate students of the risk of alcohol and drug use that leads to

incapacitation that could lead to risk of sexual assault.

Wooten and Mitchell (2016) stated the party culture that leads to drinking alcohol and using drugs also leads to many incapacitated rapes on college campuses. Being drugged while out drinking is also a risk when out with friends or on a date (Friedman & Valenti, 2008). It's important to look at the unique demographics of each campus, since students in one study involving HBCUs were found to be less likely to be at risk of being drugged by someone else, but more likely to become a victim of incapacitated rape due to excessive drinking or drug use or being a member of a sorority (Krebs, Lindquist, & Barrick, 2011). White and Hingson (2014) reported blackouts and inability to consent due to excessive alcohol use among college students led to sexual assaults on multiple college campuses; alcohol prevention and education programs were suggested as a priority for college campuses.

2.4 Summary

Sexual violence on college campuses is an ongoing problem at a national level. Even campuses complying with federal legislation are experiencing issues of non-reporting, and possibly unknown sexual harassment and other gender inequalities, if they are not implementing best-practices on their campuses. The purpose of this comparative analysis was to compare and contrast three efforts to comply with legislation to determine best-case practices for a local community college to provide its students with the best college experience possible.

Vice President Joe Biden, also a Delaware resident, commented, "Twenty years after the Violence against Women Act was enacted, I remain hopeful as ever that the decency of American people will keep us moving forward." (Moyer, 2014, p. 20). It is

only appropriate for this comparative case analysis to seek the best practices to educate

on sexual violence prevention and education to take place where VAWA first started, the

State of Delaware.

CHAPTER THREE

METHODOLOGY

This comparative case study analysis started with a description of three

approaches of studies done to address compliance with Title IX, VAWA, SAVE act, and

White House Task Force suggestions for possible best practices to better protect

American students on college campuses. While the SAVE act was too new to identify

case studies to overtly state they were attempting to comply with mandates or best

practices, the studies were chosen by taking the White House recommendations released

in 2014 and doing searches for case studies done before the mandates were put into place.

This case study analysis is in search of best practices for Title IX, VAWA, and SAVE act

creation and implementation of sexual violence awareness and prevention programs at

Delaware Tech.

3.1 Case Study One: Sexual Assault Reporting Procedures

Krivoshey, Adkins, Hayes, Nemeth, and Klein (2013) conducted an assessment

of Ohio Colleges' online websites and reporting procedures for sexual assaults in 2011.

Krivoshey et al. obtained the list of Ohio college websites from the Department of

Education to look at what services were available to students online; students were not

directly involved in the study so Institutional Review Board exemption was given. Two

reviewers were used to review each website on sexual assault definitions, available

reporting procedures, on-campus alternatives to police, 24/7 reporting options, third-party reporting options, confidential reporting options, and anonymous reporting options. A third reviewer was used to settle any disagreements between the first two reviewers. The study was conducted to address underreporting of campus sexual violence. Students do not report because of reasons including privacy, embarrassment, poor memory, wanting to forget, not wanting to relive the experience, shame, drug or alcohol use, no evidence, fear of retaliation, fear no one will believe them, fear of hostile treatment, or fear no one will be convicted (Wooten & Mitchell, 2016). Colleges are being asked to develop a clear policy on sexual violence, clear instructions on reporting, and trained personnel to respond to the report; the student should also be free from retaliation and a hostile environment (White House Task Force, 2014).

Strengths of the Krivoshey et al. (2013) study were that all 105 Ohio campuses had a reporting procedure and 91% of campuses had on-campus law enforcement or public safety; weaknesses of the study included some campuses were not reporting occurrences of sexual violence off-campus which was satisfactory with Clery requirements, but not with newer SAVE Act mandates. Seventy percent of those students who did report being raped, reported to families and friends, rather than law enforcement or campus officials; this led to opportunities such as victims who report were more likely to get help from confidential or anonymous reporting systems. Krivoshey et al stated "in order to lessen barriers to reporting at colleges, confidential and anonymous reporting options must exist" (p. 142). Confidential reporting options have been mentioned by others as creating opportunities for colleges to provide initial responders the ability to

help victims to not blame themselves, access help and resources as soon as possible, and to empower the victim to choose when they are ready to file the report to police (Wooten & Mitchell, 2016). Krivoshey et al. (2013) revealed students were unlikely to report if they could not do so confidentially; they were unlikely to report to police and they had several fears of reporting including fear of retaliation, fear of being blamed by their friends, fear they would get in trouble for drinking or doing drugs, fear their parents would find out, or fear people would find out things about their past.

While confidential reporting options were definitely lacking, this study revealed confidential options can ease fear of retaliation and the campus can maintain accurate scope of sexual assault (Krivoshey et al., 2013). Sexual assault definitions did vary across the several colleges which is something also mentioned as a weakness of many colleges (Wooten and Mitchell, 2016).

Limitations of this study included the college survey was conducted across one region, so it cannot represent a nationwide sample. Also, given the "rape culture" discussed earlier, Krivoeshey et al. (2013) determined that some of the victims of sexual assault may not have considered themselves actual victims of rape when answering the questions of the survey. Other limitations of this study included not being able to count a reporting method if it did not specifically state sexual assault in the policy, and not having uniform definitions for the terms of sexual violence.

As the SAVE Act requires, colleges need to not only encourage reporting of sexual violence of their students, but also have trained staff to appropriately respond,

protect, and connect those students adequately and quickly to resources (Violence

Against Women Reauthorization Act of 2013, 2013).

The significance of the Krivoshey et al. (2013) study was to identify the online

reporting baseline and weaknesses of Ohio colleges in an attempt to assess what areas

need to be worked on to become compliant. It was also able to identify colleges that

could be used as a model to assist other colleges to become more compliant with

legislation. Lessons learned from case study one reflected the need for colleges to assess

their baseline for reporting measures, the need for reporting options to be clear and

accessible for students, the need for sexual assault terms to be clearly defined for

students, the need to have staff available to clearly respond and protect students that

report sexual assaults, the need for students to have resources readily available to them,

and the for colleges to assess their individual weaknesses and strengths.

3.2 Case Study Two: Developing a Sexual Violence Awareness Program

Dupain and Lombardi (2014) developed and implemented a study in conjunction

with Millersville University and an alcohol prevention program to help with the sexual

assault issues on campus; this was also to address the connection with voluntary alcohol

consumption with the risk of sexual assault. A random sample of undergraduate students

responded to an online, confidential survey; over 1,000 students responded to the survey

with a response rate of 14 percent. Since mental and physical health issues were

associated with the trauma of sexual violence trauma, Dupain and Lombardi also thought

this may help promote the overall health and wellness of the campus. The study was

granted permission from the Institutional Review Board and consent from the student was

implied if the student chose to respond to the survey; a $5 incentive was given to the first

50 students who participated. Education and preventive programs for sexual violence

were another mandate from the SAVE Act and the White House Task Force (McCaskill,

2014; Ali, 2011).

The Dupain and Lombardi (2014) study measured nine objectives including: a)

reducing the amount of students who reported being physically abused in the last year; b)

reducing the number of students who report being in an emotionally abusive intimate

relationship in the last year; c) reducing the number of students who report being in a

physically abusive intimate relationship in the last year; d) reducing the number of

students who report being in a sexually abusive intimate relationship in the past year; e)

reducing the number of students who report being sexually touched against their consent

in the last year; f) reducing the number who reported being sexually penetrated without

consent in the last year; and g) increasing the number of students who report feeling safe

on campus at night. The instrument used in the Dupain and Lombardi study was

developed by the American College Health Association for the Healthy Campus 2020

program; there was no information available as to its reliability.

The average age of the 1,019 students that responded in the Dupain and Lombardi

(2014) study was 21.3 years old; almost 75% of the respondents were female, almost

94% were full-time students; 92% were single; 5.8% were married and 2.2 % were

separated, divorced, or other.

The Dupain and Lombardi (2014) study revealed strengths including a sexual

violence resource website, repetitive student engagement with sexual assault awareness,

collaborative community efforts for training involvement, coordinated substance abuse

and sexual violence trainings, and involving sexual violence training within the

curriculum. Weaknesses of this study involved the high level of campus sexual violence,

low levels of reported sexual violence, and low levels of reported alcohol and drug use.

Opportunities of the Dupain and Lombardi study included a chance to improve public

health on the campus, coordinated substance abuse/alcohol/sexual violence trainings,

creating a new campus climate that supports safety and respect, repeated engagement of

the student, and peer-supported programs. Threats to this study included the health

consequences of students that don't report, or even those that may report, including

headaches, chronic pain, decreased sleep, decreased activity, poor wellness, poor mental

health, asthma, Irritable Bowel Syndrome, and diabetes.

Limitations of the Dupain and Lombardi (2014) study included a low response

rate of only 14%, even though over 1,000 students responded, and it does not represent a

national sample since it only represented one college.

Results of the Dupain and Lombardi (2014) study indicated 4.5 % of students

reported being physically assaulted in an intimate relationship, 11.5% reported being

emotionally abused in an intimate relationship in the last year, two percent reported

being physically abused in an intimate relationship in the last year, 3.2% reported being

sexually abused in an intimate relationship in the last year, 6.9% reported being sexually

touched by someone without consenting, two percent reported being sexually penetrated

without consent in the last year, and 30.2% reported feeling safe on campus at night.

The significance of the Dupain and Lombardi (2014) study was to help set a baseline for the college that implemented the survey; it was able to increase awareness of sexual violence awareness prevention, the needs of prevention on campus, and it provided necessary information to better gauge the specific needs of the campus. This will help to assist the college with collaborating with community agencies and resources to offer better and more relevant services to their students.

As recommended by the White House Task Force, Sexual Violence Awareness and Prevention Programs are a need of colleges nationwide to assist in changing the climate of the campus (White House Task Force, 2014). Lessons learned from this case study included the need to set a baseline for the campus climate to determine the need for prevention programming for the students, the need to combine drug and alcohol prevention programming to the risk of sexual assault, the need to collaborate with community agencies to provide resources to the students, the need to focus on campus safety, and the need to improve the public health of campus and community by focusing on sexual assault and drug and alcohol prevention programs.

3.3 Case Study Three: Measuring Bystander Intervention Program

A large public Northeast university needed to test the strength of a survey to not only test the bystander intervention attitudes and behaviors of its students, but to set a baseline in an effort to be able to test the effectiveness of a bystander prevention sexual violence program on the attitudes and behaviors of its first-year students in 2010 (McMahon et al., 2014). Because bystander intervention programs were suggested to be one of the best interventions to changing the climate of the campus environment, this

case study was chosen to look at the possibility of this method as a best-practice method (Wooten & Mitchell, 2016).

McMahon et al. (2014) used the Bystander Attitude Scale – Revised (BAS-R) and the Bystander Behavior Scale – Revised (BBS-R) as the instruments for the study. The BAS was a scale originally developed by Banyard, Moynihan, and Plantem (2007) with a reliability of .94. It was then revised with a reliability of between .82 and .92. The McMahon et al. BAS scale had a Chronbach's Alpha of .86. The BBS had an original reliability of .69 to .80. The BBS-R has a Cronbach's Alpha for the subscales ranged from .74 to 85. McMahon et al. used the studies to measure high-risk situations, post-assault support to victims, post-assault reporting of perpetrators, proactive opportunities, and intervention on a before, during, and after assault level.

McMahon's (2014) study's strengths included a thorough program to address many aspects of intervention which included intimate partner violence, dating violence, domestic violence, party safety, helping friends, confronting language of racism, sexism and homophobia; the weaknesses addressed were involved with the vast effects of rape with no consensus on effectiveness of the approach of the study. Opportunities of the McMahon et al. study included education on intervention before, during and after the violence, education where peers can socially disapprove of behavior associated with sexual violence, influence on a more positive approach to gender roles, ability to gauge low-risk to high-risk situations, and teaching how to recognize and identify similar perceptions to prevention and education; threats to this study were similar to the threats

of rape culture where different students had different perceptions of what a sexual

violence situation or sexual violence threat was.

Data were collected with incentives of a raffle entry for televisions and iPads with

paper- and-pencil surveys. Data were analyzed by SPSS revealing demographics of the

McMahon et al. (2014) study to include 53.1% female students, 46.7% male students,

48.9% Caucasian students, and 26.4% Asian students. Results revealed 47.6% have had

sexual violence education, 35.2% have known someone who has been sexually assaulted,

10.4% were previous victims of sexual violence, and 0.9% had previously been a sexual

violence perpetrator.

Limitations of the study included the small scale sample does not represent a

national sample, and the survey is not meant to be the only instrument to measure

effectiveness of a program.

Significance of this study was to not only set a baseline for student attitudes and

beliefs on sexual violence for this college's demographics, but to also test the survey to

measure the effectiveness of the bystander intervention programs in the future. Lessons

learned from case study three included the need to look at the students' beliefs on sexual

violence at baseline, the need to identify clear definitions of sexual assault, the need to

address rape and sexual assault myths, the need to develop and test surveys to test the

climate of the specific college's baseline, the need to develop or choose the appropriate

bystander intervention program to address the college's needs, the need to address the

climate of the college to not allow language that jokes about any minority or sexual

assault references, the need to help students identify high-risk and low-risk situations

associated with sexual assault, and interventions to sexual assault before, during, and after an assault.

3.4 Case Studies Summary

Bystander intervention was identified as possibly a best practice for colleges to implement as a future practice by the White House Task Force moving forward (White House Task Force, 2014). Rape culture and the need to change the perceptions of this culture in the community remains to be a problem in the community, as well as college campuses (Wooten & Mitchell, 2016).

Statistics on sexual violence on campus were vast and consistent; however, little literature was available on empirical studies on colleges implementing the recommended compliance of Title IX, VAWA, or SAVE Act requirements. Case studies with approaches to analyze for this study were limited; however, the research and literature is emerging on a daily basis. The case analysis and recommended best practices to follow will set the foundation for future research in the field of educational leadership and research.

CHAPTER FOUR

COMPARATIVE ANALYSIS

4.1 Introduction

New requirements mandated by the VAWA/SAVE acts mandated several new provisions for colleges and universities to follow (Hogan Lovells US LLP, 2014). In addition to the annual reporting of statistics already required by the Clery Act, including, but not limited to, forcible and non-forcible sex offenses on campuses, the SAVE Act added domestic violence, dating violence, and stalking to the list of reportable college statistics. The SAVE Act also added institutional standards on policy, reporting, timely investigation, training for students and employees, and protective measures for students and employees who may be a victim.

The case studies introduced in chapter three were chosen based on their connection to recommended practices for colleges to address sexual assault and violence prevalent on college campuses nationwide.

4.2 Common Themes

Krivoshey et al. (2013), Dupain and Lombardi (2014), and McMahon et al. (2014) all addressed underreporting of sexual assault to universities and college officials in their studies. Krivoshey et al. looked at reasons for underreporting, such as a lack of

confidential or anonymous reporting options. Krivoshey's reasons for underreporting also looked at a student's fear of retaliation, fear she/he would get into trouble for drinking or doing drugs, fear her/his parents would find out, or fear people would find out or bring up past sexual behaviors. While the Krivoshey et al. study looked at the accessibility and availability of students to be able to report their assaults in an online format to address underreporting, Dupain and Lombardi examined the low levels of sexual violence reporting by looking at a study of the amount of reported assaults in a survey versus the amount of students that had not reported to the college in the study. McMahon et al. tested a survey to check the attitudes and behaviors of students regarding bystander intervention to address the underreporting of sexual assault to college personnel.

All three case studies also determined that students and institutions not only had varying definitions of sexual assault, stalking, domestic violence, dating, and other sexual violence terms, but also carried different meanings about what it meant to be raped. Consensus among the studies was that students may not have always considered themselves victims; they were more confused about what had actually happened to them until it was given a definition of assault in a training or other organized format. Germain (2016) stated other reasons for victims not reporting what happened to them as rape. They were in overall shock of what had happened to them, had difficulty with labeling what had happened to them, and whether or not what had happened to them could be

defined as rape. The women Germain described were more inclined to use euphemisms when describing their situation to protect themselves, perpetrators, social groups, or even their families. Perception of how all these factors would be viewed and questioned were all considered in the mind of the victims.

4.3 Contrasting Themes

Although Krivoshey et al., Dupain and Lombardi, and McMahon et al. had limitations of being a representative sample of their region, not a national sample, they were all able to set a baseline for a climate setting to assist their regional institutions with further studies, programs, assessment, and practice. Krivoshey et al. (2013) had IRB exemption since it did not directly involve responses from students; however, the study was still able to look at reporting issues that may be affecting students in Ohio not reporting their sexual assaults to the colleges. Although all the colleges in the study had reporting procedures, many did not have confidential or anonymous options which was one weakness of the Krivoshey et al. study. The Dupain and Lombardi (2014) and McMahon et al. (2014) studies, which received IRB approval for involving students, did not discuss the need for anonymous or confidential reporting options. Krivoshey et al. looked at the need for 24/7 reporting options and an on-campus alternative to law enforcement, such as public safety. Krivoshey et al. found that most of the Ohio campuses did have this resource; however, if most of the students are reporting to friends and family, then this might not be the best resource. Germain (2016) supported the case study findings that students not only reported to family and friends first, they often do so within the first few hours.

Dupain and Lombardi (2014), as well as McMahon et al. (2014) also addressed the physical and mental health issues that are secondary factors to sexual assault victims, and the benefits to overall public health that sexual violence prevention programs and bystander intervention programs can address. Krivoshey et al. (2013) was a study that was limited to reporting; however, both the Dupain and Lombardi, and the McMahon studies had several more similarities. These studies also addressed the connection of alcohol and drug use to the risk of sexual assault, date rape, and incapacitated rape, as well as the need to connect drug and alcohol prevention programs with that of programs to address sexual violence and bystander intervention. This supported the literature including Krebs et al. (2011) who reported students were often drunk or using drugs before their campus sexual assault, although this particular study did point out the incapacitated rapes were from self-induced drug and alcohol use. The McMahon et al. (2014) study was especially supportive with mentioning the need for prevention programs to address the collaboration for combining both alcohol and sexual violence awareness programs. The Dupain and Lombardi study measured nine objectives focusing on physical and emotional abuse regarding intimate relationships, rape, and whether or not you felt safe on campus at night, while the McMahon et al. study focused on whether or not the students would act in a situation of low or high risk sexual assault situations. Both studies set out to get a baseline for the climate of the particular institution in an effort to see what prevention programs and bystander intervention programs and surveys would be most effective on their campuses. Both of these examined the need for ongoing

reassessment and a need for a change in the climate and collaboration with community

agencies and off-campus resources for students.

4.4 Synthesizing the Themes

Both the Dupain and Lombardi (2014) and the McMahon et al. (2014) studies

revealed strengths in ongoing sexual assault prevention education and training throughout

the student career, while the Krivoshey et al. (2013) study was limited to reporting.

"Prevention efforts cannot be a one-time activity that happens only at freshman

orientation, but rather must be an on-going effort built into the campus community and

culture" (Culture of Respect: The CORE Blue Print, 2016, p. 2). Participation in surveys

and programs is important.

Krivoshey et al. (2013) had high participation in the study since it did not require

outside participation from anyone. The Dupain and Lombardi (2014) study had a low

response rate of just over 14 percent for its online survey, while the McMahon (2014)

study had a much higher response rate since it was done in person at new student

orientation in paper and pencil. This would suggest a best practice of paper and pencil

survey done in a mandatory setting.

Dupain and Lombardi (2014), McMahon et al. (2014), and Krivoshey et al. (2013)

did not mention any ways to take immediate action to handle the safety of a student when

reporting a sexual assault, a way to provide the student with protection from retaliation, a

way to provide a prompt ending of this situation for the student, a way to put a procedure

in place to take a statement from both parties and to accept their stories at face value.

The handling of the safety of the student, providing protection from retaliation, providing

a prompt ending to the situation, putting clear procedures in place, and accepting

procedures at face value were not just best practices, but requirements of the

SAVE/VAWA acts (Jackson, 2015).

4.5 Limitations

Other limitations of the Krivoshey et al. (2013), Dupain and Lombardi (2014),

and McMahon et al. (2014) studies included no mention of a way to assist a student with

how to file a no contact or Protection from Abuse (PFA) order, or on ways to develop

procedures on how to notify both students on the with a timely outcome of the case.

While these are recommendations of the SAVE/VAWA acts, campus personnel will need

to receive training on how to assist training on these measures (Jackson, 2015).

Other limitations the Dupain and Lombardi (2014), Krivoshey et al. (2013), and

McMahon et al. (2014) studies have in common are not only the mention of the need for

bystander intervention programs as part of the sexual violence awareness programming,

but the lack of mention of the need for engaging men and any groups of power on

campus to assist with changing the culture of the climate on campus to one of an

environment that would be unaccepting of sexual assault behaviors. Engaging men on

campus, as well as employing bystander intervention programs are vital to the change in

culture any campus will need (The CORE Blueprint, 2014). Germain (2016) agreed that

it is important to culture change that members of fraternities, athletics, student clubs, or

others that may often be perceived as being accepting of this unsupportive culture of

sexual assault on campuses, be involved in these peer-to-peer programs on sexual assault

prevention.

While a limitation of the Krivoshey et al. (2013), Dupain and Lombardi (2014), and McMahon et al. (2014) studies was that they were regional and did not represent a national sample, it seems one implication of this study is that all three studies in three different regions determined similar suggestions for further research on a national level.

CHAPTER FIVE

CONCLUSION

The problem introduced in this case study analysis has been threefold. First, the research has been overwhelming that female and male college students in the United States are at a greater risk than their same-aged counterparts not in college of being sexually assaulted after they enter college (White House Task Force, 2014). Transgender men and women, LBGTQ+, as well as those with disabilities, and racial minorities, are also at greater risk of sexual assault. Second, a recently-released documentary, and two former students from the University of North Carolina, through the use of the Internet and social media, helped bring national attention to Title IX and the sexual assault issue on college campuses (Dick & Ziering, 2015). Third, this attention has led to a response from the White House where two acts, VAWA/SAVE acts, were put into place requiring colleges and universities to have more mandates in place to better protect their students and employees from sexual assault and discrimination on campus (Jackson, 2015).

5.1 Future Research Opportunities

Literature and studies provided within this case study analysis provided most statistics lie within violence against women on college campuses. Studies involving men and violence on college campuses need to be conducted, not just including the violence itself, but also on why they may commit acquaintance rape, why they may not report

assaults against them to officials, ways to get men to report their assaults, testing

programs that get men engaged, testing programs that train men to be bystanders and peer

supports. Similar studies need to be done on higher-risk populations such as the

LBGTQ+ communities, including transgender women and transgender men, and other

racial, ethnic, and socioeconomic demographics to determine if there are differences

among these populations, and what they are. Manuals need to be developed to assist

universities and community colleges on how to develop policies, programs, reporting

procedures, compliance protocol, and best practices for the Title IX, Clery, VAWA, and

SAVE acts. Many studies will need to take place with this, on both a four-year, graduate

school, and community college level. There will need to be studies done on how to

address colleges in rural and urban communities, colleges who have law enforcement on

campus and those that don't, and those that have mental health counseling centers on

campus and those that don't. Studies can be done regarding providing ongoing, on-

campus support and case management to survivors on campus to encourage retention of

victims on campus. Studies can also be done to judge the effectiveness of the prevention

and bystander intervention programs on campus, the climate surveys developed for the

campus, and the satisfaction of services to the survivors of the sexual assault victims and

the feeling of safety of students on campus. Much research exists on retention in this

nation's colleges; however, research needs to be done on retention and dropout and

retention rates for college student victims of sexual assault. While depression was found

to be a secondary condition of sexual assault victims on college campuses, there was no

research found in this case study analysis that revealed statistics on how many dropped

out of college. This may be because of the underreporting of the assaults. According to a survey conducted by the National Alliance on Mental Illness (NAMI), 64 percent of students with mental health issues will drop out of college (Shelton, 2012). It would be interesting to see a study that would identify the dropout rate of those who did and did not report their sexual assaults during their college enrollment.

Research can be conducted in educational leadership, political science, the political arena itself, education, history, psychology, sociology, and more. The opportunities can be quantitative or qualitative. The differences between colleges are almost as unique as their students so the research opportunities are also vast. "There is definitely a need for more data on how many people are sexually assaulted on campus, as well as who the victims tend to be, what kinds of sexual violence they're experiencing, more specifics about who the perpetrators tend to be, and at which types of campuses rape and sexual assault happens more frequently" (Casey, 2016, p. 4).

5.2 Recommendations for Best Practice

While Delaware Tech is in compliance with new mandates, the purpose of this case study analysis was to provide Delaware Tech, and other institutions with compliant policies, with suggestions for best-practice recommendations for providing its students and employees with "the basic human right to live free from violence (while) maintaining an environment founded on civility and respect" (Delaware Tech SAVE Act information for students, 2015, p.1).

There is no one answer that will solve the problem for all campuses nationwide; however, there are some approaches that can assist many campuses for figuring out

what's best for them (Culture of Respect: The CORE Blue Print, 2016). Approaches that

are best practices to address this for any given school are:

- Provide reporting options;

- Provide mental health resources through community resources and

  collaboration;

- Provide ongoing prevention and awareness programs;

- Programs should include attitudes about sexual assault/gender;

- Programs should include Bystander Intervention;

- Programs should include all student groups;

- Programs should include all faculty/staff (mandatory);

- Create a leadership team that includes students;

- Climate surveys should be created and conducted repeatedly;

- Sexual Assault Team should be an ongoing process; and

- Continue to adapt policies and procedures as needed (Culture of Respect:

  The CORE Blue Print, 2016).

Based on review of literature and case studies, recommendations for Delaware Technical

Community College include:

5.2.1   Provide Reporting Options

Krivoshey et al. (2013) discussed the need for confidential and anonymous

reporting options for a student to feel comfortable reporting to campus officials. This is

especially important since many students initially report to family or friends. Wooten

and Mitchell (2016) supported Krivoshey et al.'s recommendation stating a student would

feel violated again if the choice whether or not to prosecute –or to be known as the victim

– was decided for them. They also said most victims who did report were able to decide

to press charges, but later. Colleges can designate in their policy certain people to be

their confidential reporters; this can often be those in a counseling center since licensed

mental health workers and clergy are exempt from mandatory reporting (Wooten &

Mitchell, 2016). Even if there is no counseling center on the college campus, the college

can designate licensed counselors, not necessarily acting under the realm of their license,

as the confidential reporters, or any other member of the campus staff; the important

piece is making sure the confidential reporting option is clearly named in the policy.

Some colleges such as the Maricopa County Community College District (MCCCD)

have all mandatory reporters on campus. Their policy clearly states, "There are no

employees within Maricopa who can guarantee complete confidentiality; however, there

are resources outside of Maricopa that you may wish to have a confidential conversation

with about your options and what next steps you would like to take" (*MCCCD Policy*,

2016, p. 1). They then provide confidential options of outside community agencies. This

option, however, defeats the purpose of encouraging students to report their assaults to

college personnel. It also does not provide accurate statistics for the College's annual

Clery report. Delaware State University lists two confidential options for students to

report on their assaults on campus, and has a clearly-written manual on how to respond to

the report of a sexual assault (Delaware State University [DESU], 2016). The University

of Delaware allows licensed mental health counselors and pastors who work in that

capacity to take confidential reports; the College allows other licensed mental health counselors, or other professionals with ethical and professional obligations to maintain confidentiality, to report to the College without disclosing names of students (University of Delaware [UD], 2016). As of February 2016, Wesley College has clergy as a confidential resource, and on-campus counselors will report statistics without the name of the student (Wesley College, 2016). Wilmington University has a mandatory reporting policy, with the exception of confidential reporting to counselors and clergy (Wilmington University [WilmU], 2016).

5.2.2   Provide Mental Health Resources and Community Collaborations

Dupain and Lombardi (2014), Krivoshey et al. (2013), and McMahon et al. (2014) all discussed the need for community collaboration and the need to provide mental health resources to students who are victims of sexual assault. The community collaborations are important especially in a community college setting where the student's time on campus is limited. Partnering with local mental health resources such as Crisis Intervention Services in Delaware is important regarding any mental health emergencies, especially when there is no on-campus mental health facility. Domestic violence hotline numbers, as well as rape crisis hotline numbers, must be readily available to students, but these agencies must be on campus a few times a year so students are familiar with their existence. Partnering with ContactLife and their advocates is one cost-effective way to assist students with connecting with Court connection and filing PFAs against perpetrators when necessary. These advocates will also meet the students in emergency

rooms and provide connections to counseling services, as well as coordinate with mental

health resources counselors on campus when the student agrees.

5.2.3   Provide Initial and Ongoing Training for Staff/Faculty

Training must be in place for all employees of the campuses to assist with the

change in culture of the College, as well as on how to accurately take the report, help end

the situation promptly, refer to the appropriate services, and to have the knowledge of

how to handle the situation (Wooten & Mitchell, 2016). Training is essential for the Title

IX Coordinator, CSAs, staff, and faculty, as well as the students. "It is essential for good

risk-management practices to ensure everyone on campus…is aware of prohibited

conduct, the protocols for making a reports, and the institution's obligations to the

victims" (Jackson, 2015, p. 11). There are 10 recommended best-practice

recommendations for faculty/staff if students confide an assault to them. They are:

- Listen to disclosure and refer to the campus official or service provider
  appointed by the college;

- Believe the student and help the student make the report;

- Determine if the student needs medical or crisis attention first;

- Let the student know the campus reporting options and help them make
  the report;

- Help the student collect evidence/statements and navigate the campus to
  help keep things as confidential as possible;

- Become involved with advocacy groups on campus and supports
  victims/survivors on campus;

- Knowledgeable staff can serve on student discipline boards;

- Research issues of campus sexual assault where applicable, and if permitted by the college; and

- Consider having professional liability insurance in case you are someone who a student reports to; you may be called to testify in court (Jackson, 2015).

5.2.4   Provide Ongoing Prevention and Awareness Programs for Students

It's important for students to not only get sexual assault education at the beginning of their education, but to get this prevention and awareness training throughout their education on campus (Jackson, 2015). While some training is mandatory, it's important to assist with changing the overall climate of the institution. This can be possible by joining popular nationwide programs such as 'It's on Us' which is a program promoted by both Vice President Joe Biden and singer Lady Gaga; they both appeared at a rally in April 2016 to promote the National It's On Us Spring Into Action Week (Barilla, 2016). It's On Us has an online pledge week against sexual assault in April, sexual assault awareness month, and October, domestic violence awareness month, each year (It'sonus.org, 2016). Delaware Tech can coordinate week-long events at each of its four campuses each year during those weeks promoting the pledge, inviting the community agencies, and encouraging other activities to promote the other activities suggested as best practices listed below, such as linking the drug and alcohol prevention programs to an activity or training linking the dangers of alcohol and drug use to the risk of sexual assault, bystander intervention training, addressing rape and sexual assault

myths, stalking safety tips, intimate partner violence donation events, and peer-to-peer

group formations. Engaging men to be involved is another best practice recommended in

the literature. Delaware Tech can also participate in an It's On Us campaign video which

engages men, bystander intervention, rape myths, and sexual violence prevention in a

video campaign that can promote the college in its own Public Service Announcement

(PSA). This could actually become a bigger PSA if Delaware State higher education

institutions would join forces in the PSA, or even if the State of Delaware would join

forces similar to the State of Pennsylvania which has done a collective It's On Us PSA.

The Governor of Pennsylvania announced this initiative in January 2016 as the first

statewide program to tackle the issue of sexual violence on college campuses

(USNewswire, 2016). The change in climate is a team effort that must come from a

change in climate that goes beyond Delaware Tech. Not only does there need to be

education and awareness regarding the sexual assault definitions, there also needs to be

education and awareness regarding the overall respect for self and others with

differences. Bystander intervention is one suggested best practice; this is simply looking

out for someone and helping if you see they might be in trouble. One program that could

be used is the Step Up program which provides free facilitator resources for training

students and faculty on 5 decision-making steps, factors that help with perspective and

helping, strategies for helping, safe, early and effective model of helping, and warning

signs, action steps, and resources (stepupprogram.org, n.d.). The Step Up program

charges a nominal fee for an annual two-day training in May for student affairs, athletic

departments, violence prevention centers and more to attend a train-the-trainer session

each year. This would be a program that would provide the College with a low-cost

opportunity to be trained, and then those individuals could then train others on the

campus.

5.2.5   Climate Surveys

With underreporting being one of the biggest issues facing campuses, it is

impossible for Delaware Tech or any other campus to know what sexual assault issue is

facing its student – or isn't facing its students – unless it asks its students. The best way

to do this is to develop a campus climate survey (White House Task Force, 2014). At the

start of this case study analysis, there was no approved climate survey, nor are campuses

required to complete a campus climate survey. However, a campus climate study report

since released by the Bureau of Justice suggests there may be a survey that may be

appropriate with a few modifications (Krebs, Lindquist, Berzofsky, Shook-Sa, &

Peterson, 2016). In addition to this new survey possibly being available, there is also

new legislation proposed that may mandate colleges to complete a climate survey every

two years beginning in 2016 (H.R. 2680, 2015).   The two-year reassessment would

follow suit with the best-practice suggestion to change policies and procedures as needed

(Culture of Respect: The CORE Blue Print, 2016). The Bureau of Justice also has a

recommendation for involving all student groups, such as fraternities or athletes,

repeatedly with policy and awareness. Including survivors of sexual assault in the policy

making and prevention awareness programming is also a recommended best practice.

Having a sexual assault team that is led by the Title IX coordinator, and includes key

personnel, as well as students, makes the team-effort approach to campus climate change a possibility (Wooten & Mitchell, 2016).

Germain (2016) discussed the need for the climate of the campus to change by discussing the need for individuals and society to become more aware of sexual assault misconceptions including that of the perfect rape victim. We cannot continue to make women feel bad for not following protocol after they have been raped. Many women shower and sleep after they have been raped because they are so disgusted by what just happened to them that they can't think of doing anything else. They need to know that they will not be shamed if they do not collect evidence.

The University of Delaware conducted a climate survey in the spring of 2015 and started the following measures beginning July 2015:

- Started online sexual assault training to educate employees about policies and federal and state laws regarding sexual assault;

- Online student sexual assault training for students;

- Including sexual assault training for new student orientation;

- Starting a new bystander intervention program;

- Put a committee in place to provide ongoing gender-based awareness programming throughout the year;

- Put a committee in place to handle the sexual assault complaints;

- Offer ongoing sexual assault workshops for employees throughout the year ("UD Climate Survey," 2016).

Delaware State University is in the process of conducting a climate survey in April 2016.

5.2.6 Allocate Resources and Apply for Grants

Sarah McMahon, Ph.D., Assistant Professor of Social Work and Associate Director at the Center on Violence Against Women and Children at Rutgers University, who happens to be one of the researchers in case study three of this case study analysis, was recently part of a $750,000, three-year, research grant awarded to Keith L. Kaufman, Ph.D., Professor of Psychology at Portland State University, to help develop a "Situational Prevention Approach Implementation Manual" (Nunez, 2016, p. 3). This manual is focused on many parts that include housing and the greek system, parts that focus mainly on a four-year university. This means community colleges, such as Delaware Tech, need to apply for grants to fund and support a team to develop a manual of its own. If a grant cannot be found, then the College should be prepared to allocate personnel and resources to develop the policies, programs, surveys, and other human resources necessary to build best practices collegewide (Wooten & Mitchell, 2016). There are current applications for IPhone and Android that are available for trial periods for campuses to try for no-cost to their students that would allow students to video their statements, collect evidence, and walk them through the post-assault situation; however, there is no current research as to how effective these applications are in assisting with the reporting for college students ("NoConsent.org," 2016). There would eventually be a cost for these programs.

Students, faculty, staff members, and community members need to work together

to change the environment from one where men and women are ashamed and self-

blaming when they are the victims of sexual assault to one where men and women should

not be afraid to get an education. Victims should not be called sluts or whores for

coming forward when they've been assaulted because they've had too much to drink or

they did drugs, because their skirt was too short, because they decided to have sex with

one guy and didn't realize three more would join in without permission.

Another way to allocate resources is to provide a program where well-being

checks, and case-management-type services, are provided to the victims/survivors of

students assaulted on campus. (Wilson, 2016). Wilson started a program at the University

of Central Missouri where these students who were victims of gender-based violence

were assigned a case manager to track their recovery and coordinate services to help them

get through to their next semester. Wilson reported a 78 percent retention of these

students compared to a 71 percent retention of students from the general student

population. This suggests another best practice for retaining students who have

experienced trauma.

The Step-Up bystander intervention program would be a low-cost option to train

some staff members on campus to train others at the College in May. Allocating finances

for the nominal training fee and cost of travel to the conference would benefit the need to

train students and faculty on campus.

5.3 Summary

This case study analysis of sexual violence programs supported much of the literature of recommended best practices, but this topic is emerging, and it's growing daily and quickly.

Researchers have the opportunity to make strides in education and educational leadership, as well as the safety of this nation's campuses and the students and employees. There is not only the opportunity to explore continued research to help victims become survivors, but also to research methods to develop programs, and the surveys to develop those programs, from becoming victims in the first place. Victims who became survivors are now advocates who are now speaking out for themselves and for others, and people are listening. Annie Clark and Andrea Pino, those two former students from University of North Carolina at Chapel Hill, have made an important start in this movement to change the culture of the climate of community, and country. If two students can make that much of a difference, then more people can choose to become advocates and continue to make a difference.

As the theoretical framework stated earlier, Social Learning Theory suggests people learn from observation so if we all make a choice to model respect for our similarities and differences, then the children will inevitably follow. Differential Association Theory of Deviance suggests human beings will accept what their peers will accept, so if individuals and groups make a conscious choice to make sexual violence language, jokes, attitudes, and beliefs unacceptable, then sexual violence becomes unacceptable to society. If the first wave of feminism is addressed and men no longer are seen as the aggressor, and women are no longer seen as submissive, if women are no

longer seen as acceptable victims of rape with no say over their own bodies, then this culture change may happen. If the second wave of feminism is addressed where women are not seen as promiscuous by the way they dress, or blamed for their own rape by how much they've had to drink, or how many sexual partners they've had, their refusal to conform to marriage protocols, or birthing traditions, then maybe there is a chance respect will enter this culture. Maybe it will change if men and women clearly know the clear definition of what rape is, or that there will be consequences if that rape takes place, maybe that assault will stop. Maybe if someone's friend learns the warning signs of assault, and how to stop it, maybe that assault will be prevented in the first place. If the third wave of feminism comes to light where men and women are respected despite their choice of who to love, what gender they choose if any, what profession they choose, or for simply expecting to get paid the same as their equally-qualified counterpart, then maybe there is a chance for this nation. Then the third wave of feminism that involves the diversity of all comes to light where our culture on campuses will learn to respect each other for differences and strengths, rather than disrespecting others for perceived weaknesses. Women, LBGTQ+, those with different abilities, and those with differences in religion, ethnicity, and race, have been perceived as weaker in society and, therefore, have been treated as the willing victims too long. This can't be a stand for just women, or just transgender women, or just African-American women, or just Lesbians to take. "Violence is entrenched in our culture; it manifests in transphobia, racism, ableism, homophobia, and misogyny. It can be subtle and it can be vivid, and because of that, there are roles for every kind of person to play" (Clark & Pino, 2016, p. 323).

We can't just single out one group or those with differences to make a stand. This is a stand for all human beings to take, anyone with difference, and anyone with perceived privilege, to address in a unified front that sexual violence and disrespect of another person is simply unacceptable and will not be tolerated any longer. As a researcher who has been considered both someone with a difference, and someone with a privilege, this is the overall, and most important, suggested best practice for Delaware Tech, the State of Delaware, and the United States of America.

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