

# Organizing College Campuses Against Dating Abuse

February 1999



**The National Resource Center on Domestic Violence**  
**Harrisburg, Pennsylvania**



# **Organizing College Campuses Against Dating Abuse**

**February 1999**

**The National Resource Center on Domestic Violence  
Harrisburg, Pennsylvania**



# Organizing College Campuses Against Dating Abuse

by

**Marilyn Best and Debbie Nelson**

published by and for the

**National Resource Center on Domestic Violence  
Harrisburg, Pennsylvania**

*a project of the Pennsylvania Coalition Against Domestic Violence*

February 1999

This material was prepared under a grant from the National Center on Injury Prevention and Control of the Centers for Disease Control (CDC). The points of view expressed are those of the authors and the National Resource Center and do not necessarily represent the official position or policies of the CDC.

---

## **A** *bout the Authors...*

**Marilyn Best** first worked in the movement to end violence against women as a volunteer at Crossroads Shelter for Battered Women in Ft. Collins, Colorado in 1985. She was the director of the Education and Prevention Program at A Woman's Fund in Urbana, Illinois from 1987 to 1994. Ms. Best currently works in the Office of Women's Programs at the University of Illinois/Champaign-Urbana as the Coordinator of Sexual Assault Programs. Additionally, she serves as an advocate for students who have been victimized.

**Debbie Nelson** has been an advocate for battered women since 1984. In her position at A Woman's Fund in Urbana, Illinois, a domestic violence and rape crisis center she served as volunteer coordinator and a support group facilitator for many years. She is currently the director of E.V.E. (Eliminating Violence through Education) for A Woman's Fund. She co-founded the Coalition Against Same Sex Battering in Champaign-Urbana and chairs the Champaign County Domestic Violence Prevention Coordinating Committee.

Both Ms. Nelson and Ms. Best have presented at national and international conferences on the issues of domestic violence and dating abuse. They currently co-facilitate a support group for survivors of dating abuse at the University of Illinois, Champaign-Urbana and are both founding members of the Dating/Domestic Abuse Project on that campus. The authors can be reached via e-mail at [nelson@prairienet.org](mailto:nelson@prairienet.org) or by phone at 217-328-1716.

---

As a source of comprehensive information, training and technical assistance on community response to and prevention of domestic violence, **the National Resource Center on Domestic Violence (NRC)** enhances the capacity of organizations and individuals working to end violence in the lives of women and their children. In particular, the NRC's first priority is to proactively support the work of national, state and local domestic violence programs. The NRC has placed an emphasis on increasing organizational responsiveness to the needs identified by communities of color and other traditionally underserved populations.

The NRC was formed in 1993 with funds awarded through the US Department of Health and Human Services that established a network of four domestic violence resource centers and, in 1998, a fifth resource center was added to this network. The NRC exists as a project of the Pennsylvania Coalition on Domestic Violence, a pioneering leader in policy development, training and technical assistance in the movement to end domestic violence.



This paper is one of a series prepared for the Public Education Technical Assistance (PE) Project of the NRC. The PE Project was developed to support the public education efforts of those working to end domestic violence and is developing a clearinghouse of public education materials and projects as well as coordinating a series of public education demonstration projects. For more information, contact the Public Education Specialist @ 1-800-537-2238.

**The National Resource Center on Domestic Violence can be reached by:**

**Phone (800) 537-2238**

**TTY (800) 553-2508**

**FAX (717) 545-9456**

---

---

## Authors' Acknowledgments

We gratefully acknowledge the work and contributions of those in the battered women's movement from whom we have learned so much. We also thank all current and former members of the Dating/Domestic Abuse Project at the University of Illinois, Urbana-Champaign and staff of A Woman's Fund, Inc. We would especially like to thank Cheri, Lisa, Laura and other survivors of dating abuse who have allowed us to learn from them over the years.

In addition, we want to extend our appreciation to the following individuals for their editorial reviews and other valuable contributions: Terry Jacques, Melissa Dyas, Ruth Sallee Gresham, Jackson Katz, Veronica Cano, Pam Shea, Kathleen Krenek, Donna Byrne, Anne Menard, Cynthia Newcomer and Jan Davis.

The purpose of this material is to provide information and assistance to staff in higher education and/or domestic violence programs who are interested in developing a comprehensive response to dating abuse as it affects students on college campuses. The information presented here has grown out of the authors' work as victim advocates and educators and is intended to share knowledge borne of personal experience and offer practical guidelines.

**These materials may be reprinted or adapted with proper acknowledgment.**

---

## TABLE OF CONTENTS

|   | PAGE      |
|---|-----------|
| <b>An Overview of Dating Violence</b>                                   |           |
| Defining the Problem.....   | 3         |
| The Social Context of Dating Abuse.....                                 | 4         |
| The Dynamics of Dating Abuse.....                                       | 5         |
| The Consequences of Institutional Indifference.....                     | 9         |
| <br>  |           |
| <b>Organizing Against Abuse on Campus</b>                               |           |
| Developing a Sound Foundation.....                                      | 10        |
| Creating a Coordinating Committee.....                                  | 12        |
| Developing and Implementing Services and Interventions.....             | 14        |
| Education and Professional Training.....                                | 21        |
| <br>  |           |
| <b>Coordination.....</b>  | <b>25</b> |
| <b>One University's Approach:</b>                                       |           |
| The Dating Abuse Project, University of Illinois, Urbana-Champaign..... | 27        |
| <br>  |           |
| <b>Appendices</b>   |           |
| A–Power and Control Wheel.....  | 32        |
| B–References.....   | 33        |
| C–Resource Listings.....  | 35        |
| D–Sampling of Campus Programs Addressing Dating Abuse.....              | 37        |
| E–Sample Protocols.....   | 40        |
| <br>  |           |
| <b>Attachments</b>  |           |
| <i>Dating Abuse Project Brochure</i>                                    |           |
| <i>10 Things Men Can Do...</i>  |           |
| <i>Sample Ads/Posters for Dating Abuse</i>                              |           |



## An Overview of Dating Abuse

Since the battered women's movement began in the very early 1970's, it has been increasingly difficult to ignore the voices of survivors and their loved ones relating stories of severe and sometimes fatal injuries from physical and sexual abuse; of long term and disastrous effects from emotional abuse; and of far-reaching consequences for their children and other family members and friends. For anyone who has known a survivor, has provided support, or listened to stories of abuse, there is no doubt that the tactics of abusers can create a living hell for their victims.

During the past two decades, advocates for battered women have spent countless hours attempting to break down the many myths used to cover up the seriousness of domestic violence. They have relentlessly countered the stereotypes of battered women that blind us to the possibility of abuse in almost any group, no matter how we characterize its members. Despite increasing public awareness about the realities of abuse, there still remains a societal denial that domestic violence also affects the predominantly young and educated students on college campuses. Even those individuals who are experiencing abuse may reject the label of "battered woman."

Dating abuse on college campuses is occurring in large numbers and may be a forerunner to abuse in subsequent relationships and marriages. Yet, for the most part, universities and colleges have remained seemingly indifferent to the problem; students and staff are rarely informed about dating abuse and few specialized services are offered for survivors or abusers.

## Defining the Problem

Dating abuse can be defined as "a pattern of coercive control that one person exercises over another in order to dominate and get his way. [It] is behavior that physically harms, arouses fear, prevents a person from doing what she wants, or compels her to behave in ways she does not freely choose," (Jones & Schechter, 1992). It happens in every segment of society regardless of factors such as age, racial or ethnic background, socioeconomic or educational levels, sexual orientation, physical ability, marital status, religion or living arrangement.

In the early 1980's, physical violence in dating relationships was systematically studied for the first time. Makepeace (1981) found that one fifth of college students surveyed had experienced dating violence and 70% knew someone who had experienced dating violence. Since then a number of studies have verified that violence is a common aspect of many

dating relationships, although estimates about the prevalence have varied, often considerably, from 23% up to 87% when emotional abuse was included in the assessment (Pedersen & Thomas, 1992; White & Koss, 1991; Aizenman & Kelley, 1988; DeKeseredy & Kelly, 1993).

While there is controversy among researchers about the relative numbers of male and female abusers, the fact remains that the abusers in heterosexual relationships are predominantly men. Despite the fact that women are at times violent toward male partners, there are some noteworthy differences in the context and effects of their behavior. Analyses of perpetrator motivation show that men tend to use violence to control and punish their partners. The motivation for female violence against male partners is often self-defense or retaliation for previous abuse. Additionally, women who experience violence at the hands of male partners consistently suffer more severe injury (Hamberger, Lohr, Bonge and Tolin, 1997).

Though societal efforts to end domestic and dating abuse remain focused on abuse in heterosexual relationships, it is thought to be occurring at the same rate in gay and lesbian relationships as well (Coleman, 1990; Kelly and Warshafsky, 1987, Lesbian Battering Intervention Project, 1990). In these relationships power dynamics may be less easily identified, but are just as devastating to the victim. Violent relationships, wherever they are found, are characterized by fear, oppression, and control.

## **The Social Context of Dating Abuse**

In general, systems of power and control drive many of our interactions whether they happen between two individuals or at the institutional level. Our society operates in the context of hierarchical structures that are based on the notion that some individuals and groups should have greater power than others. Power carries with it many privileges including the ability to make rules, access resources, and discredit and control those with less power. Power relationships are so entrenched in our culture that any pattern of domination and control appears to be normal and the use of violence to maintain control is often tolerated, as long as the victim of the violence is viewed as deserving of the treatment. Historically, oppression based on hierarchies of gender, race, religion, class, physical ability, sexual orientation or ethnicity creates a tolerance for violence against individuals assigned subordinate status. Violence in dating relationships and marriages is based on this same dynamic (Gamache, 1991). Abusers feel entitled to exert their control through the use of various forms of abuse and typically experience few negative consequences for their behavior. In some cases individuals experience multiple layers of oppression and are faced with even greater and more complex barriers.

## The Dynamics of Dating Abuse

On the surface, abuse may appear to consist of seemingly isolated acts of primarily physical forms of violence. In fact, it encompasses a much larger system of nonphysical tactics (Pence, 1987). Although in some relationships physical violence may occur only occasionally, its use or the threat of it (direct or implied) is an important aspect of controlling a partner. When non-physical forms of abuse fail to maintain sufficient control, an abuser can resort to physical abuse. Common examples of physical abuse include destroying property, hitting, shaking, choking, grabbing, harming or killing pets and sexual coercion, including rape. Each time physical violence is used, it builds on past episodes of violence and makes continuing control by the abuser more certain.

One of the most comprehensive and widely-used analyses of abuse in intimate relationships is the Power and Control Wheel developed by the Domestic Abuse Intervention Project of Duluth, Minnesota (see Appendix A). This wheel depicts a range of abusive tactics. Abusers choose tactics that are most likely to be successful based on their partner's specific vulnerabilities, the abuser's preferences, and the circumstances of the situation. The abuser employs tactics not only to gain submission to a specific demand, but also to establish a power imbalance that can be relied upon in the future. *"These tactics can appear to be random and unexplainable, but in the context of attempting to establish power in a relationship, random acts of violence are fully explainable"* (Pence, 1987). The wheel illustrates the following tactics of power and control: intimidation; emotional abuse; isolation; minimizing; denying and blaming; using children; using male privilege; economic abuse; and coercion and threats.

It is important to note that power and control are at the center of the wheel. Each of the spokes of the wheel represents a different nonphysical tactic. The power of these tactics is increased by physical and sexual violence, both actual and potential, as represented by the outer rim.

Abuse is remarkably similar across different types of intimate relationships. The following examination of how these dynamics are played out in settings such as residence halls and classrooms reveals some of the distinguishing characteristics of abuse within the context of college dating relationships. The diversity of college campuses requires an understanding of the effects of multiple oppressions and how specific tactics may rely on or be reinforced by these societal imbalances of privilege and power. For example, every one of the tactics on the Power and Control Wheel can be used successfully against a lesbian/gay/bisexual/transgendered partner with the additional force of societal homophobia. Given the overriding racism in our society, abusers of students of color are well aware of their victims' reluctance to report them and reinforce existing stereotypes about their racial community. Any under represented group will experience an enhanced sense of isolation when abusers can count on their silence.

**Using Intimidation.** Intimidation can include a variety of frightening behaviors such as driving recklessly, smashing furniture, destroying property, kicking doors and stalking. More subtle forms of intimidation such as looks and gestures are also an effective tool for abusers. Students who are trying to avoid their abusive partners can be tracked easily in classes, between classes, in their residence halls - nearly anywhere and nearly anytime. Relationships can be intensified by a campus environment that offers very little privacy.

*"We were in the same class, which in the beginning was by choice; we wanted to be together. But it was also the only section of this particular class offered and I needed it to graduate. He would sit across the room with his friends and stare at me. His friends would follow me after class and I knew that even if my boyfriend was told to stay away from me, his friends would report back to him or hurt me themselves." Brenda*

*"He lived in the same residence with me. He would always watch for my car in the parking lot so he would know when I was home. If I refused to answer my door, he would sit outside in the hallway for hours until I had to come out. Sometimes he would kick my door to cause a scene in the hallway." Maria*

Acts of intimidation can be easily carried out against students with disabilities. This is particularly true for those students who depend on their abusers for assistance with mobility or personal care.

**Using Emotional Abuse.** Emotionally abusive tactics can be some of the most destructive in a relationship as survivors are convinced by their abusers that they are not capable of being good students, partners, friends, or employees. This can be accomplished with insults, name-calling, public humiliation, yelling, mind games and/or withholding affection. In gay and lesbian relationships, emotional abuse can reinforce and be reinforced by internalized homophobia. In some cultures it may be more likely for family members of the abuser to participate in abuse of the victim.

*"He was constantly criticizing what I wore. He said I was too fat, that I dressed like a slut. He accused me of being stupid, but whenever I tried to study, he insisted I do something with him instead. He said that I was lucky I had him on my side, because no one else would ever be interested in me." Chantelle*

*"My partner told me my professors and teaching assistants only gave me good grades and seemed to like my comments in class because they were trying to get me to sleep with them." Chris*

**Using Isolation.** Abusers can isolate their partners through a variety of tactics, despite the daily contact with others in classes, residence halls, libraries and job settings. These tactics keep the abuse secret, protect abusers from any negative consequences and limit their

partners' access to those who might offer support to leave the relationship. For some students who are financially and emotionally dependent on parents or other family members, disclosing abuse could jeopardize whatever independence they have gained. When their victims are international students, abusers can count on language and other cultural barriers to help-seeking, which serve to increase the isolation of their victims. In cultural groups where there are strong values connected to family privacy, disclosing abuse can be seen as bringing shame on the entire family.

*"When my parents found out about the abuse, they insisted I come home. They decided I wasn't capable of managing on my own." Elena*

Other students who are being abused can be isolated when they are made to collude with their abusers in designing a false picture for the outside world, a picture in which there is no abuse.

*"There was a list of rules that my boyfriend had in order to keep me isolated. Some of these rules were spoken, but most of them I learned through experiences with him.*

- 1. When I send you flowers or buy you jewelry, display them proudly and tell everyone how wonderful and sweet I am.*
- 2. Don't cry or display your unhappiness in front of me or others.*
- 3. Don't go telling your therapist or friends about me. You don't need their opinions about me.*
- 4. After I've been violent in private, if we go somewhere public, walk into the room and act normal." Cheri*

**Minimizing, Denying, Blaming.** Most abusers are able to continue their tactics by never taking responsibility for their actions. By blaming the use of alcohol, by blaming their partners and by maintaining non-abusive public images, abusers can avoid accountability. Abusers also minimize and excuse their violence by eliciting sympathy for their own "victimization."

*"Chad denies that he is abusive. He tries to change my reality of what's happened by saying things like, 'That's not really the way it happened.' He insists that I provoke him and that I'm just as abusive as he is. If I 'just had a better sense of humor, just learned how to deal with his anger, this wouldn't happen.' He's convinced all his friends that I'm psycho, clingy, manipulative, and abusive." Cheri*

While many abusers will deny or minimize their abuse by labeling it mutual, lesbian and gay abusers may find particular societal support for this tactic.

**Using Children.** Manipulation of children can be a powerful tactic to use against students who are parents. Tactics include threatening to hurt children, using them to relay intimidating messages and/or using them to get information about a partner. Allegations of poor parenting can be an effective tool in getting a mother to drop out of school or give up employment.

Another similar form of abuse is related to reproductive choice.

*“When I found out I was pregnant, he threatened to break up with me if I didn’t have an abortion. I had to make a decision between him and my baby. I didn’t think I could make it on my own with a child, and I didn’t want to lose my boyfriend.” Lee*

**Using Male Privilege.** Sexism and gender role stereotypes are as alive and well on college campuses as in other sectors of our society. The messages of male privilege in heterosexual relationships can range from a man convincing a woman that she can’t do well in a certain career to determining that it’s okay for her to drop out, but imperative for him to finish his education. Male privilege also carries with it the implied support of other males including those who dominate the ranks of law enforcement, medicine and college faculties.

*“It was okay for him to go out with his friends whenever he wanted to and to stay out until all hours. If I tried to go out with my friends and didn’t include him, I was accused of being on the prowl, looking to pick up some guy.....or of being a whore.” Lisa*

*“He was always making all the decisions, from what we did to what I wore. He felt it was his role as the man. At first I thought it was romantic, then I realized I was never getting to do things I wanted anymore.” Morgan*

While male privilege doesn’t appear to fit the circumstances of same sex battering, the use of privilege by one partner to control another is still a powerful tactic when we acknowledge that privilege can be based on many traits, such as age, race, financial and social status.

**Economic Abuse.** While dating relationships don’t necessarily foster the same kind of financial dependence that marriages sometimes do, there are a variety of ways in which economic abuse can be used as a tactic. Most college students have less access to financial resources. In some cases, financial aid is tied to grades or parental support. In these cases an abuser’s manipulative tactics with respect to money can be particularly effective. Economic abuse can also include exerting control over financial decisions or criticizing how money is spent.

*“We didn’t really share finances. I kept my money separate from his. But he didn’t have as much money as me, so I loaned him several semesters’ worth of tuition and book money. I wanted him to be able to stay in school. When I started realizing that the relationship wasn’t good for me, I knew I would never see that money again if I left him.” Sarah*

**Using Coercion and Threats.** Abusers use a variety of threats and coercive means to enforce their control. These can range from threats of suicide to threats to expose secrets or to tell stories that may or may not be true of a partner’s sexual behavior. Some abusers will coerce their partners into illegal or unethical behaviors that serve to increase the level of control.

*“I had never done drugs before, but my boyfriend said he wanted to share the experience with me. He said it would be safe and that he’d never ask me again if I didn’t like it. Later on, whenever he was mad at me, he would threaten to tell my parents or the house mother in my sorority that I used drugs and that I was buying and selling them as well. I couldn’t afford to lose my housing or for my parents to think I was involved in a drug scene here at school.”  
Sharon*

The threat of outing a gay or lesbian student to their family, friends and peers, employers, teachers, or advisors is a powerful one.

*“I was terrified that Lindy would follow through on her threat to call my roommate and tell her about our relationship. I’d heard of a student in another hall who ended up leaving school because of a roommate who harassed him for being gay. I was afraid the same thing would happen to me.” Nan*

## The Consequences of Institutional Indifference

All campus communities have a responsibility to proactively address and respond to dating abuse. The consequences of failing to meet this responsibility are multiple and complex.

For those who are being abused, there exist the obvious effects on their emotional and physical health. Dating abuse can cause serious injury and all too often can lead to homicide, if left unchecked. In their attempts to cope with abuse, students may develop substance abuse problems, eating disorders, or depression sometimes leading to suicide. They also may experience sleep disturbances and stress-related physical illnesses. Survivors are often socially isolated, fearful, and alienated from their campus community. Many survivors suffer academic consequences. It is not uncommon for abusers to prevent their partners from attending classes, studying for exams, and doing assignments. As a result of abuse, many students receive lower grades, are put on academic probation, or are dismissed from the university. A lack of safety robs survivors of their education and the ability to pursue their future professional and personal goals.

There are also negative consequences for batterers if they are not held accountable for their abusive behavior. Without early intervention, the level of violence they employ may escalate, eventually leading to more severe societal sanctions against them including arrests,

fines, and jail terms. If they don't learn that their abusive behavior is wrong, they may teach their children through example that violence and coercion are acceptable ways to resolve conflict, express feelings, and assert power. In addition, allowing abusers to continue their destructive behaviors, assures that they will never enjoy the benefits of healthy intimate relationships.

Peers, family members, and others who know those involved in abusive relationships are also impacted by the abuse. Friends and roommates are often pulled in to the "secret" of an abusive relationship. They may become direct targets of the abuser's violence.

*"My best friend at school was also frightened by my abuser. When I finally got an order of protection, her name went on it, too." Laura*

Friends can experience the effects of secondary trauma from hearing about the abuse. They often suffer from feelings of hopelessness, guilt, and anger from not knowing how to protect or assist a survivor or how to confront an acquaintance who is abusive.

*"I really want to help Amy, but she's made me promise not to tell anyone else about what Paul is doing. Her parents call all the time; they suspect something's wrong and now they're asking me all sorts of questions. I don't want to break her trust, but I'm really scared." Jennifer*

Regardless of whether the abuse stays fairly well hidden or breaks into public arenas, witnesses to abuse are affected, too. Being in an environment where interpersonal violence is not appropriately addressed makes many students feel vulnerable and less safe in their campus community. Institutions that fail to address dating abuse fail not only in their responsibility to individual survivors and abusers but in their responsibility to provide an environment conducive to the pursuit of academic goals for all students. Failure to address dating abuse may mean institutional liability in certain individual cases and in all cases sends the dangerous message that violence is tolerated. Tolerating violence opens the door to more violence as abusers and others see that there are few real sanctions for their behavior. Students who are directly or indirectly affected by abuse do not have the opportunity to function at their full potential. The university suffers from the loss of their contributions. Additionally, academic departments and institutions lose some of their most academically talented students whose only choice for safety is to leave.

*"I was so scared. I had lost many of my friends and felt I had little support. For weeks I wanted to pack my bags and just leave school. I was so devastated that this could have happened to me." Laura*

In effect, failing to respond to dating abuse constitutes denial of access to education for far too many college students.

## Organizing Against Abuse

### Developing a Sound Foundation

The initial step in organizing a response to dating abuse is to make a long-term commitment to addressing the problem. Abuse encompasses widespread and long-standing issues that cannot be eradicated through “quick fix” solutions. The ongoing process of responding to dating abuse will not be an easy task in most cases. Regardless of the size and location of a community or the philosophical stance of any particular educational institution, violence against women and other related forms of oppression can be unpopular concepts for many people to acknowledge. In spite of inevitable frustrations and barriers, believing that violence can be eliminated will provide the motivation to meet the challenges.

A second commitment essential to the success of a campus effort is the absolute prioritization of victim safety and self-determination. If left to their own leanings, most systems and institutions will not take the necessary actions needed to keep victims safe. In part, this happens because we are a victim-blaming society. It also happens because of our understanding of battering as an incident-based crime, when in reality it is a pattern of abusive tactics (most of which are not recognized as crimes by the criminal justice system). For these reasons, it is imperative to create a model that is based on a feminist analysis of abuse and oppression. An appropriate model will be one in which:

1. confidentiality, safety, and survivor self-determination are ensured and recognized as connected issues;
2. abusers are faced with appropriate sanctions for their abusive behavior, including possible criminal sanctions.
3. institutions are held responsible for developing policies and actions that do not support the tactics of batterers.

The provision of services for students who have been abused is an essential part of ensuring their safety and well-being. College populations are in desperate need of support services for survivors yet few campuses provide specific services for them. While some schools may choose to begin by conducting surveys or doing needs assessments, there is no reason to delay the provision of support services.

Staff of domestic violence programs and university offices may have difficulty seeing the potential for collaboration with each other and other relevant community-based organizations. However, finding the right people in each of these systems can make collaboration an easier process. It is important to remember that every organization includes people who have come in contact with domestic violence, some of whom see themselves as having a

stake in responding to it. Often individuals, who do not see a way to act alone, may find ways to take action in concert with others. Sometimes, the foundation for a successful collaboration is forming a small group of key players in each system who are strongly invested in addressing the issue of dating abuse.

For staff of colleges and universities who are trying to organize against dating abuse, working with local domestic violence experts is imperative. Battered women's advocates have the expertise needed to keep programs on track, especially with regard to survivor needs. In fact, they are a major link to survivor voices. In addition, the battered women's movement has spent over 25 years developing strategies and services for supporting victims of domestic violence including crisis counseling, support groups, 24 hour hotlines, legal and medical advocacy, children's programs and prevention education. These approaches can be tailored to meet the needs of a campus environment. In communities where comprehensive domestic violence services are not accessible, university staff must take a lead in working to make such services available.

## **Creating A Coordinating Committee**

Responding to dating abuse on campus will require a coordinated effort on the part of a cross-section of individuals. A campus coordinating committee can serve multiple purposes including assessment, development, and implementation of services, policies and programs. Additional roles may include case management, evaluation, and data collection. The scope of the committee roles will be influenced by existing campus structures.

Eventually it will be useful for the committee to include a liaison from each campus department or unit that has contact with survivors and abusers (e.g., student affairs, residential life, student discipline, academic departments, student health, counseling center, police, clergy, etc.). The choice of liaison is an important one. For example, the job of creating policies will be easier whenever an ally agrees to serve as a liaison. This will be especially true when the ally is in a position of leadership in her/his department or has influence with someone in a leadership role.

## **Who Should Be Involved?**

Many college institutions and domestic violence programs have existing collaborative networks and staff with professional and/or personal allies who can be helpful. Often, however, campuses and community agencies are isolated from each other and finding out where to recruit allies is necessary.

**Within domestic violence organizations.** It is the rule rather than the exception that staff in domestic violence organizations are overworked and underpaid. Working collaboratively allows financial responsibilities to be shared, opens avenues for future networking, and most importantly for victims, expands and improves the community's response to dating/domestic abuse. Many domestic violence agencies have community educators who have contacts and experience in working with the colleges in their area. Programs without community education staff might look to their volunteer advocates and board members, some of whom may be students, faculty or other staff at local colleges. In fact, anyone who is interested can initiate the efforts to address dating abuse.

**Within educational institutions.** Identifying who on campus should be involved sometimes requires a broader and more creative search as there may not be staff already identified as working with dating abuse issues. Again, deciding where to begin will depend on existing connections and collaborative networks. When identifying allies, it is important to look at both formal and informal connections to the issue. The people with the institutional authority to make policy will eventually need to be involved, but first contacts can be with anyone who cares about the issue and understands the dynamics of abuse. Although relatively few institutions are formally organized to address dating abuse, all have staff who are, knowingly or unknowingly, already working with survivors and abusers. Places to begin include staff in offices responsible for prevention education or victim advocacy connected with sexual assault on campus. Other places to look for allies are in the student counseling center, residential life, health services, and the student judicial affairs office. The knowledge of those who may address interpersonal violence in classroom settings or in their areas of academic research should not be overlooked. Many communities now have domestic violence coordinating councils or task forces that often include faculty and staff from higher education. Faculty and staff who serve on advisory or governing boards of agencies or institutes which address violence are another resource for campus participation.

It is necessary to include student voices, especially those of survivors, who are in the best position to identify what is needed and where the existing systems are not working. Survivors who choose not to be directly involved can provide assistance by telling you who treated them appropriately and whom they consider allies on faculty and staff. Often friends of survivors also have a personal investment in seeing dating abuse addressed appropriately and therefore may be excellent sources of ideas and energy. Student participants can be identified from a number of organizations such as student government, residence hall councils, and sororities and fraternities. The people involved should be representative of the diversity of the campus. Organizations for students of color, gay/lesbian/bisexual/transgendered students, other groups for specific populations, as well as any campus groups that address violence against women and oppression, should be approached. Students who are volunteer advocates at community domestic violence programs bring both the knowledge of student life and dating abuse. Members of these groups/organizations should be encouraged to participate on a campus coordinating committee or identify others who would be appropriate to do so.

---

## Developing and Implementing Services and Interventions

The objectives necessary to meet the goal of ending dating abuse must include: offering support services to those victimized; imposing sanctions on abusers; monitoring institutional accountability; and coordinating information flow between all relevant offices and organizations.

### Practical Considerations

**Assessing current efforts** It is essential to determine what existing services and resources are available on campus and in the community. In addition to asking staff of campus departments and community organizations what they offer, ask students about the usefulness of existing programming and services. Publicity, accessibility and confidentiality are all elements that must be examined.

In addition to surveying programming and services, it is important to take a critical look at existing policies and procedures either specific to dating abuse or under which dating abuse could be covered. This information can provide a basic guide as to where initial efforts should be concentrated. Some services and programs may simply need to be better publicized or changed to a different location or time; others may need to be enhanced or expanded; still other programs and services may not exist in any form and will have to be created. When setting priorities, it is essential to keep the principles of victim-safety, abuser accountability, and institutional responsibility constantly in mind.

**Funding concerns** One of the barriers to instituting or expanding any services or programming is funding. It is important to develop realistic long-term and short-term goals. In addition to appeals for permanent funding, consider other options for one-time or short-term projects which can be starting points for longer term efforts. Some new initiatives might fall under the parameters of existing campus budgets. While many campus departments or offices may be hesitant to commit “continuing funding” there are often funds available from one time sources. Campus departments can be invited to participate in a “charity drive” to accomplish an immediate need such as furnishing a safe house or providing books for a resource library on dating abuse. Sororities, fraternities, and other student groups can be solicited for donations, sponsoring benefits, or providing assistance with tasks such as bulk mailings.

It is critical not to let the lack of new funds paralyze the initial efforts. For example, the first step of coordinating efforts among various departments can be done without additional cost as long as people are willing to make the time to meet. Publicizing existing resources for assistance and intervention can be done creatively with minimal expenses. Support groups can meet in space donated by campus churches or community organizations. Pooling resources decreases the burden on everyone. While it may not be feasible for any single

department or collaborating partner to fund new materials or develop new services or programs, it is often possible for each to take on a portion of the total cost. For example, a new flyer or brochure might be produced using the graphic arts services of a graduate student within a specific participating office, printing costs covered by one or more other departments, and distribution done through existing procedures of a third department. While it may not be possible to convince the administration of the need to build a campus shelter, it may be possible to negotiate an agreement with campus housing to have an apartment or suite available on an emergency basis for safe housing.

## **Safety, Support and Advocacy for Survivors**

In communities where there are domestic violence programs, many support services are already offered and utilized by students. However, survivors of dating abuse on campus may be unaware of these resources or reluctant to make extensive use of them because they do not identify themselves as “battered women.” While it may not be feasible for college offices to offer a 24-hour hotline on campus, or a legal or medical advocacy program or a safe emergency shelter, all three are already available through most domestic violence programs. Collaboration is an effective way of being able to offer the most comprehensive services to students.

**Shelter.** For a student who is living with or near an abusive partner and is fearful of that person, temporary safe housing can provide both physical safety and the emotional space to start looking at options. Although some campuses are able to maintain free standing shelters on campus, most are not. Community domestic violence shelters also provide an extensive network of other support services and depending on the location, accessibility, requirements for eligibility and available space, they may be the best option for students. Other possibilities include safe homes in the community or use of campus residential space. Most residential colleges and universities have some type of family housing with apartment units or even rooms within residence halls that can be used if confidentiality can be maintained. Larger universities often operate guest houses or hotels, which can offer another option for emergency housing.

**Medical Care.** Students may have physical injuries that require attention through the university’s student health system, or from medical facilities in the community. Too often the cause of these injuries is ignored. Medical staff should be adequately trained to assess, treat, and refer students and to comply with any required notification responsibilities. Accurate records and documentation can be critical in any subsequent legal proceedings. Safety and confidentiality, as always, are paramount; students should be informed of any notification procedures, including what information will be passed on to insurance companies. Many students who rely on insurance coverage through a parent’s policy may hesitate to seek medical treatment in an effort to keep the abuse secret from family members. Many public and private hospitals and clinics have developed appropriate protocols and training

for their staff relative to domestic violence which should also be applied to cases where the injuries are sustained in a dating relationship.

**Police Assistance.** Historically, survivors have faced inadequate responses from law enforcement.

*“When I first called the police on Alan, they gave him a warning and charged him with disorderly conduct. The officer told me if he bothered me again, he would go to jail. However, the next time Alan bothered me, the police just gave him another warning. This pattern continued to the point where Alan was no longer threatened by the police.” Laura*

However, some communities have witnessed an improvement over the years in police response to domestic and dating violence. Effective protocols and training for officers have been put into place and have resulted in both better protection for victims and more accountability for abusers. It should be underscored that any effective “mandatory arrest” or “pro arrest” policies must incorporate measures for victim safety. Appropriate police response also creates an environment that enhances the victim’s ability and willingness to cooperate in effective prosecution. Responding appropriately to a call involving dating abuse can provide emotional support by letting the victim know that the abuser’s behavior is a criminal action, not simply a “lovers’ spat.” Officers should inform the victim of the right for protection and assistance and provide resource lists and/or referrals. Although some colleges and universities have sworn police officers with powers of arrest, others may have security departments that then refer criminal cases to local jurisdiction. In either case, the first response and follow-up are crucial.

*“The last time Chad hurt me, I ended up going to the ER; I was really scared. When the nurse informed me they had called the police, I did not want to talk to the officer; I knew it would just make Chad angry. I explained that he and I would work things out and that I didn’t want him arrested. The officer told me that Chad had broken the law and that he was making the decision to arrest. He also made it clear to Chad that the decision to arrest was his, not mine. Looking back at my conversation with the officer, I think it was the first time I really had anyone not blame me for the abuse or give me total responsibility to end it. That officer’s words may have literally saved my life.” Cheri*

**Emotional support.** Appropriate emotional support for students who have experienced abuse should be based on an empowerment model, the objectives of which are to offer information and validation, explore options, reduce the stigma of victimization, and recognize the right to self-determination. A respect for survivors as experts on their experiences should be maintained. Effective counselors and advocates need to understand that survivors don’t need “curing,” but support in understanding and healing from the effects of the abuse they have experienced. Survivors may need reassurance that the abuse was not their fault (Mahlstedt & Keeny,1993). Counselors and advocates need to understand that escaping an abusive relationship is a complex process and be able to offer support and informa-

tion appropriate to where the survivor is in that process. Survivors also need assistance in developing new options and strategies to be safe in the future. This includes help with examining new relationships.

As abusers typically isolate their victims from natural support systems, it is desirable to inform students of as many different avenues of support as possible. Support groups offer excellent, confidential forums for survivors to learn from each other, validate the reality of their abuse, and form new social connections with people who can identify with their experiences. Offering support groups based on participant affinity (e.g., race, sexual orientation, etc.) where there are sufficient numbers is a worthwhile consideration.

*“Going to support group was the best decision I could make. Just hearing the stories of other women made me feel less alone and gave me strength to heal.” Laura*

**Academic Advocacy.** It is rare that a student who is currently or has previously been in an abusive relationship does not experience negative academic consequences.

*“I had done very well academically until the semester I dated Joan. That semester I received my lowest GPA ever.” Stacy*

*“With all of this abuse going on, and now the criminal justice proceedings, it has been extremely difficult to concentrate. I feel I did not perform up to par during my academic internship, nor am I performing up to par at my new job.” Cheri*

In fact, many college staff may find the first “point of contact” from a student who has experienced abuse is due to concerns about academic progress rather than the abuse itself. Therefore, professors and instructors, academic deans, and student affairs staff should all be prepared to assist students in their goals of academic success and be equipped with information about appropriate referrals. Advocacy relative to academic progress can include such things as documenting absences, supporting requests for extension of deadlines, supporting petitions to drop a class where a student is not safe from the abuser and/or the abuser’s friends, etc. In addition, individuals providing advocacy should be creative in identifying arrangements, both formal and informal, which will enable students to maintain their academic achievement. At times, survivors may also need assistance getting emergency loans to continue their education. Full or partial financial reimbursement in cases where abuse has prevented them from meeting course requirements is useful. Sharing of any information disclosed by the survivor should only be done with specific written permission and always on a strict “need to know” basis.

### **Abuser Accountability**

Victim safety does not occur without abuser accountability and sanctions for abusers must regularly be evaluated in light of it. A lack of consistent, negative consequences is an

important factor in why abusers continue to abuse, therefore it is critically important to have a variety of ways to interrupt abuse and monitor abusers' behaviors.

**Legal measures.** There are two legal avenues that may afford recourse and safety options for people abused within intimate relationships: civil and criminal. Although criminal and civil laws vary from state to state, several states now recognize dating relationships in their legal definitions of domestic violence. Where that is so, civil statutes usually offer orders of protection or restraining orders that can prohibit the abuser from contacting the victim as well as offer other remedies such as reimbursement for medical expenses or loss of wages, protection for family or friends, and temporary custody of any minor children.

Domestic battery and other crimes of assault can also be reported to the police as criminal charges. Even in locales where dating relationships are not covered under domestic violence statutes based on marital status, batterers can be charged under crimes such as simple or aggravated assault or reckless endangerment, and/or disorderly conduct. Stalking, trespassing, harassment and sexual assault laws often apply to abuse cases as well.

The majority of community domestic violence programs have court advocates who can provide accurate information, assistance, and referrals concerning legal remedies. Campus-based student legal services offices also can provide legal assistance and referrals. States' Attorney's offices may have victim assistance programs and/or advocates who can offer support, information, and referrals to victims of crimes.

**Judicial Affairs.** Campus judicial affairs offices should be prepared to address dating violence as a violation in their code of conduct and be willing to follow up with appropriate sanctions for those found in violation of the code. There must also be a commitment to enforce sanctions consistently and in a timely manner. For students who choose them, "no contact" or "stay away orders" issued by judicial affairs staff may afford some protection pending case disposition.

In the event that an incident falls within the jurisdiction of both campus judicial affairs and the criminal justice system, each should address it accordingly rather than refusing to address dating abuse under the guise of deferral or referral to the other. Student judicial affairs offices offer alternative or additional remedies and should not be seen as a substitute for either civil actions or criminal charges.

In some cases, the judicial affairs office may offer distinct advantages. Often university codes are broader and cover behaviors that are not necessarily criminal under state statutes. Having policies that specifically label dating abuse as grounds for discipline may be appropriate and useful. Having explicit policies about dating abuse may be educational, sending a message to potential abusers. On the other hand, it is possible to have dating abuse wrapped into broader regulations that convey the message that abusive behaviors are not tolerated regardless of the current or prior relationship of an offender to his victim.

The following is an example of a broad policy under which dating abuse could be charged:

*“Conduct for which students are subject to discipline includes, but is not limited to the following:*

- 1. Physical abuse, intimidation, harassment, coercion, and/or other conduct that threatens or endangers the health or safety of any person, or creates in such person a reasonable fear that such a result will occur.” (From Code of Policies and Regulations applying to all students at the University of Illinois at Urbana-Champaign)*

Whether codes pertain specifically to dating abuse or not, effective codes will not minimize or dismiss abusive behavior in cases where the victim and abuser are or were in an intimate relationship.

Other possible advantages to the judicial affairs option are that hearing officers and/or discipline committees generally require different standards of proof, and hearings are usually more timely, more confidential, and less adversarial than a court of law. Actions taken against students found in violation of the conduct code include a wider range of sanctions, although it should be kept in mind that the most severe actions that a university can take are much less severe than actions that can be imposed in criminal cases (i.e. incarceration).

Judicial affairs officers and hearing committees need to be well-versed in the dynamics of abusive relationships in order to make appropriate case dispensations. Although mediation tactics may be the preferred method for addressing student disagreements, disputes involving abuse and violence should never be mediated, but treated as the serious offenses that they are. Mediation assumes both parties share equal power in the relationship and therefore have equal responsibility for problem solving. Mediation is not appropriate for abuse cases.

Whether complaints come from students who are abused or through third parties (e.g., residential advisors, police, faculty or staff), it is essential that victims retain the right to determine their own level of participation in a case. Requiring victims of code violations to file formal complaints before any action is taken not only requires them to bear the main responsibility for ending the violence, but also represents an abdication of institutional responsibility. Such requirements increase an abuser’s ability to manipulate the victim when it becomes evident that there is no broader base of accountability. Judicial affairs offices must be aggressive in providing safety for students within the context of victim self-determination. There is no need to rely solely on victim testimony to document violent behavior. Police reports, incident reports from residential life, medical records, and statements from eye-witnesses can and should be included in documentation of code violations. However, no proceedings should go forth if the result would be to put the victim’s safety in greater jeopardy.

For students found in violation of the conduct code for dating abuse, serious sanctions are warranted. It is important to recognize that when sanctions do not match the crime in either severity or intent, the message is sent that the university is complicit with the offender's violence. This message is a strong one and reaches both the offender and his or her victim. Offenders learn that they can abuse again. Victims learn that, as they suspected, they alone are responsible for stopping the violence. In those cases where abusers are allowed to remain on campus, measures to protect the victim, including no contact orders, should remain in effect as long as the abuser is under campus jurisdiction. Additional sanctions could include conduct probation and mandated participation in an intervention program for abusers for which there are many models.<sup>1</sup> Gay or lesbian offenders will benefit from having their own groups. (In situations where the abuser is not a student, the university must work rigorously with local law enforcement and prosecution to provide safety for a student victim.)

**Other Ways to Take Action Against Abuse.** While it remains critical that the student judicial system make a commitment to holding abusers accountable and to ensuring victim safety, various other units and organizations on campus are in a position to impose both formal and informal sanctions on those who use abuse. A few examples follow:

- Residence hall staff can restrict abuser access to dormitories when appropriate for victim safety. They can also restrict or terminate housing contracts. Residential advisors, directors, and other professional staff have responsibilities to document and notify when behaviors injure or threaten the well-being of others. Failure to do so greatly decreases the chances that information about violent behavior reaches others in the university system, including student discipline.
- Athletic teams, student government associations and other student groups can curtail abuser participation through restrictions or suspensions.
- Offices or other campus divisions employing students can develop terms of employment under which students who threaten or endanger others can be disciplined and/or terminated.
- Academic departments can employ formal and informal restrictions on abusive students. Many have the ability to limit access to facilities. They also can decline to offer teaching assistantships to students with a documented history of violent

---

<sup>1</sup> Making a commitment to holding abusers accountable is a critical step. The Battered Women's Justice Project in Minneapolis, MN maintains information on the effectiveness of batterer's programs. For current updates on batterer's program models, contact them at (800) 903-0111.

behaviors. Faculty can use discretion in writing letters of recommendation. At the graduate school level, additional leverage against abusive students exists where students depend on their departments to recommend certification for licensing or membership in professional associations. Professional associations often have more clearly delineated ethical standards than colleges do, and are less fearful of litigation.

- Fraternities can develop conduct codes, as well as housing agreements in residential chapters, which can be used to enforce abuser accountability. As private organizations, fraternities may have more leverage than the university discipline system in taking action against members. There is often a higher level of conduct expected as well as a less stringent standard of proof for chapter violations. Members found in violation of organizational codes can be suspended from the local chapter or expelled from the national organization. Abusers can have their chapter housing contract terminated, be mandated into educational programs and intervention groups, restricted from chapter activities including social activities, and lose leadership positions within the organization. The group pressure that has all too frequently been used to enforce negative behaviors on campus could be employed to positive ends by local chapters, alumnae associations, and national organizations.

## Education and Professional Training

Providing education and training for the entire campus community accomplishes multiple objectives such as increasing awareness about dating abuse, primary prevention of the problem, and outreach to survivors (including those who may not identify themselves as being abused).

*“The first time I saw the poster about violence in gay and lesbian relationships, I just walked by thinking it had nothing to do with my life. On my way to lunch that afternoon, a few of the examples of abuse on it caught my eye. Over the next week I spent more and more time studying the poster. I realized that I was the target of these same behaviors in my relationship with Edie. That’s how I ended up deciding to come to support group.” Gina*

*“In my case, there were two parts to being isolated. The first was intentional tactics that my boyfriend used throughout the relationship to gradually isolate me. The second part was that once I did confide in people, they were uninformed about domestic violence and could not understand me or be supportive. Because of their lack of knowledge, they believed him more than me. Once again he used tactics to discredit me, and combined with his charm and magnetism, others could not believe that he was capable of being violent. After all, he was not violent toward them.” Cheri*

An understanding of the dynamics in abusive relationships allows for a more informed and appropriate response to those students experiencing and using abuse. Comprehensive educational efforts build support for enhanced resources for survivors and for prevention programming. Most importantly, such efforts create a campus environment that is coordinated in its response to dating abuse.

**Education.** Educational efforts should be broad based and offered in a variety of settings. Exposure to information about dating abuse should be incorporated into first-year student orientation and continued throughout a student's tenure on campus. Specific outreach and programming must be provided for all student populations on campus including those that may be more isolated from campus and community resources due to racism, ableism, homophobia and other forms of oppression and discrimination.

Regardless of the format used, educational programs must include comprehensive information about dating abuse and be appropriate in terms of social, environmental, and developmental issues for college students. Educational programs should be culturally appropriate for students from all backgrounds. Educators therefore need to have an understanding of the diversity that exists on their campuses related to race and ethnic background, sexual orientation, physical ability, age, and many other factors.

Addressing dating abuse also carries with it the opportunity to introduce other related topics which have important implications for educational programming on college campuses, especially those issues relative to oppression. Students who are not in abusive relationships may come from families where they were witnesses to domestic violence or victims of parental abuse and will benefit from understanding more about dynamics and resources. Research, as well as anecdotal evidence, documents the connections between dating abuse and alcohol use on campus (Williams & Smith), although we must be careful not to assume a causal connection between the two issues. Anyone who works with sexual assault survivors can attest to the fact that many are assaulted by current and former intimate partners. Research shows that sexual coercion is not an uncommon tactic for abusers to use (Mahlstadt & Keeny, 1993; D. Russell, 1990). Students who are educated about gender oppression may more easily understand other forms of oppression including racism and heterosexism. It is also essential that students be presented with information about healthy relationships.

Giving peers of those involved in abusive relationships information and skills helps build social support systems for survivors and decreases their isolation. Although dating abuse all too often remains a secret, when students choose to tell someone of the abuse, research shows that the great majority disclose to friends (Mahlstadt & Keeny, 1993; LaJeane and Follette, 1994). Educating students also gives them information on how to effectively confront friends or acquaintances who are abusing their partners. Knowledge can be a first step in primary prevention efforts as well.

There is evidence that male students who have social ties with abusive peers and/or who have peer support for abuse are more likely to use abuse themselves. (DeKeseredy and Kelly, 1995). According to recent research, it may be especially important to design programs for athletic teams and fraternities as their members seem to be disproportionately represented in cases of dating abuse and other forms of violence against women. (Crossett, Ptacek, McDonald, & Benedict, 1996; Worth, Matthews, & Coleman, 1990).

Although there are multiple formats that can be used to educate students, the importance of peer education should not be overlooked. Interactive theater can be an especially effective form of peer education. Other possibilities include student forums, panel discussions, videos and movies, and bringing guest speakers and performers to campus. Videos, presenters and performers should reflect the diversity of the campus audience. Having sign language or other interpreters at events and making sure events are in accessible locations will send a message to all students on campus that dating abuse is a problem of importance to them. Ignoring these considerations will further disempower and isolate many students, especially survivors.

**Primary Prevention.** In order to prevent dating abuse, educational efforts need ultimately to go beyond educating students about how to respond to it once it happens. It is important to create a campus environment in which abuse is viewed as unacceptable by everyone on campus. Sexism and other social attitudes that foster the use of violence against intimate partners need to be examined in all aspects of campus programming and community. Creating a climate of equality and respect and teaching skills for healthy relationships are important components of eliminating dating violence.

The role and responsibility of men in ending violence against women is a significant one. In addition to teaching strategies for confronting abusive peers, campus based programming for men should also address the root causes of gender-based violence. At some universities, organizations for men against sexism create opportunities for males, including those not directly affected/involved in dating abuse, to be proactive in addressing these issues. (Included in the attachments is a list of actions that men can take to stop violence against women on their campuses.)

**Public Awareness Campaigns.** Public awareness campaigns can be used to increase awareness of dating abuse and to promote services and resources. Information might be presented in notices or articles in student newspapers, public service announcements on radio stations, posters displayed in residences as well as public buildings. Reaching students by e-mail notices or mailings are other possibilities. Statistics, information and resources can be publicized on table tents in dining rooms and brief messages can be displayed on buttons, stickers, t-shirts and decals. Any opportunity for displays in campus buildings should include brochures, as well as palm-sized cards with numbers for emergency assistance.

The campus environment provides excellent opportunities for visual displays such as the Clothesline Project and the National Domestic Violence Awareness Month Purple Ribbon Campaign.

As the purpose of public awareness campaigns is to reach a maximum number of students with information, it is important to remember that in a diverse campus community, not all students will be impacted by mainstream-focused efforts. Therefore, all efforts should be extended to population-specific newspapers and newsletters such as those for communities of color or the lesbian/gay/bisexual/transgendered community. Brochures or other written information should include graphics and characters that reflect the diversity of campus. Written materials can be made available in large print and Braille or on audio tape.

**Professional Training.** Professional training should be offered to virtually any group on campus that has occasion for interaction with victims and/or abusers - medical professionals, counselors, security and law enforcement officers, judicial affairs staff and committees, housing personnel, women's advocates, coaches, faculty, student organization advisors, academic deans and advisors, and peer educators/counselors. While setting up initial training may be a challenge when staff are resistant, all training should be ongoing, designed to occur on a regular basis and should support the cultural/ethnic diversity on campus. Training must be tailored to the needs of each particular group. It is also important to represent diversity among those providing professional training. All information must be based on the premise that there is no such thing as a "neutral" response to dating violence; a failure to respond is, in effect, a negative response.

Although objectives may vary from group to group, several goals of professional training are universal:

- To provide knowledge and skills that will enable professionals to assess more accurately and respond more appropriately to students who abuse and to those who are abused;
- To increase knowledge of all appropriate resources and referral procedures;
- To encourage coordination among units and/or agencies addressing dating abuse.

## Coordination

The process of coordinating information flow and monitoring the use of agreed upon guidelines for responding to dating abuse is essential to effecting institutional accountability and therefore, essential for creating safety for survivors. As a first step in this process, coordinating committee members need to determine all the places in the college community that have contact with survivors and abusers. In many cases this will include the following

departments and organizations: the office for student judicial affairs; family, graduate, and undergraduate housing units; law enforcement or security departments; health clinics; counseling centers; offices that provide victim advocacy and especially all women's centers or offices; any organizations or resource centers for specific populations such as African Americans, Latinas (-os), Asians, Native Americans and other communities of color; gay / lesbian / bisexual / transgendered students; crisis or after hours emergency systems; and the local domestic violence program.

Each department must then be responsible for developing new or revising existing protocols that delineate the steps required for appropriately responding to dating abuse cases. The creation of protocols or guidelines is a necessary step for many reasons:

- to ensure all departments are working from complementary positions;
- to help define the ways people who are being victimized may choose to seek help;
- to identify where organizers and liaisons need to set up better ways to communicate;
- to uncover those places in the system that are unsafe and non-supportive of survivors.

An additional benefit of creating protocols is the pressure that resistant departments may feel to buy into the process of improved response to dating abuse. And ultimately, when protocols are developed with the goal of enhancing victim safety at each step, the result will be to prevent assailants from bypassing, getting lost in, or manipulating the system. (Sample protocols for various offices are included in Appendix E).

Protocols, however, are only one piece of the coordinating process. The coordinating group must meet regularly to make sure all units continue to work on behalf of survivors and to reinforce the network of communication necessary for adhering to agreed upon responses to dating abuse. A schedule for regular evaluation of services and programs is essential to coordination efforts. While each department may agree to data collection, the job of determining what data to look for will be the responsibility of the entire group. The data should reflect such things as the number of persons requesting help, services requested, outcomes, and referral sources. Other information that might be useful includes demographic data of people requesting assistance, length of time in counseling or group, number and type of sanctions imposed, etc.

Over time, the answers to these questions will provide useful information and direction for the program. Additional information must be collected from students who have used services. This information may be more difficult to come by, but will provide a truer picture of the impact of services.

A “consumer satisfaction” evaluation of services could ask:

- Were the services useful? Please explain.
- Do you feel safer? Why or why not?
- How was support group (counseling, advocacy, etc.) useful to you?
- What went into your decision to terminate services?
- What services would you recommend to a friend with a similar problem?

The objective here is to determine whether or not individual services and the project as a whole are meeting the goals of providing victim safety, sanctions for abusers and systems accountability. Perhaps the hardest question of all to answer is: *“Are we creating safe choices for survivors and a safer campus community for all students?”*

---

## One University's Approach

### The Dating/Domestic Abuse Project: University of Illinois, Urbana-Champaign

In 1994, staff from the Counseling Center, Residential Life, the Office of Women's Programs, and A Woman's Place (the community domestic violence program) began discussions about the need to improve the campus response to dating abuse. Initial efforts were made easier by the fact that solid collaboration already existed between several staff at the University of Illinois and A Woman's Place. Concerns grew out of what was perceived to be inadequate responses to several specific cases of dating abuse and the lack of a comprehensive and coordinated response to address this topic broadly on campus. As a case-management committee overseeing cases of interpersonal violence already existed, it was determined to devote new efforts to develop, support and coordinate intervention and prevention efforts. The focus has been to develop a coordinated response to survivors and abusers and to provide institutional advocacy to improve and expand efforts to make the campus safe for all students.

The Dating Abuse Project received a small Student Affairs Challenge grant to establish a campus support group for victims of dating abuse, develop a public awareness campaign, and purchase resource materials. In 1995 the committee was expanded to include staff who for many years had been addressing the issues of domestic violence in family housing.

Currently the Dating/Domestic Abuse Project Coordinating Committee includes representatives from the following units and offices: the Office of Women's Programs, the Counseling Center, Residential Life, International Student Affairs, Family Housing, Private Certified Housing, McKinley Student Health Center, The Vice-Chancellor's Office, the Office for Student Conflict Resolution (Judicial Affairs), the University Police Department, Greek Affairs, and A Woman's Place. The committee meets twice a month and participation is open to anyone who wants to work on these issues on campus. A year long effort to write and adopt protocols from all of the units on campus who might respond to perpetrators and/or victims of dating/domestic abuse was completed at the time of publication for this paper. Although no additional formal funding since the initial challenge grant has been received, participating units have at times shared the costs of various projects including brochures, flyers, and public awareness campaigns.

The Dating Abuse Project Brochure lists the current resources on and off campus relative to law enforcement, medical attention, emergency shelter, protective measures against abuse, emotional and academic support, group support, intervention for abusers, professional education, and peer education. Although some of the resources were already available prior to the beginning of the Dating/Domestic Abuse Project, the following sections briefly describe some of the new or expanded efforts.

**Emergency Shelter.** Although the Champaign/Urbana community is fortunate to have a domestic violence program and shelter, A Woman's Place, this program's statistics showed minimal use of services by University students, especially in terms of group support and safe housing. The Dating/Domestic Abuse Project has attempted to increase awareness of the services at A Woman's Place for students through public education and public awareness campaigns. At the same time, collaboration with A Woman's Place has helped assure that staff and volunteers there are more aware of campus resources and referral procedures.

For several years, the Family Housing Office at the University of Illinois has maintained an apartment for their residents to use as an emergency shelter. In 1996, that apartment was made available to all students, faculty, and staff. This apartment, known as the University Safe Place was remodeled and furnished through the efforts of a Student Affairs Staff project.

**Support Groups.** A support group for women currently or formerly experiencing abuse in a relationship has been offered for the last six semesters and during summer sessions. The group has varied from three to 10 participants during various semesters, and a total of 40 women have participated in group. This group is co-facilitated by staff of the University's Office of Women's Programs and A Woman's Place. Because this group is co-sponsored by the University and A Woman's Place, it is also open to students from the local community college as well. The group has included both graduate and undergraduate women, women abused by men and women abused by women. Some have participated only a few weeks; others have been involved for up to two years. Each participant is asked to complete a brief intake form and risk assessment survey and is required to sign a statement of confidentiality. Group is open and ongoing, with participants joining at any time in the semester.

The Dating Abuse Project has also offered a group for women who have been abused by female partners. This group is cosponsored by A Woman's Place and OUTPOST, a local organization offering resources and information for the lesbian, gay, bisexual, and transgendered community. There has been difficulty in getting sufficient referrals and inquiries about this group, but a strong commitment to offering this service remains and new ways of publicizing this group are being developed.

**Intervention Group for Students Who Abuse.** Although the staff and structure for offering an intervention group (based on the Domestic Abuse Intervention Project in Duluth, Minnesota), have been in place, there have been insufficient referrals to run it. It is hoped that the recently adopted protocols and expanded professional training efforts will assist in mandated referrals from the appropriate units and from the faculty-student committee that hears discipline cases on the campus. As the community mental health

center now offers an education/intervention group for abusers, the possibility of having students sanctioned for dating abuse on campus being referred to the community program is currently being considered.

**Professional Training.** Efforts to date have involved training staff from the Counseling Center, McKinley Student Health Center, Residential Life, and the Department of Public Safety including the University Police Department. Training has been provided to peer advisors and the peer educators from sororities and fraternities and peer educators of the Campus Acquaintance Rape Education program. Currently, there are plans to conduct new training with the members of the faculty-student committee that hears discipline cases. Staff at the local community college have also attended training sessions.

**Peer Education.** After hosting the interactive theater troupe “Power Plays” on campus in spring of 1995, students were inspired to develop an interactive theater format for peer education programming. Through the Office of Women’s Programs and the Department of Women’s Studies, students can now take a 3-semester hour class which trains them in the dynamics of dating abuse and guides them in the development and performance of scripts relative to dating abuse. The troupe, called STAGE (Stop the Abuse, Get Educated), presents skits, monologues and dramatic role plays focused on abuse in relationships. The troupe has presented to classes, fraternities, sororities, and to other campus organizations. STAGE has assisted with professional training and presented at several conferences, including a community conference on violence in same sex relationships.

**Public Awareness.** A series of public education ads were developed and run in the local student newspaper. The purpose was to assist students in learning about the wide range of behaviors considered abusive, and to provide resources for assisting survivors, abusers, and friends/family members (See Attachments). A series of ads will run this semester, targeted at friends and roommates. Three posters were produced by purchasing camera-ready art from the Family Violence Prevention Fund and a fourth poster addressing abuse in gay and lesbian relationships was developed by the project (see Attachments). These posters have been distributed throughout campus and also used as bus cards on all campus bus routes. A public service announcement for the radio was produced by STAGE and has aired on local radio stations. During Domestic Violence Awareness Month, purple ribbons and ribbon cards are distributed and there are displays of the Clothesline Project.

The Dating/Domestic Abuse Project at the University of Illinois, Urbana-Champaign continues to look for improved ways to address the issues of relationship abuse on campus and in the community.

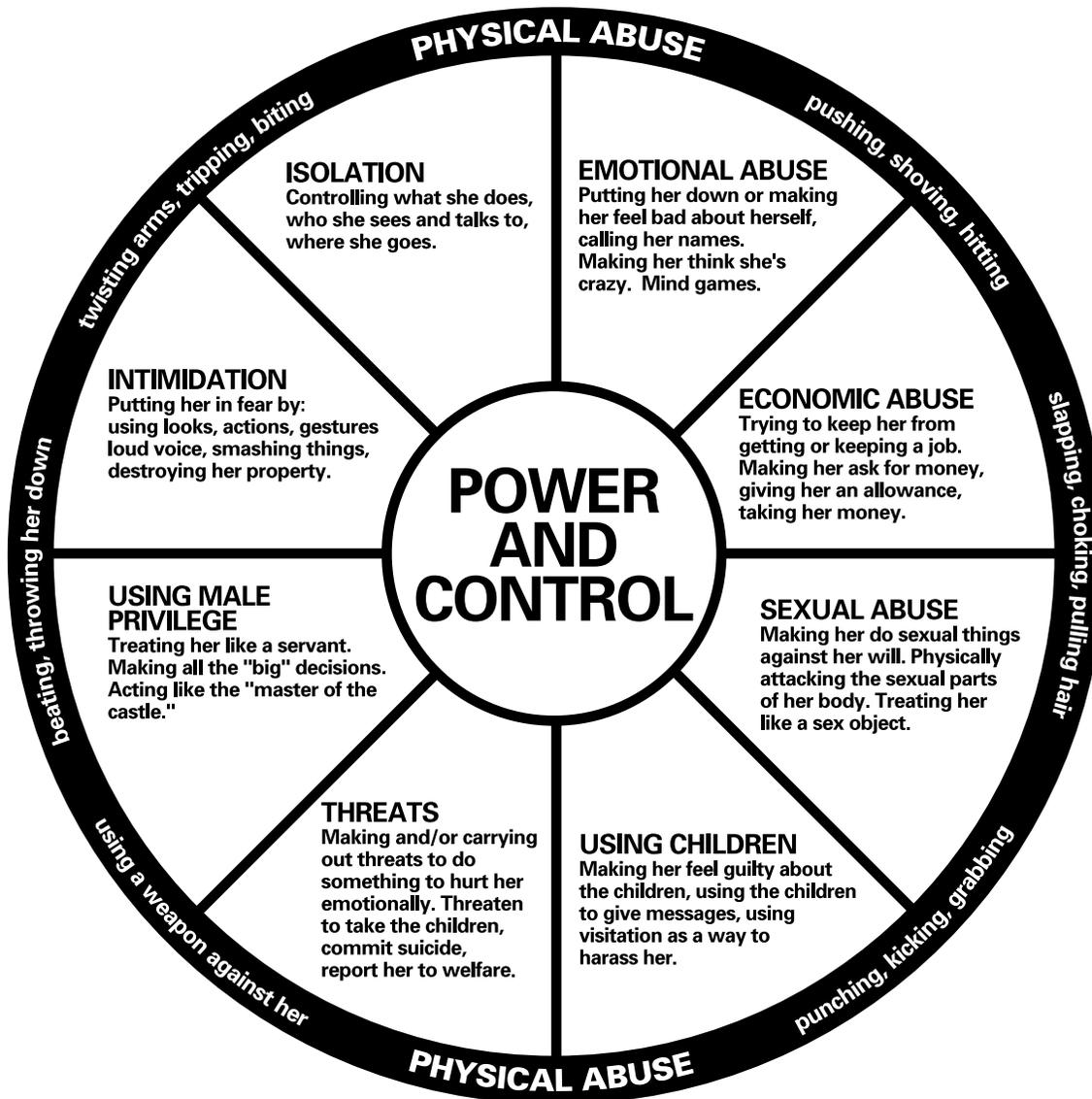
**Survey of Colleges and Universities.** In 1996 Cathy Clark, then a staff member in residential life at the University of Illinois, Urbana-Champaign, conducted a survey of member institu-

tions of the Association of Colleges and University Housing Offices International to determine the level of services and programming relative to dating abuse on college campuses. Preliminary data showed that very few of the campuses who responded to the survey had a comprehensive response to dating abuse. Although sporadic services for victims were not uncommon, very few campus programs reported interventions for abusers or broad based campus/community committees. Only a handful had programming or printed materials specific to abuse in gay/lesbian/bisexual populations or to people of color.

# APPENDICES

## Appendix A

### Power and Control Wheel



Domestic Violence Intervention Project  
Duluth, Minnesota

## Appendix B

### References

Aizenman, Marta and Kelley, Georgette. "The Incidence of Violence and Acquaintance Rape in Dating Relationships Among College Men and Women." Journal of College Student Development 29, (July 1988): 305-311.

Coleman, V.E. "Violence between lesbian couples: A between-groups comparison." Unpublished doctoral dissertation. (1990): University Microfilm International, 9109022.

Crosset, Todd W., James Ptacek, Mark A. McDonald, & Jeffrey R. Benedict. "Male Student Athletes and Violence Against Women." Violence Against Women 2,2 (1996): 163-179.

DeKeseredy, Walter S. and Katherine Kelley. "Sexual Abuse in Canadian University and College Dating Relationships: The Contribution of Male Peer Support." Journal of Family Violence 10, 1, (1995): 41-53.

DeKeseredy, Walter S. "The Canadian National Survey on Woman Abuse in the University / College Dating Relationships: Biofeminist panic transmission or critical inquiry?" Canadian Journal of Criminology (January 1996): 81-98.

Gamache, Denise. "Domination and Control: The Social Context of Dating Violence". Dating Violence: Young Women in Danger, Seal Press, (1991): 69-83.

Hamberger L. Kevin, J.M. Lohr, D. Bonge, and D.F. Tolin. "An Empirical Classification of Motivations for Domestic Violence." Violence Against Women 3.4, (August, 1997): 401-423.

Kelly, E.E. and L. Warshafsky. "Partner abuse in gay male couples. Paper presented at the Third National Conference for Family Violence Researchers, Durham, NH, July, 1987.

Jones, Ann & Susan Schechter. When Love Goes Wrong: What to Do When You Can't Do Anything Right-Strategies for Women with Controlling Partners. Harper Collins Publishers, Inc., 10 East 53rd Street, New York, NY 10022, 1992.

LeJeune, Chad and Victoria Follette. "Taking Responsibility: Sex Differences in Reporting Dating Violence." Feminism & Psychology. 3.3 (1993); 319-333.

Makepeace, J.M. "Courtship Violence Among College Students." Family Relations. 30, (198 1): 97- 101.

Mahlsteat, Deborah & Linda Keeny. "Female Survivors of Dating Violence and Their Social Networks." Feminism & Psychology. 3,3 (1993): 319-333.

Pence, Ellen. In Our Best Interest: Process for Personal and Social Change. Minnesota Program Development, Inc., 206 West Fourth Street, Duluth, Minnesota 55806, 1987, pp. 5-14.

Pence, Ellen & Michael Paymar. Power and Control: Tactics of Men Who Batter. Minnesota Program Development, Inc., National Training Project, 206 West Fourth Street, Duluth, Minnesota 55806.

Pedersen, Patricia and Thomas, Cheryl. D. "Prevalence and Correlates of Dating Violence in a Canadian University Sample." Canadian Journal of Behavioral Science. 24,4 (1992): 490-501.

Russell, Diana. Rape in Marriage. Bloomington, IN: Indiana University Press, 1990.

White, Jacquelyn W. and Mary P. Koss. "Courtship Violence: Incidence in a National Sample of Higher Education Students." Violence and Victims. 6,4 (1991): 247-256.

Williams, Janice G. & J. Patrick Smith. "Drinking Patterns and Dating Violence Among College Students." Psychology of Addictive Behaviors, 8, 1 (1994): 5 1-53.

---

## APPENDIX C

### Resource Listing

#### **General Resources on Dating Abuse**

Levy, Barrie, ed. Dating Violence: Young Women in Danger. The Seal Press, 3131 Western Avenue, #410, Seattle, Washington 98121-1028, 1991.

McShane, Claudia. Dating May Be Hazardous to Your Health. Mother Courage Press, 1988.

Pirog-Good, M., and Stets, J. , eds. Violence in Dating Relationships: Emerging Social Issues. Praeger, 1989.

#### **Educational Curricula for Abusers**

Adams, David. Program Manual for First Stage Groups. EMERGE, 2380 Massachusetts Avenue, Suite 101, Cambridge, Massachusetts 02140.

Creighton, Allan and Paul Kivel. Young Men's Work: Building Skills to Stop Violence. The Oakland Men's Project, 1203 Preservation Park Way, Suite 200, Oakland, California 93612, 1995.

Pence, Ellen and Michale Paymar. Power and Control: Tactics of Men Who Batter. Minnesota Program Development, Inc., National Training Project, 206 West Fourth Street, Duluth, Minnesota 55806, 1990.

#### **Support Groups for Survivors**

NiCarthy, Ginny. Getting Free: You Can End Abuse and Take Back Your Life. The Seal Press, 3131 Western Avenue, #410, Seattle, Washington 98121-1028, 1986.

NiCarthy, Ginny, Karen Merriam, and Sandra Coffman. Talking It Out: A Guide to Groups for Abused Women. The Seal Press, 3131 Western Avenue, #410, Seattle, Washington 98121 - 1028, 1984.

Pence, Ellen. In Our Best Interest: Process for Personal and Social Change. Minnesota Program Development, Inc., National Training Project, 206 West Fourth Street, Duluth, Minnesota 55806, 1987.

#### **Battering in Same Sex Relationships**

Elliott, Pamela, ed. Confronting Lesbian Battering. Lesbian Battering Intervention Project, Minnesota Coalition for Battered Women, 570 Asbury Street, Suite 201, St. Paul, Minnesota 55104, 1990.

Island, David and Patrick Letellier. Men Who Beat the Men Who Love Them. The Haworth Press, 10 Alice Street, Binghamton, New York 13904, 1991.

Lobel, Kerry, ed. Naming the Violence: Speaking Out About Lesbian Battering. The Seal Press, 3131 Western Avenue, #410, Seattle, Washington 98121-1028, 1986.

Renzetti, Claire. Violent Betrayal: Partner Abuse in Lesbian Relationships. Sage Publications, 2455 Teller Road, Thousand Oaks, California 91320-2218, 1992.

West, Dawn. "My Girlfriend Did It" (video). Casa de Esperanza, P.O. Box 75177, St. Paul, Minnesota 55175, 1995.

### **Coordinated Response**

Pence, Ellen. "Conducting a Safety and Offender Accountability Audit: A Manual for Auditors". Minnesota Program Development, Inc., National Training Project, 206 West Fourth Street, Duluth, Minnesota 55806, 1997.

Pence, Ellen. "Coordinated Community Response to Domestic Assault Cases: A Guide for Policy Development". Minnesota Program Development, Inc., National Training Project 206 West Fourth Street, Duluth, Minnesota 55806, 1997.

### **Resources for Women of Color**

White, Evelyn. Chain, Chain, Change: For Black Women Dealing with Physical and Emotional Abuse. The Seal Press, 3131 Western Avenue, #410, Seattle, Washington 98121-1028, 1985.

Zambrano, Myrna M. Mejor Sola Que Mal Acompañada. The Seal Press, 3131 Western Avenue, #410, Seattle, Washington 98121-102

## APPENDIX D

### A SAMPLING OF CAMPUS PROGRAMS ADDRESSING DATING ABUSE

There are many innovative and exciting efforts occurring on specific campuses which can serve as models for those interested in developing and/or replicating such efforts within their own campus community. The following list is far from comprehensive, representing only those programs we have been able to identify and contact.

Readers who know of other efforts are encouraged to send that information to the National Resource Center on Domestic Violence (NRC) which maintains an updated list of resources. Please include a project description, samples of printed materials, and a contact name and send to the NRC PE Project at 6400 Flank Drive, Suite 1300, Harrisburg, PA 17112. You may also contact the NRC Public Education Specialist at 800-537-2238 / 800-553-2508 TTY for further information or technical assistance.

#### **University of Alabama Women's Center**

Contact: Melanie Miller

321 Russell, Student Health Center Tuscaloosa, AL 35487-0360

ph: (205) 348-5040

Has educational programs addressing dating abuse for men ("Gentleman's Agreement") and women ("Female Focus"). Educational theater group that addresses dating abuse as part of other social issues. Counseling services, including advocacy.

#### **University of Arizona Oasis Center for Sexual Assault and Relationship Violence**

Contact: Irene Anderson, Director

C234 Old Main, Tucson, AZ 85721-0021

ph: (520) 626-2051; e-mail: ianderson@health.arizona.edu

Website: [w3.arizona.edu/~oasis/sarv/htm.1](http://w3.arizona.edu/~oasis/sarv/htm.1)

Offers confidential reporting, crisis intervention services, referrals, advocacy, and educational training; brochure about services available. Information posted on website: [w3.arizona.edu/~oasis/sarv/htm.1](http://w3.arizona.edu/~oasis/sarv/htm.1)

#### **Florida International University (University Park and North Miami) Victim Advocacy Center**

Contact: Emily Spence Diehl, Associate Director

ph: 305 919 5324 or 305 348 1215

Has 24 hour crisis intervention services, advocacy, awareness and prevention programs and peer education, flyers and brochures about services.

**Longwood College, Virginia  
Wellness Center**

Contact: Lisa Cheyne, Wellness Coordinator  
201 High St. Farmville, VA 23909  
ph: (804) 395-2509

Straight Talk peer theater program on sexual abuse including dating violence; brochure available.

**University of Massachusetts-Amherst  
Everywoman's Center**

contact: Carol Wallace, Director  
Box 38520, Amherst, MA 01003-8520  
ph: (413) 545-0883; e-mail: wallace@stuaf.umass.edu

Includes dating abuse information as part of comprehensive rape crisis services that are offered for University of Massachusetts, Amherst, Hampshire, Mt. Holyoke, Smith Colleges and the community. Offers advocacy and support services, counseling services, resource and referral services, and workshops and trainings on issues of violence against women.

**University of New Hampshire  
SHARPP program**

Contact: Sally J. Laskey, Direct Services Coordinator  
202 Huddleston Hall, Durham, NH 03824  
ph: (603) 862-3494; e-mail: sjlaskey@hopper.unh.edu

Offers peer education programs on sexual harassment and rape prevention, advocacy and peer support group for dating abuse survivors, and a Men's Discussion Group for men who want to stop sexual violence against women.

**University of North Carolina at Greensboro  
Gove Student Health Center**

Contact: Jeanne Irwin-Olson, Interim Wellness Coordinator  
P. O. Box 2617 UNCG, Greensboro, NC 27402-6170  
ph: (336) 334-3190 Website: [www.uncg.edu/shs/](http://www.uncg.edu/shs/)

Brochure available; information on developing peer theater programs, developed the Straight Talk program at Longwood College (see above). Sexuality educators have received training on dating/ domestic violence issues.

**Northeastern University  
Mentors in Violence Prevention**

Contact: Jeff O'Brien  
360 Huntington Avenue, 187 CP, Boston, MA  
ph: (617) 373-4025

Project works with student athletes and student leaders to "institutionalize greater male and female participation in campus-based efforts to prevent rape, battering, sexual harassment and all forms of men's violence against women."

---

**Rutgers University**

**Crime Victim Assistance Services**

Contact: Ruth Anne Koenick, Director

3 Bartlett St. New Brunswick, NJ 08903

ph: (732) 932-1181; e-mail: [koenick@rci.rutgers.edu](mailto:koenick@rci.rutgers.edu)

Offers peer education, including SCREAM Interactive Theater Troupe; a variety of posters and brochures are available including ones specifically addressing violence in same sex relationships and communities of color.

---

## APPENDIX E

### PROTOCOLS

#### SAMPLE 1

#### Emergency Dean Protocol for Dating Abuse

#### I. Confidentiality

Cases should be handled with the strictest need-to-know policy possible. When other individuals, units, agencies need to be involved in the sharing of information about a case, students will be informed as to whom will get what information and the purpose for sharing the information.

#### 2. Point of Contact/Referring Agent

Police departments

Housing staff

Hospital/Medical staff

Victim

Third party such as: roommate, friend, witness, family member

#### 3. Action

If referred by a Police Department:

1. Assess the level of potential danger for all involved (victim, third parties, perpetrator).
2. Assess if information is sufficient for university action. Sufficient information includes the names and ways to contact all parties involved.
3. Inform and consult with Coordinating Dean who will notify the Office of Women's Programs regarding how to contact the victim and the Office for Student Conflict Resolution if the perpetrator is a student.

If referred by an agent other than the police:

1. Assess the level of potential danger for all involved (victim, third parties, perpetrators).
2. If immediate danger, call 911.
3. Determine if a police report has been filed. If not, encourage the person to file.
4. Assess if information is sufficient for university action. Sufficient information includes the names and ways to contact all parties involved.
5. Inform and consult with Coordinating Dean who will notify the Office of Women's Programs regarding how to contact the victim and the Office for Student Conflict Resolution if the perpetrator is a student.

As policy of the Emergency Dean program, in cases regarding violence, sexual misconduct, assault, fire, domestic violence, or suicide, notification of the Coordinating Dean should occur immediately.

## SAMPLE 2

### Office of Women's Programs Protocol for Dating Abuse

The goal of the following protocol of the Office of Women's Programs is to ensure the physical safety, assist in the recovery process, and give students every opportunity to maintain their academic progress at the University of Illinois.

#### 1. Confidentiality

Cases handled with the strictest need-to-know policy possible. When other individuals, units, agencies need to be involved in the sharing of information about a case, students will be informed as to whom will get what information and the purpose for sharing the information.

#### 2. Point of Contact

- A. Referral through the emergency deans
  - 1. Minimum of one contact made with victim to offer information about options on campus and in community.
  - 2. Appropriate follow-up provided.
- B. Student initiates contact, referrals from other units, friend/family and other third party reports
  - 1. Caller will receive support and information about available services.
  - 2. Staff will provide resources/referrals as outlined below.

#### 3. Services

- A. Initial intervention/advocacy
  - 1. Begin to explore options, information and referrals for additional assistance.
  - 2. Offer to accompany the student to any additional appointments as appropriate.
- B. Continuing support through in-person and phone follow-up as appropriate
- C. Referrals: Student informed of all appropriate options/resources
  - 1. Medical attention: If there are injuries, referral made to Student Health Center or community hospital. (In the event of sexual assault, the student will be informed of all options relative to evidence collection, testing for STDs, pregnancy and HIV. The protocol for sexual assault cases should be followed.)

2. Personal safety / protection from abuser
  - a. Student made aware of criminal and civil options, including orders of protection, and options available through the Student Judicial Affairs Office.
  - b. Student informed of temporary shelter on and off campus including the domestic violence shelter.
  - c. Student encouraged to contact the police in any emergency situation and informed of police responsibilities under the State Domestic Violence Act.
  
3. On-going Support
  - a. Student given 24-hour phone number for crisis line.
  - b. Student invited to participate in support group for dating abuse on campus and informed of other support groups in the community.
  - c. Student encouraged to talk with friends and /or family members who are deemed most likely to respond in a supportive manner.
  - d. Student encouraged to develop and notify others of emergency safety plan.
  - e. Staff will offer to talk with a significant other with student.
  - f. Student informed of support available through the Counseling Center and community domestic violence program.
  - g. Printed information on the group for abusers will be given.
  
4. Academic advocacy  
Student informed of assistance either through this office and /or Emergency Dean for documentation of absences, need for extensions, and support for special consideration relative to testing, grades, petitions to withdraw from classes, etc.

#### 4. Reports

Provide summary data to show number of students who contacted the office relative to the issue of dating abuse and services they received.

## SAMPLE 3

### Domestic Violence Program Protocol for Dating Abuse

1. Assessment
  - A. All internal intakes and assessment forms should include the following:
    1. “Do you or your partner have any affiliation with the University?”
    2. If there is a connection with the University, discuss Dating Abuse Project and its services; make referrals where appropriate.
  - B. Determine if the caller presents as a friend to a victim or perpetrator of dating / domestic violence and the caller, victim or perpetrator has a relationship with the University. If so, refer to the Dating Abuse Project.
2. Services
  - A. Legal Advocacy
    1. Provide information on orders of protection and eligibility requirements.
    2. Accompany and advocate for client through court procedure.
    3. If granted, provide information on enforcement and safety issues.
    4. If denied, provide information on safety and additional referrals.
  - B. Shelter
    1. Determine what type of shelter is appropriate and necessary.
    2. If client is student, staff, faculty, or is a partner of a student, staff, or faculty member, give information about safe housing.  
If appropriate, refer in house to shelter or University safe house.
  - C. Counseling and Advocacy
    1. Provide immediate support.
    2. Give referrals to individual counselors and groups in program.
    3. If appropriate refer to the Dating Abuse Project for advocacy and support group(s).
  - D. Reports
    1. If a caller identifies as student, staff, or faculty of the University, report to the liaison of the Dating Abuse Project the referrals that were made.
    2. The liaison will report all pooled data to the Dating Abuse Project committee.

---

## SAMPLE 4

### Family Housing Protocol for Domestic Violence/Dating Abuse

1. Immediately following incident
  - a. Family Relations Coordinator or other Family Housing staff member will collect available information from initial contact (victim, neighbor, police).
  - b. The safety and location of involved parties will be verified.
  - c. Shelter arrangements for victim will be made, as necessary. Refer in house or to domestic violence program.
  - d. The victim's rights, legal options, and administrative options will be explained. Resources available through the States Attorney's office, the Judicial Affairs Office, the Counseling Center, the Office of International Student Affairs, the Domestic Violence program, support groups and the Family Housing office will be outlined.
  - e. As appropriate, staff at the Counseling Center, International Student Affairs, Dean of Students' Office (Emergency Dean), University Police and the Judicial Affairs office will be informed.
  
2. Within one week of incident
  - a. Family Relations Coordinator will have maintained daily contact with the victim.
  - b. Family Relations Coordinator will have determined what action will be taken by the Judicial Affairs Office, the University Police or other agencies involved in punitive or remedial action.
  - c. Family Relations Coordinator will have determined the future housing needs of victim.
  - d. Family Relations Coordinator will have discussed implications of future incidents on residency status in Family Housing.
  - e. Judicial Affairs Office will have made contact with abuser and determined appropriate action.
  
3. In months following incident:
  - a. Family Relations Coordinator will have at least monthly contact with victim to determine status of relationship between victim and abuser.

## SAMPLE 5

### Office of Judicial Affairs Protocol for Dating Abuse

#### 1. Referrals

- a. Office of the Dean of Students
- b. Police departments
- c. Housing incident reports
- d. Office of Women's Programs
- e. Walk-ins

#### 2. Contact

Walk-ins meet with one of the Office's hearing officers or make an appointment if a hearing officer isn't immediately available.

During the initial meeting, the hearing officer makes certain the student is aware of resources available in the Office of the Dean of Students. The complainant will be encouraged to also talk with the appropriate police department if the situation warrants and an advocate from the Office of Women's Programs if they have not already done so.

The hearing officer will briefly explain the options available to the complainant if the alleged perpetrator is a student. If the alleged perpetrator is not a student, the Office has no jurisdiction in the matter and the complainant will be encouraged to contact the police department when the situation warrants.

The complainant decides if they want to pursue the matter through the discipline system.

If the decision is made to proceed, the Office will conduct an investigation, and if appropriate, immediately direct the alleged perpetrator that there is to be no contact with the complainant. In the event that the student is a graduate student, the situation will be handled through the Graduate College. If the alleged perpetrator is an athlete, the Associate Director of Athletics is notified.

#### 3. Resources offered

Counseling Center  
Police department (to press criminal charges)  
Domestic Violence Program or States Attorney's Victim Advocate for assistance in obtaining an Order of Protection  
Student Health Center  
Office of Women's Programs  
Emergency shelter through campus/ community program

4. If complainant chooses to proceed with disciplinary proceedings, a charge letter presenting alleged violations of the Code of Policies and Regulations and a brief statement of the bases for the allegations is sent to the alleged perpetrator. A “No Contact” directive is included in the letter if not previously issued. A hearing officer from the Office meets with the alleged perpetrator.

The hearing officer discusses the case with the Chair of the Subcommittee on Undergraduate Student Conduct to determine whether the case will be heard by a hearing officer or the Subcommittee.

Witnesses are interviewed by a representative of the Office; if the case is to be heard by the Subcommittee, witnesses are invited to attend the hearing.

The hearing is held; if the alleged perpetrator is found in violation, a sanction is assigned; if found not in violation or charges are dropped, there is no sanction, however, the no contact directive remains in force and may be expanded to include witnesses and Subcommittee panelists. Formal sanctions include University Reprimand, University Censure, Conduct Probation, and Restrictive Conduct Probation; these sanctions may include a Conduct Intervention program, an educational project, a facilitated meeting with the complainant, an alcohol assessment, an Ethics and Action program, counseling, restitution, and community service; additional sanctions--Suspension and Dismissal, separate a student from the University for a specific period of time. The testimony of the complainant is influential in tailoring a sanction to fit a particular situation.

5. If complainant decides not to pursue charges through the discipline system the complainant will be reminded of the other resources available and the hearing officer will offer to facilitate a meeting involving the complainant, alleged perpetrator, complainant’s advocate, and a representative from the Office. At this meeting, the complainant has the opportunity to explain to the alleged perpetrator her feelings regarding the situation and how it has had an impact on her. The alleged perpetrator is not allowed to respond or question the survivor. Both parties are informed of the protocol of this meeting prior to its occurrence.
6. Data Collection: The Office keeps statistical data regarding the case for reporting purposes only.

## SAMPLE 6

### Counseling Center Protocol for Dating and Domestic Abuse

1. Assessment
  - a. Intake forms should include the following questions:
    1. "Have you ever felt unsafe or intimidated in a past or present personal relationship?"
    2. "Have you ever intimidated, harassed or injured a past or present partner?"
  - b. Even in the absence of probable cause, ask these questions face-to-face routinely during assessment interviews.
2. Services
  - a. Offer an open-ended and ongoing offenders' group for men that focuses on issues of power and control.
  - b. Offer individual counseling for offenders when group is not available or appropriate.
  - c. Offer individual counseling for victims of dating/ domestic violence.
  - d. In all cases of known or suspected dating/ domestic abuse, consult with a member of the Dating Abuse Project about safety, legal, judicial and clinical issues.
3. Referral
  - a. In a case of known or suspected dating/ domestic violence, refer the victim to the:
    1. Police.
    2. Office of Judicial Affairs.
    3. Office of Women's Programs for advocacy and support group.
    4. Domestic Violence Program for additional legal and emotional support.
    5. With the student's written permission offer to make a phone call to the above agencies.
    6. In consultation determine if an order of protection or University no contact order is available and/ or appropriate.
  - b. In cases of students who are suspected or known of committing dating/ domestic violence, refer to:
    1. Offenders' group.
    2. Individual counseling when group is not available or appropriate.

- c. Maintain a roster of counselors who are willing to work with victims and offenders.
4. Third-party Reports
- a. In instances where a friend, family member or other third party reports in person or by phone that they know or suspect that another student is the victim of dating/ domestic violence:
    - 1. Offer or refer that person to a face-to-face consultation. The purpose of the consultation would be to both assess and if appropriate, strategize about how to connect the affected student with appropriate services.
    - 2. Consult with a member of the Dating/ Domestic Abuse Project.
    - 3. Refer third party to Police and/ or Judicial Affairs Office when appropriate.
    - 4. Refer to the Office of Women’s Programs and Domestic Violence Program for advocacy and support.
5. Confidentiality
- a. In all practices and procedures the staff of the Counseling Center will operate within the bounds of the Developmental Disabilities Act.
  - b. The staff of the Counseling Center will make no contact without written permission.
  - c. Any reports of dating and domestic violence will consist of pooled and summarized data.
6. Reports
- a. As part of its annual report, the Counseling Center will provide pooled figures to show the number of:
    - 1. Students who presented with issues of dating/ domestic violence.
    - 2. Students who were referred by outside agencies for treatment regarding dating/ domestic violence.
    - 3. Students who participated in the offenders group.

These data will be presented to **Dating Abuse Project**.

## SAMPLE 7

### Residential Life/ Certified Housing Protocol for Dating Abuse

While this protocol is designed primarily as a guide when there are cases of physical or verbal abuse, staff should also recognize that students are sometimes involved in relationships that involve mental and controlling abuse. Cases such as these will require staff to consult with other student affairs resources in order to identify any and all appropriate intervention strategies with both victims and perpetrators of abuse.

#### **Incident In Progress**

If in-hall Resident Advisor staff or Building Managers become aware of an incident while it is occurring, they should:

Immediately notify the police.

Attempt to intervene without putting themselves at physical risk (if at all possible, get other staff to assist).

Backup police officers when they arrive on scene. (This includes providing access to the room/location and assisting with crowd control.)

Notify Resident Director, building owner and/or staff on call.

#### **Immediately following incident the reporting staff member will:**

Speak with victim and as appropriate, offer shelter arrangements at community domestic violence program or campus safe house.

Inform victim of available services including Office of Women's Programs, Counseling Center, and the Office of Judicial Affairs.

Speak with alleged abuser, get any statement on incident (staff may need to defer to police officer(s) if they are conducting the interview). Make any appropriate referrals.

Issue verbal (followed up in writing) no-contact/no-trespass warnings as needed/requested.

Call the Direct Supervisor, the Emergency Dean and the Housing Office.

The Residential Advisor, Residential Director or Building Manager should write detailed Incident Reports immediately following incident.

### **Incident Occurred Previously**

If Resident Advisor or other staff becomes aware of dating/ relationship violence after the incident has occurred:

Report information to the Supervisor and write Incident Report.

Resident Director or Manager will separately contact victim and alleged abuser to:  
Collect any information victim and alleged abuser are willing to share.

Offer support services to victim and appropriate referrals to alleged abuser.

Apply any no-contact/ no-trespass warnings as requested/ needed.

### **Incident Follow-Up**

Within one day of incident, Resident Director or Building Manager will:

Consult with the victim to determine if contract relocation for either victim or alleged abuser is warranted (victim should also be informed of the right to withhold directory information should such a move take place.)

Victim should again be informed of services available.

Contact the Office of Women's Programs to inform their staff of the incident and gather any recommendations for victim follow-up.

After Incident Reports are filed, Residential Director or Building Manager should consult with Director of Housing to discuss any conduct charges against abuser and proper adjudication of any such charges.

## SAMPLE 8

### Campus Health Center Protocol for Dating Abuse

Goals for care of Dating Abuse/Domestic Violence Patients:

1. Rendering proper medical treatment of injuries.
2. Caring for the emotional needs of the patient.
3. Helping to ensure the safety of the victims and any dependent children.
4. Providing legal protection and documentation for possible use in legal proceedings.
5. Informing the patient of the alternatives and resources available.

Treat Patient as a Trauma Patient:

1. Keep patient informed throughout the sequence of care.
2. Ensure that the patient grants permission for care.
3. Provide complete privacy—if possible, do not have patient wait in the waiting area.
4. Determine whether or not patient has suffered physical or emotional trauma that requires immediate intervention.

Clearly and Accurately Obtain and Document:

1. Complete history of the injury.
  - a. Ask about previous injuries—note date, type of injury, complete history of trauma, source of visit, frequency, treatment received and follow-up.
  - b. Nature of injury—note date.
  - c. Discrepancies between injury and history.
  - d. Conflicts between degree of injury and history.
  - e. Vague history.
  - f. Time lapse between injury and medical record.
  - g. Explain photograph and reason for same. Reassure and accompany patient throughout session.
2. Physical assessment
  - a. Preface description of injuries due to apparent assaults with “patient alleges” or “alleged.”
  - b. Description of all bruises, abrasions etc.— note age, location and extent.
  - c. Note untreated old injuries.
  - d. Are there multiple injuries in varying degrees of healing?

- e. If injuries due to coerced sex, see policy for Sexual Assaults.
3. Emotional assessment
    - a. Be careful of subjective data that may be used against the patient. Preface statements with “Patient states....”
    - b. Emotional state—nervous, anxious, hysterical, calm, withdrawn, quiet, etc.
    - c. Behavior and interactions with hospital staff and with friends and family members.
    - d. Behavior when with suspected abuser.
    - e. Note if suspected abuser answers all questions.
    - f. Note all pertinent comments by patients and others.
  4. DAN Assessment
  5. Assessment of present danger
    - a. Report of weapon in the home.
    - b. Report of past use of weapon or life-threatening attack.
    - c. Report by victim of fear for his/her life.
    - d. Report of threats to her life by assailant.
    - e. Report of assailant’s aggressive behavior toward others.
  6. Initiate referrals —see Referral List

Arrange Admission to Hospital, if Necessary.

The report to the Patient Care Coordinator should include:

1. History
2. Extent of injuries, if known
3. Alleged perpetrator, if known
4. Emotional state.
5. Referrals made or attempted.
6. Notification of police.

The Patient Care Coordinator will track and report to DDAP.



# **Organizing College Campuses Against Dating Abuse**

## **Attachments**

**Dating Abuse Project Brochure** (file size 3036KB)

**10 Things Men Can Do...** (file size 68KB)

**Sample Ads/Posters for Dating Abuse** (file size 2002KB)

# ATTACHMENTS