

Intimate Partner Violence Policies on Campus

BEST PRACTICES FOR COLLEGE CAMPUSES IN CONNECTICUT

JULY 2014



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Connecticut Coalition Against Domestic Violence

**CONNECTICUT
INJURY PREVENTION
CENTER**

 **Connecticut
Children's
MEDICAL CENTER**  **Hartford
Hospital**
A Hartford HealthCare Partner

Intimate Partner Violence Policies on Campus Best Practices for College Campuses in Connecticut

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Executive Summary

The following report is the result of a collaboration between CT Coalition Against Domestic Violence (CCADV) and the Injury Prevention Center at CT Children's Medical Center/Hartford Hospital. A statewide needs assessment of Connecticut college and university policies related to intimate partner violence (IPV; abusive behavior between two individuals in a romantic, dating or sexual relationship) was conducted in the fall of 2013. The assessment sought to better understand existing campus policies and procedures, the presence of awareness and prevention activities on campus, and the availability of services for victims of intimate partner violence. Of the 25 Connecticut institutions for higher education that were surveyed, 22 (88%) participated.

Rates of Intimate Partner Violence on College Campuses Nationwide:

A 2011 national poll of college students found that:

- 1 in 3 college women report having been in an abusive dating relationship
- 1 in 5 report actual physical abuse, sexual abuse or threats of physical violence by their partner
- More than 1/2 of the students surveyed said that it is difficult to identify dating abuse and that they would not know how to help someone who is the victim of dating abuse



1 IN 3
COLLEGE WOMEN
report having been in an
ABUSIVE DATING RELATIONSHIP

Primary Findings of Needs Assessment of Existing IPV Policies at CT Colleges and Universities:

1. Many colleges do not have policies, and there is no standard policy around IPV for colleges and universities within Connecticut, particularly around emotional, technological and economic abuse.
2. The definition of IPV and its correlates need to be expanded within existing policies.
3. Despite statistics indicating that 20-25% of women in college experience attempted or completed rape, and that these incidents are most often perpetrated by a known assailant, intimate partner violence is not viewed or treated as an important problem within either policy or procedure.

Best Practices for Addressing IPV on Campus:

Best practices that will help guide the development and implementation of strong policies and procedures that promote safer campus environments include:

- Clear definitions of IPV and all of its forms (e.g., physical, sexual, emotional, technological, etc.) and clear language establishing a zero tolerance policy.
- Education programs to prevent intimate partner violence and promote awareness.
- Possible sanctions that the College/University may impose following a final determination of an institutional disciplinary proceeding regarding intimate partner violence.
- Procedures victims of intimate partner violence should follow.
- Procedures for institutional disciplinary proceedings in cases of alleged intimate partner violence.
- Information regarding how the College/University will protect the confidentiality of victims.
- Referral information for services available both on-campus and in the community.
- Written notification of options for victims regarding reasonable accommodations in changing academic, living, transportation, and working schedules, if so requested by the victim.

Introduction

Intimate partner violence among students on college campuses continues to be a serious problem both nationally and in Connecticut. Assaults result in many negative consequences, including, most importantly, pain and suffering for the victim, but also increased health care costs and lost opportunities for education due to missed time at school. Other potentially dangerous problems on college campuses, including underage drinking, have specific policies and procedures that include how to deal with violations. However, policies and practices regarding intimate partner violence on college and university campuses are largely unknown and unavailable to students.

A 2011 national poll found that 1 in 3 college women report having been in an abusive dating relationship and more than 1 in 5 report actual physical abuse, sexual abuse or threats of physical violence by their partner.¹ The same study also revealed that more than half of college students surveyed said that it's difficult to identify dating abuse (57%) and that they don't know what to do to help someone who is a victim of dating abuse (58%).² This suggests that colleges and universities do not have adequate policies and procedures for connecting victims to services or raising awareness about the issue.

Recognizing the importance of this issue, Connecticut Coalition Against Domestic Violence (CCADV) partnered with the Injury Prevention Center at Connecticut Children's Medical Center/Hartford Hospital in the fall of 2013 to conduct a statewide needs assessment of Connecticut college and university policies related to intimate partner violence. The assessment sought to better understand existing campus policies and procedures, the presence of awareness and prevention activities on campus, and the availability of services for victims of intimate partner violence. Of the 25 Connecticut institutions for higher education that were surveyed, 22 (88%) participated.

The report is particularly relevant due to recent policy changes at both the federal and state levels. In 2013, Congress reauthorized the Violence Against Women Act (VAWA) and established new requirements for colleges and universities under its Campus Sexual Violence Act (SaVE Act). This included an extension of the federal Jeanne Clery Act to include acts of domestic violence, dating violence and stalking to issues that must be addressed on college campuses. Additionally in 2014, Public Act 14-11, passed by the CT General Assembly and signed by Governor Dannel P. Malloy, requires partnerships between Connecticut institutions of higher education and local domestic violence agencies to strengthen efforts related to intimate partner violence on campus.

The following report seeks to highlight existing policies related to intimate partner violence at Connecticut colleges and universities and provide data to help guide the development and implementation of strong policies and procedures that promote safer campus environments. Best practices are also included, which colleges and universities may utilize as they work to implement policies and procedures related to domestic violence, dating violence and stalking. A summary of related federal and state laws is also included.

Methodology

Connecticut Coalition Against Domestic Violence (CCADV) and the Injury Prevention Center at Connecticut Children's Medical Center/Hartford Hospital conducted a 30-item survey to describe the current policies and practices on intimate partner violence (IPV) among colleges and universities in Connecticut.

An invitation to take a web-based survey was sent to the Dean of Students of Connecticut's 25 colleges and universities, including all accredited 21 four-year colleges and 4 two-year colleges. Non-accredited colleges or universities in Connecticut as well as colleges and universities outside of the state of Connecticut were not included. The Dean of Students was asked to identify the person(s) best suited to complete the survey. The Project Coordinator at CCADV followed up with each Dean of Students, or the person identified to complete the survey, at least two times to ensure that each school completed the survey. While participants identified the school they represent in the survey, the schools remain anonymous in the final report. Written IPV-related policies from each school were collected from school websites or student handbooks for comparison with survey responses.

The survey was divided into ten sections. The first section (Q1-Q6) asked about policies and procedures already in place that relate to IPV. The second section (Q7-11) asked about awareness and prevention activities regarding IPV at the institution, including who has been educated about IPV as well as some of the anti-violence events that occur on campus. The next section (Q12-13) asked about Residential Life involvement in IPV. In this section, we asked about training of resident

Methodology cont'd

assistants and hall directors. The next section (Q14-15) asked about Greek Life on campus and policies and practices that are specific to IPV and the Greek Life system. The next section (Q16-17) asked about Campus Safety efforts, including questions about the "blue light system," escort services, and Campus Security. The next two sections asked about victim and survivor services (Q18-21) as well as the judicial process (Q22-28) on campus in relation to dating violence. The last section (Q29-30) asks about the institution itself and how it sees IPV as a problem on their campus. The survey was developed by a panel of experts in the field.

Surveys were administered via Survey Monkey and data was available upon completion. Data was analyzed using SPSS; statistical analyses included frequencies, correlations and regressions. School characteristics (such as public or private and school size) were entered into regression analyses to determine if these factors had an effect on IPV policies and procedures.

What Is Intimate Partner Violence?

Intimate partner violence is a pattern of abusive behavior in an intimate relationship where one partner uses power in an attempt to control and coerce the other. Intimate partners include current and former spouses, individuals who are currently in or have recently been in a dating relationship regardless of whether they live or have lived together, and individuals who have a child together regardless of whether or not they ever dated. Intimate partner violence can occur in opposite-sex or same-sex relationships regardless of age, race, religion, gender, sexual orientation, gender identity, education or socio-economic status.

Intimate partner violence can take many forms including:

- **Physical** such as hitting, slapping, punching and shoving.
- **Verbal, emotional and/or psychological** such as public or private name calling or put-downs, exhibiting extreme jealousy or preventing the victim from seeing family or friends.
- **Sexual** including sexual assault/non-consensual sexual acts.
- **Technological** such as tracking someone using GPS on a mobile device, monitoring someone's text messages or emails without their knowledge or permission, or sending threatening or harassing messages via social media.
- **Financial/economic** such as preventing them from going to class to advance their education or destroying their property.

Intimate Partner Violence vs. Domestic Violence vs. Dating Violence

The term "intimate partner violence" is interchangeable with the terms "domestic violence" and "dating violence," although this can sometimes cause confusion. It is important to understand that physical and emotional abuse among intimate partners is not a problem limited to older adults who are married and living together. Unfortunately it is something that often occurs between teenagers and young adults who are dating, including college-age young adults. Confusion or disagreement over what constitutes an "intimate partner," particularly for young adults, makes it difficult for them to identify their relationship as abusive and creates a barrier for accessing services.

Intimate Partner Violence vs. Sexual Violence

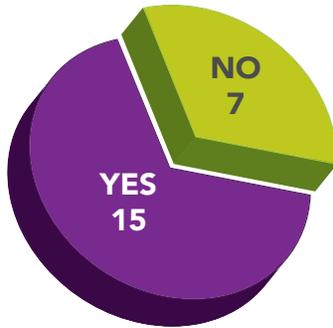
A great deal of awareness has recently been brought to the serious issue of sexual violence on college campuses. While intimate partner violence can involve sexual violence, such as the sexual assault and/or rape of a person by a current or former intimate partner, it can also include other elements as stated above. Statistics clearly demonstrate that, in addition to sexual assault, college students also experience high rates of physical and emotional abuse by dating partners. Clear definitions must identify how sexual assault and sexual violence often occur between dating partners.

Summary of Survey Results

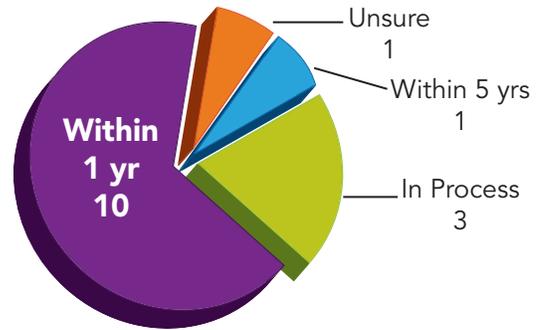
Twenty-two (22) of the twenty-five (25) schools participated (88% response rate).

Policy Characteristics:

Does the school have an Intimate Partner Violence (IPV) policy?

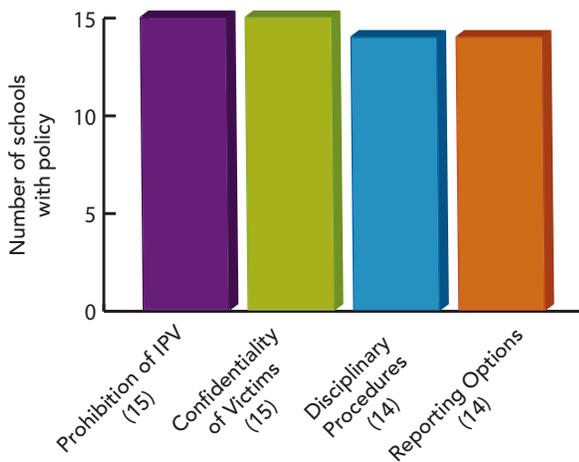


When was the policy last updated?

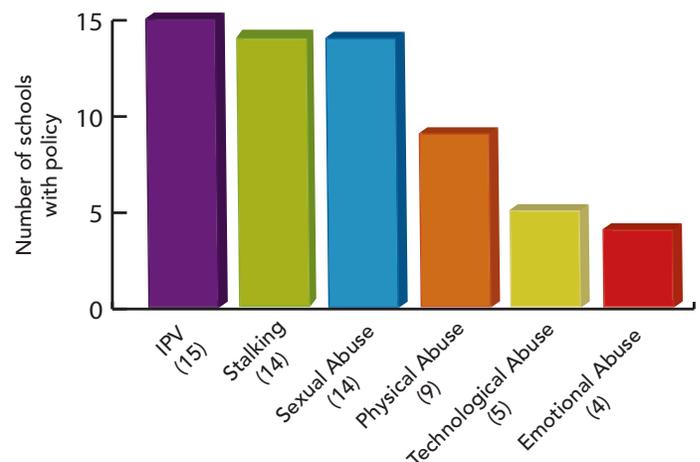


Fifteen (15) of the twenty-two participating schools (68%) reported having a written policy regarding IPV. A public school is significantly more likely to have a policy ($p=0.03$). The size of the school does not predict whether or not there is a policy around IPV.

Policy contents include a statement of:



Policy contents include definitions of:



According to the participants, the majority of the IPV policies (10/15, 66%) were updated within the last year. Each of the 15 policies included: a statement regarding the prohibition of IPV, a definition of IPV, and a statement regarding the confidentiality of victims. Despite the recent updates, most institutions' policies remain incomplete. Most do not include definitions of technological, emotional, psychological and economic abuse. By excluding these important and devastating forms of abuse in their definitions, schools may unknowingly relay the message that physical abuse is the primary or most important form of IPV.

Awareness and Prevention:

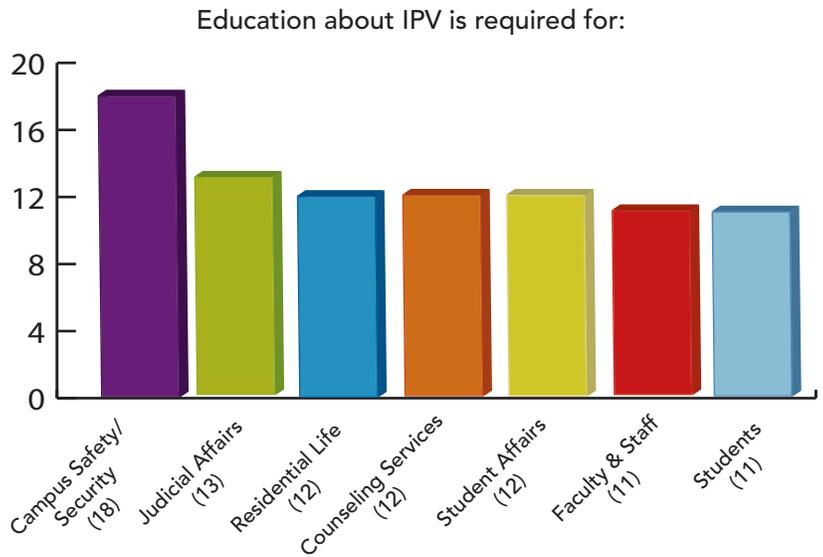
Nineteen (19) of 22 (86%) schools hold IPV prevention and awareness activities, with over a third reporting that events occur six times a year or more. A Domestic Violence Awareness Month Event at 16 of 22 schools (73%), and the red flag campaign were the most commonly cited programs. Most schools have groups, clubs and teams who organize events.

Bystander education was much less common with only 13 of 22 schools (59%) reporting that bystander education is provided, and 9 of 22 schools (41%) reporting that no such education is provided.

Summary of Survey Results

Education and Training:

Most schools provide training for one or more departments on campus. The departments most widely cited as receiving training were campus police (18/22), campus judicial affairs (13/22), and residential life (12/22). Interestingly, of the 12 schools with a Greek System, only 4 require training for members of Greek Life. Only half of the participating schools reported mandated training for students, faculty and staff. Just over half require training for Counseling Services and Student Affairs.

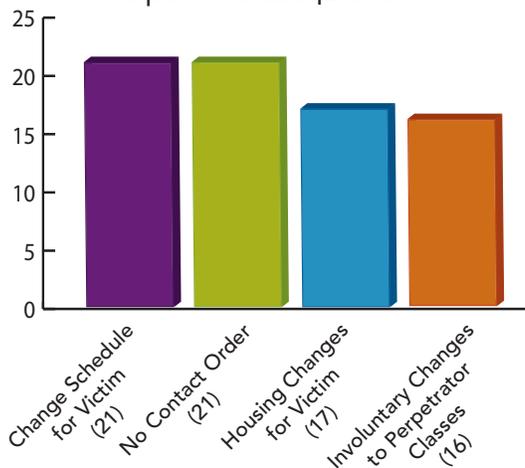


Adjudication and Response:

Most schools (14/22) do not have a time limit for reporting IPV for campus disciplinary action, but data was missing from over 25% of schools. One school without a policy reported that because there is no policy, there is no standard for how IPV cases are handled. It is unclear if a victim of IPV has any recourse at a school that does not have a policy regarding IPV.

Victims in the adjudication process are able to participate in the adjudication process without having to interact with the accused student at 20 of the reporting schools, and victim statements are taken into consideration when imposing sanctions during or following IPV adjudication at 20 of 22 schools. All but 2 of the schools offer to implement interim sanctions (following an accusation or during an investigation) for IPV.

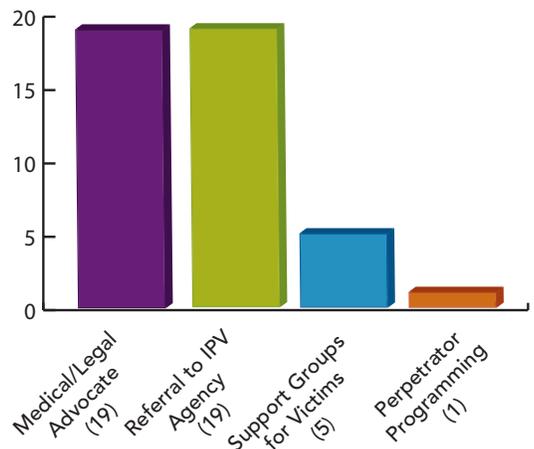
Options/Consequences:



Most schools provide students with alternatives to formal adjudication. All but one of the reporting schools issue a University based order of no contact. The same 21 schools allow victims to change classes or their schedule and over 75% responded that victims can change their housing accommodations. Perpetrators face involuntary changes at some institutions, 16 and 13 of the 22 schools make involuntary change to the class schedule or housing respectively.

Services for victims vary in their availability across campuses. Victims can access support services at counseling centers at all of the colleges. Campus Police and Health Services were the next most frequently identified places where victims can access services. All but three institutions provide advocacy for victims accessing medical, law enforcement, or legal services. Group counseling or support groups were rare across the state with only 5 schools reporting having them for female survivors and 4 have support groups for male survivors. Only one school has a program for perpetrators.

Available Services:



Summary of Survey Results

Relationship with CCADV or Local Domestic Violence Organization

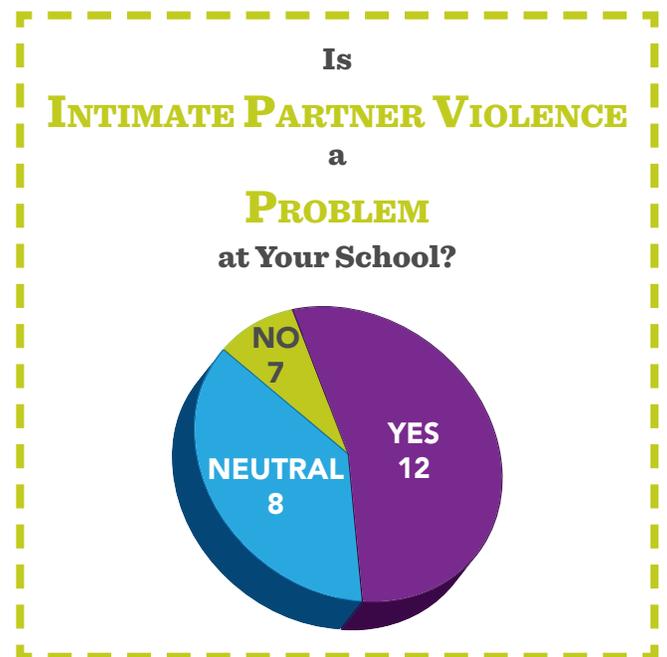
Only 6 of 22 schools (27%) have a formal partnership or a Memorandum of Understanding/Agreement with the local CCADV member organization, although 16/22 (73%) would be interested in establishing a partnership with their local CCADV member organization. Whether or not they had formal relationship, 19 of 22 schools (86%) reported that there is a designated staff member who refers victims to the local CCADV member organization.

Having a policy had no significant effect on whether or not IPV was viewed as a problem on campus ($p = 0.132$). The perception of largest area(s) of need in order to address and prevent IPV at the institutions fell into three predominant categories: education/training: 68% (15/22), funding 27% (6/22) and staffing 23% (5/22).

Discussion

Primary findings of this report are:

1. Many colleges do not have policies, and there is no standard policy around IPV for colleges and universities within Connecticut, particularly around emotional, technological and economic abuse.
2. The definition of IPV and its correlates need to be expanded within existing policies.
3. Despite statistics indicating that 20-25% of women in college experience attempted or completed rape, and that these incidents are most often perpetrated by a known assailant, intimate partner violence is not viewed or treated as an important problem within either policy or procedure.



The majority of schools reported that their IPV policies were updated within the last year. A study done by the Urban Institute's Justice Policy Center in 2013 concluded that 1 in 4 teens are experiencing technology-based dating violence, defined as the use of technology to control, abuse and threaten an intimate partner. Leaving technological abuse undefined creates a situation where there is little recourse for victims of this type of abuse. It also suggests that policies are being updated without integrating new data on IPV.

According to the *Bureau of Justice Special Report: Intimate Partner Violence, 2013*, women ages 16-24 experience the highest per capita rates of intimate violence and 19% of college women experience some form of IPV. Many schools reported that they did not view IPV as a problem on their campus, which may be related to how people conceptualize IPV. Many people think that you must be either cohabiting or married for violence in a relationship to "count" as intimate partner violence. This misunderstanding leads to an under evaluation of the problem, as well as the more tangible problem where schools fail to define or explicitly prohibit IPV.

A review of the written policies revealed some important patterns. Interestingly, there was no significant relationship between the number of items incorrectly reported and the perception of IPV as a problem on campus. The policy review was difficult because there is no standard and much of the information was spread throughout the student handbook, rather than in a specific section on intimate partner violence. Many schools have information about IPV on their website and provide links to resources, but the same information was not provided in the handbooks. If a victim cannot access the internet, an unclear handbook could make identifying services and procedures unnecessarily difficult.

Discussion cont'd

Nine of the fifteen schools with policies around IPV reported including a statement of anonymous reporting procedures for victims of IPV, however eight of those policies *do not* include such a statement. One school erroneously reported that there was no statement on anonymous reporting in their policy. One participant's answers were inconsistent in almost every aspect with the contents of the policy. These results could indicate a lack of awareness of the IPV policy among deans and other staff at their school. Or it could indicate awareness that having a policy around anonymous reporting is the *preferred* answer. It could also reflect the assumption that IPV is not important or a 'real' problem for their school or for young people in general. However, a comparison of intimate partner violence rates between teens and adults reveals that teens are at higher risk of intimate partner abuse.³

The same confusing trend was found for definitions of emotional, physical, technological and economic abuse. Most schools erroneously reported that technological abuse was defined in their policies while it was actually left undefined, and two colleges who actually did define technological abuse in their policy reported that it was not defined. It is also highly concerning that it appears that *no* schools define economic or psychological abuse in their IPV policies and four schools leave IPV itself undefined. One school mistakenly reported not having sexual abuse defined in their policy, but every school defined sexual abuse.



There is a complicated relationship between sexual abuse and IPV on college campuses. Sexual assault is often viewed as separate and distinct from IPV, perpetuating the myth that rape is committed by, "strangers hiding in the bushes." A 1997 DOJ study reports that over half of attempted rapes occur in the victims' home. Another study reports that 80%-90% of college women who are victims of sexual assault know their assailant; he is usually a classmate, friend, boyfriend or ex-boyfriend.⁴ Most rapes and attempted rapes on college campuses go unreported. Some theorists attribute this to the pre-existing relationships between victim and assailant.^{5,6} Half of all student victims do not label the incident "rape".⁷ Bondurant, in a 2001 article, reports that victims are less likely to report a sexual assault when no weapon was used, if there is no sign of physical injury, and alcohol was involved.⁸ These are all factors commonly associated with sexual assault by a known assailant. The more well known the assailant is to the victim, the more likely the rape will be completed.⁹ Koss et al. found that almost 75% of college aged women who experienced attempted rape, as defined by Ohio statute, did not define their experience as rape.¹⁰ It is unclear if victims are not reporting because they do not define the incident as rape, or because of social barriers to reporting. Failure to conceptualize sexual assault as a component of IPV can only contribute to this confusion.



A better understanding of how college students define relationships and the sex that occurs within them is needed before drawing hard lines between sexual assault and intimate partner violence. College students have categories of relationships that may not align with conceptions of "intimate partner." It is important to have policies with clear definitions of abuse that reflect the understandings college students have of their own relationships. Clear definitions can help young people identify relationships as abusive, which can be an important first step towards accessing services.

Best Practices for Creating Campus Policies & Procedures to Address Intimate Partner Violence

The following are best practices related to the creation of college and university policies and procedures that effectively address intimate partner violence (IPV) on campus. Guidance on various topics that should be covered in campus policies is provided so that policies and procedures may align with federal and state law. Sample language from existing college and university policies has been included and referenced where appropriate. CCADV is available to answer questions, collaborate on the creation of policies and provide training on the dynamics of and response to IPV.

Colleges and universities need to incorporate clear policies that define IPV, prohibit IPV, and explain the sanctions that could be imposed as the result of a violation. Students should be informed of the resources that are available to them and what rights they have if they should become the victim of IPV. It is important that the policies and procedures are available both electronically and provided to each student in hardcopy and, if included in the student handbook, that they be in a separate and distinct section to ensure the information is clear and accessible, not scattered throughout other campus policies.

The best practices seek to address the following areas:

- Clear definitions of IPV and all of its forms and clear language establishing a zero tolerance policy.
- Education programs the College/University has to prevent intimate partner violence and promote awareness.
- Possible sanctions that the College/University may impose following a final determination of an institutional disciplinary proceeding regarding intimate partner violence.
- Procedures victims of intimate partner violence should follow.
- Procedures for institutional disciplinary proceedings in cases of alleged intimate partner violence.
- Information regarding how the College/University will protect the confidentiality of victims.
- Referral information for services available both on-campus and in the community.
- Written notification of options for victims regarding reasonable accommodations in changing academic, living, transportation, and working schedules, if so requested by the victim.

WRITTEN POLICY INTRODUCTION

Create a strong introduction statement that explains the problem of IPV and explicitly states that the institution prohibits IPV. Some sample language may include:

Intimate partner violence among students on college campuses continues to be a serious problem both nationally and in Connecticut. A 2011 national poll found that 1 in 3 college women report having been in an abusive dating relationship and more than 1 in 5 report actual physical abuse, sexual abuse or threats of physical violence by their partner. The same study also revealed that more than half of college students surveyed said that it's difficult to identify dating abuse (57%) and that they don't know what to do to help someone who is a victim of dating abuse (58%).

[College/University] asserts that members of our community have the right to live free of all forms of violence, including intimate partner violence (also known as "dating violence" or "domestic violence"). [College/University] strictly prohibits any student, faculty or staff member from infringing upon these rights. Following are a set of policies and procedures established to support individuals who have these rights violated and to hold accountable those who have violated these rights.

[College/University] is committed to supporting its students, faculty and staff members who have experienced intimate partner violence. [College/University] respects the confidentiality of victims and, within the limits of legal requirements for reporting violence on campus, will always strive to protect that confidentiality. A variety of on- and off-campus support services are available to students, faculty and staff.

DEFINITIONS

Clearly define intimate partner violence, including various forms of intimate partner violence, such as physical, emotional, technological, economic, etc. Comprehensive definitions include:

Intimate Partner Violence (also known as “dating violence” or “domestic violence”): Any abusive behavior, including acts of violence or threats of violence, by an individual against a person with whom they: 1) are, or have been, involved in a sexual or dating relationship, 2) are married to or were formerly married to, or 3) share a child in common. It may involve a single act or an ongoing pattern of behavior. This can include intimidation, manipulation, threats, violence, assault, property damage, and physical, emotional, economic, technological, or sexual abuse.¹¹

Economic Abuse: Withholding economic resources to intimidate, threaten, or cause the victim to remain in a relationship because of lack of access to finances.¹² Examples include, but are not limited to, forbidding the victim to work or attend school, sabotaging employment opportunities, jeopardizing employment by stalking or harassing, or withholding money.

Emotional/Psychological Abuse: Any behavior, verbal or non-verbal, that the abuser does to control the victim and/or damage the victim’s emotional well-being. Examples include, but are not limited to, name-calling and mocking, yelling, making humiliating remarks, placing little value on what the victim says, and monitoring phone calls, texts, car or computer use.

Physical Abuse: Aggressive physical contact that may or may not cause marks or permanent damage. Examples include, but are not limited to, scratching, biting, shoving, burning, throwing objects to hurt or intimidate, disrupting sleep patterns to cause exhaustion, attacks or threats to attack with a weapon, and threats or attempts to kill.

Sexual Abuse: Any sexual encounter that happens without the victim’s consent. Examples include, but are not limited to, unwanted touching, rape, attempted rape, taking advantage of the victim while drunk or otherwise unable to give consent, denying contraception or protection against sexually transmitted diseases, and threatening to leave the victim if the victim refuses sex.

Technological Abuse: The use of technology to control, harass, intimidate, or stalk another person. Examples include, but are not limited to, hacking or logging into a victim’s email or other accounts without permission, installing tracking devices on a victim’s cellphone, manipulation through social media, violation of information privacy, and sending insulting or threatening emails or messages.¹³

Stalking: A course of conduct involving more than one instance of unwanted attention, harassment, physical or verbal contact, or any other form of conduct directed at an individual that could be reasonably regarded as likely to alarm an individual or place that individual in fear of harm or injury. Stalking is a common behavior in abusive relationships. Examples include, but are not limited to: making unwanted visits or sending unwanted messages, following or installing tracking software without the victim’s knowledge or consent, embarrassing the victim in public, and refusing to leave when asked. Stalking includes cyber-stalking, in which electronic media such as the Internet, social networks, blogs, cellphones, texts, or other devices or forms of contact are used to pursue, harass, or make unwelcome contact with another person.¹⁴

Consent: An understandable exchange of affirmative words, which indicates willingness to participate in mutually agreed upon sexual activity. It must be informed and freely and actively given. It is the responsibility of the initiator to obtain clear and affirmative responses at each stage of sexual involvement. The lack of a negative response is not consent. Consent may not be given by a minor or by any individual who is incapacitated, whether voluntarily or involuntarily, by drugs and/or alcohol. Past consent of sexual activities does not imply ongoing future consent.¹⁵

POLICY STATEMENT

Create a statement of policy to establish the College/University’s zero tolerance of intimate partner violence offenses, outline the procedures the College/University will follow once an intimate partner violence offense has been reported, and address the programs offered to prevent intimate partner violence.

- ➔ Clearly state that the College/University prohibits acts of intimate partner violence.
- ➔ Briefly identify the procedures the College/University will follow once an intimate partner violence offense has been reported, including a statement regarding the standard of evidence that will be used during an institutional disciplinary proceeding that may occur following a report.

SANCTIONS

Identify possible sanctions that the College/University may impose following a final determination of institutional disciplinary proceeding regarding intimate partner violence. Appropriate sanctions should consider the prior conduct of the student and be progressive in nature. Appropriate sanctions for intimate partner violence offenses include, but are not limited to, the following:

Changes in Academic Schedule: Requiring a student to make changes in his/her class schedule to ensure that no classes are shared with the victim(s).

Community Restitution: Requiring a student to perform a certain number of service hours either on-campus or in the community.¹⁶

Educational Intervention: Requiring a student to participate in online and/or physical classes addressing issues such as intimate partner violence. May include facilitating a program, creating educational posters regarding campus policies and student conduct, and writing a paper.¹⁷

Expulsion: A permanent separation from [College/University] that involves denial of all student privileges, including entrance to campus premises.¹⁸

Probation: A status that indicates either serious misconduct not warranting expulsion, suspension, or removal of college privileges, or repetition of misconduct after a warning has been imposed.¹⁹

Referral for Assessment or Counseling: Requiring a student to meet with a staff member of the [Health/Counseling Center] to have an assessment of his/her mental health and lifestyle choices. The [Health/Counseling Center] may also recommend further evaluation and participation in counseling services.²⁰

Removal of College Privileges: Restrictions on student access to certain locations, functions, and/or activities; does not preclude the student from continuing his/her academic program.²¹

Removal or Non-Renewal of Scholarships: [College/University]-administered scholarships are not awarded or are not renewed to students that have violated the student code of conduct.²²

Residential Reassignment: Removes the student from his/her current residence and reassigns him/her to a new room. Specific restrictions on access to one's previous residence may be imposed.²³

Restitution/Fines: A student may be fined for violations of the policies and procedures outlined by [College/University]. A student may be required to make a payment to [College/University] and/or another person or group for damages incurred as a result of the violation.²⁴

Suspension: A temporary separation from [College/University] that involves denial of all student privileges, including entrance to campus premises, and may include conditions for reinstatement, such as successful completion of a counseling or treatment program.²⁵ A warning of suspension may be imposed if counseling or treatment is not successfully completed.

Termination of Residency: Loss of on-campus housing, without refund, and/or dining privileges, permanently or for a specified period of time.²⁶

Transcript Entry: May be implemented on its own or in combination with another sanction. The entry will indicate that a student was found responsible for intimate partner violence.²⁷ Expulsions and suspensions are also permanently recorded on a student's transcript.

Withholding of Degree: [College/University] maintains the right to withhold the awarding of a degree otherwise earned until the completion of any imposed sanctions.²⁸

REPORTING PROCEDURES

Clearly identify the procedures victims should follow if an intimate partner violence offense has occurred. Encourage students to report any intimate partner violence offenses, while stating that the victim has the right to decline notifying authorities.

- ➔ Address the importance of preserving evidence that may be needed to prove an act of intimate partner violence has occurred or to obtain a protection order. State the fact that collecting evidence does not require a victim to press charges against an alleged offender, but may simply assist investigators should the victim decide to file a formal report of the offense at a later point.²⁹
- ➔ Clearly state to whom the alleged offense should be reported, including the victim's options to formally or informally report the alleged offense. Formal reporting options may result in law enforcement notification, whereas informal reporting options may result in changes in class schedule, housing arrangements, etc.
- ➔ Identify confidential reporting options for victims, such as counseling centers.
- ➔ Provide information for victims on their options regarding law enforcement and campus authorities, including notification of their option to:
 - Notify the proper law enforcement, including on-campus and local police.
 - Be assisted by campus authorities in notifying law enforcement.
 - Decline to notify law enforcement.
- ➔ Identify the victim's rights and the institution's responsibility regarding criminal orders of protection, College/University-issued no-contact orders, civil restraining orders, or similar lawful orders issued by a criminal, civil, or tribal court.
- ➔ Identify anonymous reporting procedures. Anonymous reports do not typically result in the initiation of a formal disciplinary proceeding, although the College/University is responsible for investigating all reports of intimate partner violence to ensure safety in the community. Anonymous reports will result in data collection for the Jeanne Clery Disclosure of Campus Security Policy and Campus Crimes Statistics Act.³⁰
- ➔ Include information regarding bystander reporting. Bystanders may be reluctant to report offenses in situations where they have also violated the student code of conduct. The College/University should consider the positive impact of the bystander's report when determining an appropriate sanction for the violation.

DISCIPLINARY PROCEDURES

Identify the procedures for institutional disciplinary action in cases of alleged intimate partner violence.

- ➔ The disciplinary procedures should clearly state that disciplinary proceedings shall:
 - Provide a prompt, fair, and impartial investigation and resolution.
 - Be conducted by officials who receive annual training on intimate partner violence issues and on how to conduct an investigation and hearing process that protects the safety of victims and promotes offender accountability.
- ➔ The disciplinary procedures should address the fact that both the accuser and the accused are entitled to the same opportunities to have others present during an institutional disciplinary proceeding, including the right to be accompanied to any related meeting or proceeding by an advisor of their choice.
- ➔ Both the accuser and the accused shall be simultaneously informed, in writing, of:
 - The outcome of any institutional disciplinary proceeding that arises from an allegation of intimate partner violence.
 - The institution's procedures for the accuser and the accused to appeal the results of the disciplinary proceeding.
 - Any changes to the results of the disciplinary proceeding that occur prior to the time that such results become final.
 - When the results of the disciplinary proceeding become final.

VICTIM CONFIDENTIALITY

Identify how the College/University will protect the confidentiality of victims, including how publicly-available record-keeping will be accomplished without the inclusion of identifying information about the victim, to the extent permissible by law.

- ➔ Clearly state that only individuals who have a need to know about the issue should be informed, and materials and information should be shared only as necessary with investigators, witnesses, and other relevant parties. Disclosure of such information may be made if it is determined that such disclosure is necessary to protect the health, safety, or well-being of the community.³¹ In these events, the victim's name and identifying information should not be included.
- ➔ Explain that while any request made by a victim that a matter not be investigated should be taken into account, appropriate steps should be taken to respond to the matter for the safety of the community.³²
- ➔ Inform victims of the resources available that can provide confidentiality, sharing options and advice without any obligation to inform other College/University staff members, unless requested by the victim. For example, counseling services, health and mental health services, and ministry staff. Additionally, victims can seek out assistance from off-campus crisis centers, which can maintain confidentiality. Clearly state that faculty members are not confidential resources and have an obligation to inform campus authorities of any reports of intimate partner violence.

EDUCATION PROGRAMS

Clearly address the education programs the College/University has established to prevent intimate partner violence and promote awareness on campus. Primary prevention and awareness programs should be available to all incoming students and new employees. Ongoing prevention and awareness campaigns should also be provided to all students and faculty members. Education programs should address the following:

- ➔ Inform students of the zero tolerance policy at the College/University regarding intimate partner violence.
- ➔ Safe and positive options for bystander intervention to be carried out by an individual to prevent harm or intervene when there is a risk of intimate partner violence against another individual.
- ➔ Information on risk reduction by recognizing the warning signs of abusive behavior and how to avoid potential acts of intimate partner violence.

ON-CAMPUS & OFF-CAMPUS COMMUNITY RESOURCES

Identify the resources available to students for information and support regarding intimate partner violence issues. Victims of intimate partner violence, whether the incident occurred on or off campus, should be supported and assisted in obtaining medical treatment, counseling, and other resources to help them with the trauma they experience.

- ➔ Identify the resources that provide confidential services to victims, including health services, counseling centers, and religious organizations, as well as off-campus community resources.
- ➔ Inform students that faculty and staff members are not confidential resources and are required to report violations of this policy.
- ➔ Identify other services available for victims including victim advocacy and legal assistance.
- ➔ Provide, in writing, a list of names, addresses, and phone numbers of on-campus and off-campus community resources available for students regarding intimate partner violence:
 - Campus law enforcement
 - Campus response team
 - Local police department
 - On-campus counseling
 - Community counseling services
 - Dean of Students
 - Title IX Coordinator
 - Local CT Coalition Against Domestic Violence member organization
 - Local CT Sexual Assault Crisis Services member agency (CONNSACS)
 - CT Office of Victim Services
 - CT Office of the Victim Advocate
 - Director of Residential Life

REASONABLE ACCOMMODATIONS

Inform victims of intimate partner violence of their options for, and available assistance in, changing academic, living, transportation, and working situations if such accommodations are reasonably available. These accommodations should be available to victims whether or not they choose to report the offense to law enforcement authorities.

- ➔ Provide victims of intimate partner violence with reasonable accommodations, if requested, to ensure that they can remain students at the College/University, meet academic standards, obtain necessary health/mental health treatment, and maintain social relationships.

- ➔ Reasonable accommodations should include, but not be limited to, the following:
 - College/University-issued order of no contact
 - Victim advocate services
 - Access to a community resource team
 - Change in academic schedule
 - Change in housing options
 - Change in course load, including reduced course load or alternative assignments
 - Excused class absences for treatment, hospitalization, and medical or mental health conditions
 - Immediate withdrawal from a class
 - Retrospective withdrawal from classes, if academic difficulties persisted
 - Postponement of assignments or exams
 - Leave of absence from the College/University

CAMPUS RESOURCE TEAM

Establish a Campus Resource Team that will provide a comprehensive response to IPV on campus. These are multi-disciplinary teams comprised of various college/university administrators, staff, campus safety and local community experts who regularly receive training related to understanding, responding to and preventing IPV on campus. The Campus Resource Team should include, but is not limited to, the following individuals:

- Title IX Coordinator
- Chief Student Affairs Officer
- Not less than one member each from each of the following entities (provided such entity exists on campus):
 - Administration
 - Faculty
 - Counseling Services Office
 - Health Services Office
 - Women's Center
 - Senior or mid-level staff
 - Student body
 - Residential Life Office
 - Judicial Hearing Board
 - Special police force, campus police force or campus safety

Additionally, at least one individual each from the following community members should also be invited to participate:

- Community-based domestic violence organization (local CCCADV member organization)
- Community-based sexual assault crisis services center (local CONNSACS member agency)
- Criminal justice system within the judicial district in which such institution is located (e.g. local police; prosecutors)

Every member of the Campus Resource Team shall be educated regarding:

- Awareness and prevention of sexual assault, stalking and IPV
- Communicating with and providing assistance to any student or employee who is the victim of sexual assault, stalking or IPV
- The sexual assault, stalking and IPV policies of the college/university
- The provisions of Title IX of the Elementary and Secondary Education Act of 1972 and the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act
- Victim-centered response, as defined by state law, and the role of community-based sexual assault and domestic violence victim advocates
- The role and functions of each member of the Campus Resource Team for the purposes of ensuring a coordinated response to sexual assault, stalking and IPV
- Communicating sensitively and compassionately with victims, including, but limited to, an awareness of responding to victims with diverse cultural backgrounds, and providing services to assisting in locating services for such victims

Related Federal & State Legislation

Federal

In 2013, Congress reauthorized the Violence Against Women Act (VAWA) and established new requirements for colleges and universities under its Campus Sexual Violence Act (SaVE Act). This included an extension of the federal Jeanne Clery Act to include acts of domestic violence, dating violence and stalking to a list of major crimes that all U.S. colleges and universities participating in Title IV financial aid programs are required to report. Additionally, colleges and universities must adopt related policies and procedures for disciplinary actions in cases of alleged domestic violence, dating violence and stalking, as well as procedures for notifying victims of their rights and available services. Educational programs addressing awareness and prevention of domestic violence, dating violence and stalking must also be offered on campus.

For more information on these changes to federal requirements, please visit:
www.clerycenter.org/article/vawa-reauthorization.

Connecticut

With passage of Public Act 14-11, *An Act Concerning Sexual Assault, Stalking and Intimate Partner Violence on Campus*, Connecticut colleges and universities are, among other things, required to establish Campus Resource Teams as of January 1, 2015. They must invite at least one individual from the local sexual assault crisis service center and one individual from the local domestic violence organization. Further, they must enter into and maintain a Memorandum of Understanding (MOU) with the same local providers to ensure that victims have access to free and confidential services. Campus policies must detail the procedures that students and employees who report or disclose being the victim of intimate partner violence may follow regardless of where the incident occurred. This legislation also establishes new reporting and training procedures for institutions of higher education in Connecticut, as well as revises some existing procedures.

Relevant state statutes:

- Uniform Campus Crime Reports; Emergency Response Plans – C.G.S. § 10a-55a
- Sexual Assault and Intimate Partner Violence Policies; Prevention & Awareness Programming and Campaigns – C.G.S. § 10a-55m
- Family Violence Prevention & Response – C.G.S. § 46b-38a
- Investigation of Family Violence Crimes by Peace Officer; Arrest; Assistance to Victim – C.G.S. § 46b-38b

For more information on Public Act 14-11, please visit:
<http://www.cga.ct.gov/2014/ACT/pa/pdf/2014PA-00011-R00HB-05029-PA.pdf>.

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Endnotes

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¹⁰ Supra note 6

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¹⁵ Manchester Community College. Retrieved March 3, 2014 from <http://www.mcc.commnet.edu/students/resources/pdf/2013-2014-Student-Handbook.pdf>. p. 17.

¹⁶ Ibid., 13

¹⁷ Trinity College. Retrieved March 3, 2014 from <http://www.trincoll.edu/sitecollectiondocuments/studenthandbook.pdf>. p. 94.

¹⁸ Supra note 16.

¹⁹ Ibid.

²⁰ Supra note 17.

²¹ Supra note 16.

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²⁴ Quinnipiac University. Retrieved March 3, 2014 from http://www.quinnipiac.edu/prebuilt/pdf/studenthandbook1314/handbook1314_policies.pdf. p. 65.

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²⁶ Mitchell College. Retrieved March 3, 2014 from <http://community.mitchell.edu/file/student-handbook/Student-Code-of-Conduct.pdf>. p. 10.

²⁷ Supra note 21.

²⁸ University of Bridgeport. Retrieved March 3, 2014 from http://www.bridgeport.edu/files/7113/7752/5435/Key_to_UB.pdf. p. 56.

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