



D. STAFFORD
& ASSOCIATES

Title IX Investigator- Investigation of Dating Violence, Domestic Violence, and Stalking (Tier 2)

Presented by DSA Associates:

**Cathy Cocks
Adrienne Murray**

D. Stafford & Associates, LLC
179 Rehoboth Avenue, #1121
Rehoboth Beach, DE 19971
302-344-5809

Dolores@DStaffordandAssociates.com

www.dstaffordandassociates.com

©All rights reserved by DSA



D. STAFFORD & ASSOCIATES

Investigation of Dating Violence, Domestic Violence, and Stalking Topics to Discuss-2025 Course

- Legal Requirements of the 2020 Title IX Regulations
- Background of the Problem
- Definitions
 - Sexual Assault
 - Domestic Violence
 - Dating Violence
 - Stalking
- Investigative Strategy & Evidence Collection
- Interviewing
- Concurrent LE Investigations and Protective Orders
- Reports

Adrienne Meador Murray, Vice President, Equity Compliance and Civil Rights Services



In January 2014, Adrienne Meador Murray joined D. Stafford & Associates where she currently serves as the Vice President, Equity Compliance and Civil Rights Services after having been affiliated with D. Stafford & Associates as a part-time Associate since 2012 and the National Association of Clery Compliance Officers & Professionals (NACCOP) where she currently serves as Director of Training and Compliance Activities. Murray began her career in municipal law enforcement as a civilian employee with the City of Richmond Police Department (Virginia). She graduated from the Virginia Commonwealth University Police Training Academy and began her career as a sworn police officer for the University of Richmond (UR) Police Department (Virginia). At UR, Murray progressed through the ranks from a night shift patrol officer to Operations Lieutenant (overseeing criminal investigations, crime prevention and patrol) over the span of a decade before becoming the Chief of Police at Davidson

College in North Carolina. Most recently, Murray served as Chief of Police at Trinity Washington University (in Washington, D.C.).

As the Executive Director, Equity Compliance and Civil Rights Services for DSA, Murray builds on her 17-year career in law enforcement in which she became a nationally recognized expert in the field of best practice postsecondary institutional response to the sexual victimization of college women in the United States and in Canada. She is also a trained civil rights investigator and is well respected throughout the country for her ability to aid institutions in understating how to do best practice criminal and civil rights investigations concurrently. She is well known for her work in having provided support, advocacy and criminal investigative services for victims of sexual assault, stalking and intimate partner violence and is a sought-out speaker and investigator. She has expertise in the construction of best practice law enforcement standard operating procedures and training police officers to respond in best practice and trauma-informed ways to victims of sexual assault and intimate partner violence. In her current role, Murray coordinates curriculum development and instruction for national classes, including basic and advanced sexual misconduct investigation classes; an investigation of dating violence, domestic violence and stalking class; and a Title IX Coordinator/Investigator class offered through D. Stafford & Associates. To date, Murray has trained more than 3,500 criminal and civil rights investigators throughout the U.S.

Drawing on her experiences as a trained criminal and civil rights investigator, Murray also oversees independent investigations of complex sexual misconduct cases; conducts audits of Title IX/VAWA



P.O. Box 1121
Rehoboth Beach, DE 19971
Phone: (202) 438-5929
dolores@dstaffordandassociates.com

Compliance; drafts institutional sexual misconduct policies and procedures; and conducts campus-based trainings pertaining to the resolution of sexual misconduct offenses on college and university campuses. Murray frequently presents at regional and national conferences on topics such as the *Sexual Victimization of College Women*, *Understanding Consent and Incapacitation*, and *Responding to Sexual Assault on Campus: Clery Act and Title IX Implications*. Murray also conducts provincially specific sexual misconduct trainings throughout Canada.

Murray is a graduate of the University of Richmond, where she received her Bachelor's Degree in Applied Studies in Human Resource Management and of New England College, where she received her Master's Degree in Campus Public Safety Administration. Murray is also a graduate of the 235th session of the prestigious FBI National Academy where she was awarded a graduate certificate in Criminal Justice from the University of Virginia. She has authored numerous journal articles.

Catherine Cocks, M.A.
Consultant, Student Affairs, Title IX, and
Equity Compliance Services



Ms. Cocks has been a higher education professional for over thirty years. Her work with D. Stafford & Associates focuses on Title IX investigations and training; assessment of student affairs policies, practices and services; and behavioral threat assessment. Cathy was the Director of Community Standards for the University of Connecticut for 14 years where she managed the student conduct process, which included managing all Title IX cases involving student respondents and chaired the University's student threat assessment team. Prior to that, she held several positions within Residential Life at the University of Connecticut and Roger Williams University.

She is a faculty member for the Association for Student Conduct Administration's (ASCA) Donald D. Gehring Academy teaching on subjects such as ethics, governance, threat assessment, media relations, and higher education trends. She was an affiliated faculty

member for many years in the University of Connecticut's Higher Education and Student Affairs Master's program teaching "The Law, Ethics, and Decision-Making in Student Affairs."

Cathy has co-authored the "Philosophy of Student Conduct" chapter in the 2nd edition of "Student Conduct Practice" (2020) and was a member of the writing team for CAS Standards' Cross-functional Framework for Identifying and Responding to Behavioral Concerns.

Cathy is a Past President of ASCA. She has also served as a Circuit representative, co-chair of the Public Policy and Legislative Issues Committee, and as a member of the ASCA Expectations of Members Task Force. Cathy has served in a variety of leadership roles in NASPA Region I.

She was the 2015 recipient of ASCA's Donald D. Gehring Award. She is a past recipient of the NASPA Region I Mid-Level Student Affairs Professional Award and the NASPA Region I Continuous Service Award.

She earned her Master's degree in Higher Education Administration from the University of Connecticut and Bachelor's degree in Communications/Media from Fitchburg State University.

INVESTIGATION CLASS ACRONYMS

- ASR:** Annual Security Report (often used as a reference to the Annual Security Report and/or the Annual Security and Fire Safety Report) that must be published by each institution of higher education.
- CSA:** Campus Security Authority—Individuals on each campus who have been identified by the Department of Education as persons who are required to report crimes that they become aware of to the Reporting Structure at each institution.
- DCL:** Dear Colleague Letter—this is a formal name of the method of communication from the Department of Education to college campuses. It is like naming their official “memo” to campuses.
- FERPA:** Family Educational Rights and Privacy Act—governs the confidentiality of student records.
- FNE:** Forensic Nurse Examiners
- GO:** General Order—some departments describe their operating procedures as general orders
- HEOA:** Higher Education Opportunity Act—the broader law that contains the Clery Act language and the fire safety and missing person language that is in the law but not contained within the “Clery Act” portion of the law.
- HIPAA:** Health Insurance and Privacy and Portability Act—governs privacy of medical records.
- MOU:** Memorandum of Understanding—an official agreement developed between agencies.
- NIBRS:** National Incident-Based Reporting System. 1 of 2 crime reporting systems developed by the FBI, but not the system that you are required to use for Clery Reporting—the only portion of this system that is used for Clery Act purposes are the 4 forcible and 2 non-forcible sex offense definitions.
- OCR:** Office of Civil Rights—the unit of the Department of Education that oversees Title IX Compliance.
- PD:** Police Department
- PS:** Public Safety
- PNG:** Persona-non-Grata—process used by some campuses not keep students from entering certain areas of the campus or the entire campus (administrative process) versus legal bar notice or trespass warning.
- SACC:** Sexual Assault Crisis Center, also known as Women’s Center.
- SANE:** Sexual Assault Nurse Examiner

SART: Sexual Assault Response Team

SOP: Standard Operating Procedures—some departments describe their operating procedures as Standard Operating Procedures. Some call them General Orders, etc...

SWA: Senior Women's Administrator (Athletics)

TWN: Timely Warning Notice

UCR: Uniformed Crime Report. This is 1 of 2 crime statistics reporting systems developed by the FBI. Institutions are required to use UCR Standards for counting and classifying crimes for reporting the Clery statistics.

VAWA: Violence Against Women Act



TITLE IX

Copyright

(Limited permission is granted to each attendee of this class to make training materials available per the requirements outlined in the Title IX Regulations published on May 19, 2020)

These materials are copyright of D. Stafford & Associates, LLC © 2025 D. STAFFORD & ASSOCIATES. All rights reserved.

Any distribution or reproduction of part or all of the contents in any form is prohibited other than the following:

- As required by 34 C.F.R. § 106.45(b)(1)(iii) and § 106.45(B)(10)(i)(D), this material in its entirety may be posted to the website of the institution in which you were associated with at the time in which you were enrolled in this training. D. Stafford & Associates gives permission for clients to convert the provided documents as necessary to be ADA-compliant.*
- Public inspection upon request.*

You may not, except with our express written permission, distribute or commercially exploit the content. Nor may you transmit it or store it in any other website or other form of electronic retrieval system.

No Recording or AI Usage Policy

Due to privacy concerns, intellectual property issues, and potential misuse of confidential information discussed during this session, attendees are strictly prohibited from recording this session or utilizing artificial intelligence (AI) tools like automatic transcription services or note-taking applications. Attendees found to be using such devices will be removed from the session and no refunds will be available.

ISSUANCE OF CERTIFICATES FOR COMPLETION

To receive a certificate, attendees must attend the majority of the class and have paid class invoice in full. This applies to both in-person classes and virtual classes. We understand that attendees may need to miss class for a legitimate reason for longer periods of time or may need to leave the room during a class for a few minutes to take a phone call or attend to other business. If an attendee misses a significant amount of the class (depending on the length of the class) or they miss an attendance poll, they will not be issued a certificate of completion for the class.

Attendees should report each absence using the online form provided (each class has its own unique form that is sent to all attendees via email prior to class). Attendees should complete the form twice for each absence: once to record their departure, and again to record their return. Attendees should complete the form immediately before leaving class and as soon as practicable upon their return. If an attendee signs out but does not sign back in, they will be marked absent for the remainder of the day.

The criteria for receiving a certificate is determined based on missed class time and participation in the Attendance Polls that will be launched throughout each day of class. Attendance polls are left up for approximately 5 minutes and the instructor notifies the attendees that a poll is being launched to ensure that everyone who is present can respond to the poll. If an attendee is unable to respond to the attendance poll, the attendee would need to **immediately post "I am here"** in the chat feature within the Zoom platform. That way we can give the attendee credit for being in attendance for that specific poll. Notifying us after the attendance poll has been closed will not allow us to give the attendee credit for being in class during the poll.

Some of our classes may qualify for credit toward a Master's Degree at New England College (and regardless if you decide to seek credit or not, accreditation requirements mandate that we follow the same standards for all class attendees), so we have strict attendance standards that we follow for issuance of a certificate. For DSA & NACCOP, issuance of a Certificate of Completion is verification of attendance.

INVESTIGATION OF DATING VIOLENCE, DOMESTIC VIOLENCE & STALKING



© All Rights Reserved by DSA

1



COURSE AGENDA

- Legal Requirements of the 2020 Title IX Regulations
- Background of the Problem
- Definitions
 - Sexual Assault
 - Domestic Violence
 - Dating Violence
 - Stalking
- Investigative Strategy & Evidence Collection
- Interviewing
- Concurrent LE Investigations and Protective Orders
- Reports

© All Rights Reserved by DSA

2



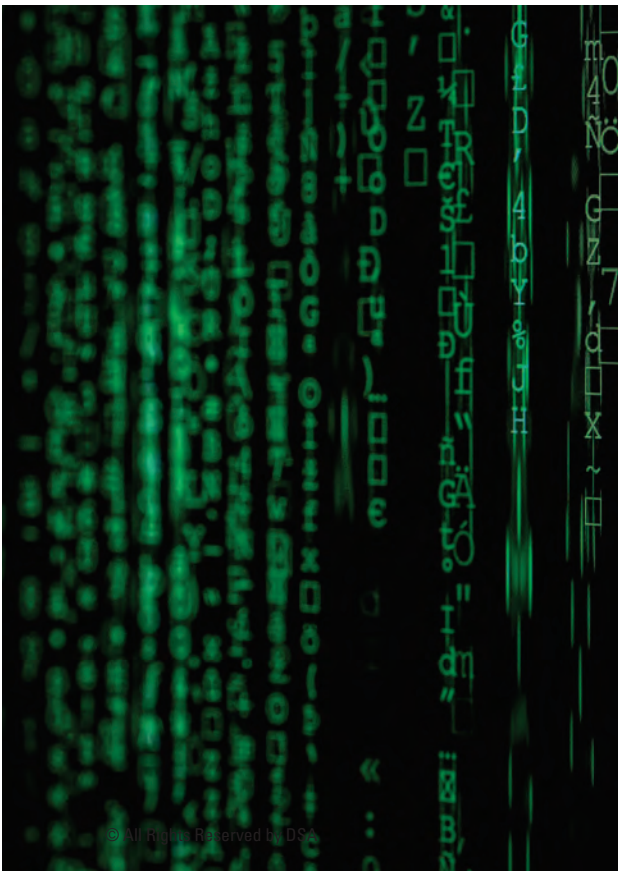
DSA VIOLENCE AGAINST MEN FULL COURSE

Tier 7: Title IX Investigator Class: Violence Against Men

The U.S. Centers for Disease Control found that men experience a high prevalence of intimate partner violence, sexual violence, and stalking. Most first-time victimizations occur before the age 25, with many victims first experiencing violence before age 18. D. Stafford & Associates offers a 4-hour class examining the important and unique challenges facing men who are victims of sexual assault, dating violence, domestic violence, and stalking and is designed to provide a comprehensive understanding of considerations, strategies, and investigative considerations when responding to a male victim of a VAWA offense.

Some of the key topics that will be covered are:

- Prevalence of male victimization
- Barriers to reporting
- Common tactics used by male and female abusers towards male victims
- Commonly reported impacts on male victims
- Interviewing strategies with male victims
- Investigator considerations when working with male victims



DSA TECHNOLOGY INVESTIGATIONS FULL COURSE

Tier 6: Title IX Investigator Class: Technology & Investigations

D. Stafford & Associates offers a 4-hour class examining how technology creates social norms, influences behaviors, and how it can be used to engage in misconduct such as stalking, harassment, and intimate partner violence. The class will also examine how to use technology when conducting investigations. This class is designed to provide a comprehensive understanding of how technology is used in the course of an incident and how it can be used in an investigation.

Some of the key topics that will be covered are:

- The Internet
- Popular Social Media Platforms and How to Use Them
- Social Engineering and Forms of Technological Abuse
- Technology as Evidence
- Using Open-Source Intelligence (OSINT) and Social Media Intelligence (SOCMINT) to Gather Evidence



© All Rights Reserved by DSA

DSA REPORT WRITING FULL COURSE

Tier 5: Title IX Investigator Class: Report Writing

D. Stafford & Associates offers a 4-hour class on creating and writing investigative reports for alleged violations of institutional policy. This class is designed to provide a comprehensive understanding of producing reports to ensure a fair, impartial, and thorough investigation.

Some of the key topics that will be covered are:

- Characteristics of a Strong Investigative Report
- Managing Evidence
- Preliminary Reports/Evidence Packet
- Developing the Final Investigative Report
- Utilizing the Parties' Responses to the Preliminary Report
- Determining and Articulating Relevancy
- Practical Exercise

LEGAL REQUIREMENTS- 2020 TITLE IX REGULATIONS



TITLE IX, EDUCATION AMENDMENTS OF 1972, 20 U.S.C. § 1681

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.

§ 1681(a) - EXCEPTIONS

- Admission policies
- Institutions changing from single-sex status
- Religious institutions
- Military services or merchant marines
- Public traditional single-sex institutions
- Social fraternities or sororities
- Voluntary youth organizations
- Boy or girl conferences
- Father-son/mother-daughter activities
- “Beauty” pageants

§ 1681(c) - “EDUCATIONAL INSTITUTION”

Any public or private preschool, elementary, or secondary school, or any institution of vocational, professional, or higher education, except that in the case of an educational institution composed of more than one school, college, or department which are administratively separate units, such term means each such school, college, or department.

TO MEET THE THRESHOLD TO RESOLVE USING TITLE IX PROCEDURES

1

Jurisdiction of Person

2

Within Educational Program or Associated Activity

3

Conduct that Constitutes Sexual Harassment on it's Face

BEFORE WE BEGIN...

Sex Discrimination

§ 106.8(c)

- “grievance procedures that provide for the prompt and equitable resolution of student and employee complaints.”
- Any person may report sex discrimination to the Title IX Coordinator
- Must publish grievance procedures to address sex discrimination
- No requirement other than “prompt” and “equitable”

Sexual Harassment

§ 106.44 and § 106.45

Other Behaviors

Conduct codes



MORE REMINDERS

- Applies to K-12
- Incorporates the Clery Act
- Lots of guidance: 500+ pages of preamble plus more recent Q&As
- (This section is not in order of regulations)

1. TITLE IX JURISDICTION - PERSON



At the time of filing a formal complaint...the complainant must be participating in or attempting to participate in the education program or activity.” (§106.30(a))



The recipient exercised substantial control over both the respondent and the context in which the sexual harassment occurs.

“ATTEMPTING TO PARTICIPATE”

- Has withdrawn due to alleged harassment and has desire to re-enroll
- Has graduated but intends to apply to new program or participate in alumni programs
- Is on a leave of absence and still enrolled or intends to re-apply
- Has applied for admission

2. TITLE IX JURISDICTION – CONTEXT OF EDUCATIONAL PROGRAMS OR ACTIVITIES

Locations, events or circumstances in which the institution has control over the respondent AND context

Or

Any building owned or controlled by a student organization that is officially recognized

And

Occurred in the United States

OFF-CAMPUS JURISDICTION



Hotel
On field trip



Home
While tutoring



Bus
For athletic travel



Virtual
During class



Business
At internship

3. CONDUCT THAT CONSTITUTES SEXUAL HARASSMENT

We will be
coming back to
this!

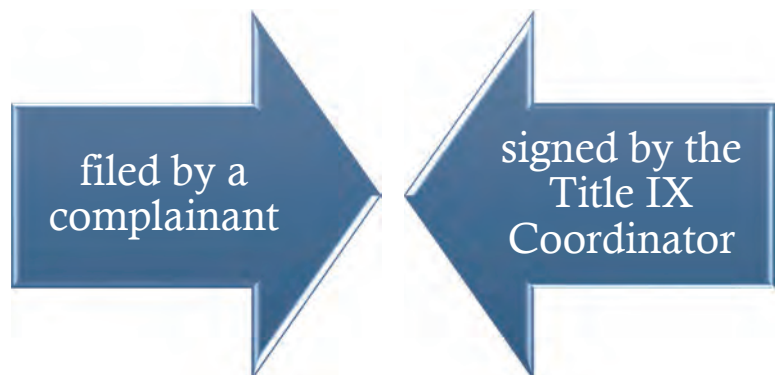
© All Rights Reserved by DSA



17



§ 106.30(a) - FORMAL COMPLAINT



18

NON-STUDENT OR NON-EMPLOYEE COMPLAINANTS (Q&A)

There are circumstances when a Title IX Coordinator may need to sign a formal complaint that obligates the school to initiate an investigation regardless of the complainant's relationship with the school or interest in participating in the Title IX grievance process.

- Examples:
 - Perpetrator in a position of authority
 - Potential for harm to other students

§ 106.45(b)(5)(i-iii) - INVESTIGATION

Burden of proof
is on the
institution

Equal opportunity
to present
witnesses and
facts

No restriction on
discussing
allegations

§ 106.45(b)(5)(iv-vii) - INVESTIGATION



§ 106.45(b)(6)(i) - HEARINGS



Live hearing



Cross-examination

§ 106.45(b)(6)(i) - CROSS-EXAMINATION BY ADVISOR OF CHOICE

- Directly, orally, and in real time by the party's advisor of choice
- If a party does not have an advisor, the recipient must provide without fee or charge to that party, an advisor of the recipient's choice, who may be, but is not required to be, an attorney, to conduct cross-examination on behalf of that party.

§ 106.71 RETALIATION

No recipient or other person may intimidate, threaten, coerce, or discriminate against any individual for the purpose of interfering with any right or privilege secured by title IX or this part, or because the individual has made a report or complaint, testified, assisted, or participated or refused to participate in any manner in an investigation, proceeding, or hearing under this part. . .

§ 106.71 RETALIATION

Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by title IX or this part, constitutes retaliation.



§ 106.71 - RETALIATION

Must keep confidential the identity of parties and witnesses

May use sex discrimination grievance procedures

Exercise of First Amendment does not constitute retaliation

Discipline for “materially false statement in bad faith” is not retaliation

Determination of responsibility alone does not mean a person provided a false statement

BACKGROUND OF THE PROBLEM



© All Rights Reserved by DSA



27

INTIMATE PARTNER VIOLENCE



© All Rights Reserved by DSA



28

IPV IS A PUBLIC HEALTH PROBLEM



Intimate partner violence (IPV) is abuse or aggression that occurs in a romantic relationship. Intimate partner refers to both current and former spouses and dating partners.

IPV can vary in how often it happens and how severe it is. It can range from one episode of violence to chronic and severe episodes over multiple years.

IPV can include any of the following types of behavior:

- **Physical violence** is when a person hurts or tries to hurt a partner by hitting, kicking, or using another type of physical force.
- **Sexual violence** involves forcing or attempting to force a partner into sexual acts or touching without their consent, including situations where the partner cannot consent. It also includes non-physical behaviors, like sharing sexual images or sexting without consent.
- **Psychological aggression** is the use of verbal and non-verbal communication with the intent to harm a partner mentally or emotionally and exert control over a partner.
- **Stalking** is a pattern of repeated, unwanted attention and contact by a current or former partner that causes fear or safety concerns for an individual victim or someone close to the victim.

Centers for Disease Control and Prevention. (n.d.). Intimate Partner Violence. Retrieved from <https://www.cdc.gov/intimate-partner-violence/about/index.html>



PERCEPTIONS OF INTIMATE PARTNER VIOLENCE AMONG UNIVERSITY STUDENTS: SITUATIONAL AND GENDER VARIABLES

Research: The research assessed university students' recognition of IPV and analyzed their attitudes towards this behavior.

Survey Participants: 381 university students (151 male and 230 female) participated in the survey.

Results:

-7% of students accurately identified scenarios that did not depict IPV.

-90% recognition rate for physically violent IPV scenarios.

-Only 51% recognition rate for non-physical IPV behaviors (control, coercion, and threats).

-Female participants were statistically more likely than males to accurately identify IPV.

Perez, L. M., & O'Leary-Kelly, A. M. (2018). Understanding, Recognizing, and Responding to Intimate Partner Violence: An Evaluation of University Students' Recognition of IPV Behaviors. *Journal of Interpersonal Violence*, 33(10), 1581-1606. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1173748.pdf>

PURPOSE OF RESEARCH

The purpose of this research was to assess university students' perception of intimate partner violence and assess their ability to recognize situations of intimate partner violence.

Research questions

1. What portion of sampled university students are able to recognize scenarios of intimate partner violence?
2. Do sampled male and female university students differ in their ability to recognize intimate partner violence?
3. What are sampled university students' attitudes toward intimate partner violence?
4. Do sampled university students believe intimate partner violence is a concern on their campus?

Perez, L. M., & O'Leary-Kelly, A. M. (2018). Understanding, Recognizing, and Responding to Intimate Partner Violence: An Evaluation of University Students' Recognition of IPV Behaviors. *Journal of Interpersonal Violence, 33*(10), 1581-1606. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1173748.pdf>

© All Rights Reserved by DSA

31

QUESTION 1: WHAT PORTION OF SAMPLED UNIVERSITY STUDENTS ARE ABLE TO RECOGNIZE SCENARIOS OF INTIMATE PARTNER VIOLENCE?

Scenario One: Jeffery and Stacy have been dating for onetogther,tendency to be very jealous and possessive. If Stacy is at work Jeffery is not supposed to have friends at their apartment. Jeffery has to ask Stacy if he can go out with friends. If he goes out without asking her, she often ignores his texts and phone calls.

Scenario Two: Tammy and Ben have been dating one another for 4 months. Tammy often worries what Ben's reaction will be to the clothing she chooses to wear. Ben has told Tammy to change before they go out on several occasions.

Scenario Three: Steven and John have had an off/on relationship for the past 2 years. When they are together they believe that they should have equal input in the decisions they make. Often they will not agree, but will come to a compromise.

Scenario Four: James and Stephanie have been married for 3 months. James has a history of fighting, losing his temper quickly and often brags about how many fights he has "won". While dating he had never hit Stephanie or been physically violent towards her. After a friend's birthday party, where drinks were consumed, James becomes angry at Stephanie for "flirting" with his friend. When they arrive home James raises his hand to Stephanie and says she deserves to be slapped. However, he never actually slaps her.

Perez, L. M., & O'Leary-Kelly, A. M. (2018). Understanding, Recognizing, and Responding to Intimate Partner Violence: An Evaluation of University Students' Recognition of IPV Behaviors. *Journal of Interpersonal Violence, 33*(10), 1581-1606. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1173748.pdf>

© All Rights Reserved by DSA

32

RESULTS

Frequency statistics were calculated for questions one through five from the Intimate Partner Violence Recognition and Attitude Survey.

Of the three hundred and eighty one participants who responded to these five questions the mean score was 3.66 (SD=1.19).

For scenario one 65.4% (n=250) accurately identified that IPV took place.

For scenario two 51% (n=195) accurately identified that IPV took place.

For scenario three 97.1% (n=371) accurately identified that IPV did not take place.

For scenario four 89.8% (n=343) accurately identified that IPV took place.

Perez, L. M., & O'Leary-Kelly, A. M. (2018). Understanding, Recognizing, and Responding to Intimate Partner Violence: An Evaluation of University Students' Recognition of IPV Behaviors. *Journal of Interpersonal Violence, 33*(10), 1581-1606. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1173748.pdf>

QUESTION 2: DO MALE AND FEMALE UNIVERSITY STUDENTS DIFFER IN THEIR ABILITY TO RECOGNIZE INTIMATE PARTNER VIOLENCE?

An independent t-test was calculated for questions one through five on the Intimate Partner Violence Recognition and Attitude Survey. There was a significant difference in male participants' abilities to accurately identify scenarios of IPV compared to female participants. $t(301.45) = -3.42$, $p < .05$ (Table 3).

Table 3
Sampled University Students Responses to Intimate Partner Violence Scenario Questions

Item	Males %(n)	Females %(n)	All %(n)
Scenario 1			
*Yes	62.9(95)	67.4(155)	65.4(250)
No	37.1(56)	32.6(75)	34.6(132)
Scenario 2			
*Yes	41.1(62)	57.8(133)	51.0(195)
No	58.9(89)	42.2(97)	49.0(187)
Scenario 3			
Yes	2.6(4)	2.6(6)	2.6(10)
*No	97.3(146)	97.4(224)	97.1(371)
Scenario 4			
*Yes	84.8(128)	93.0(214)	89.8(343)
No	15.2(23)	7.0(16)	10.2(39)
Scenario 5			
*Yes	53.0(80)	68.1(156)	62.0(237)
No	47.0(71)	31.9(73)	37.7(144)
*Correct answer			

Perez, L. M., & O'Leary-Kelly, A. M. (2018). Understanding, Recognizing, and Responding to Intimate Partner Violence: An Evaluation of University Students' Recognition of IPV Behaviors. *Journal of Interpersonal Violence, 33*(10), 1581-1606. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1173748.pdf>

QUESTION 3. WHAT ARE SAMPLED UNIVERSITY STUDENTS' ATTITUDES TOWARD INTIMATE PARTNER VIOLENCE?

Frequency data were calculated for questions one through eleven in section two of the Intimate Partner Violence Recognition and Attitude Survey. Participants were asked to respond on a four item Likert scale, ranging from strongly agree to strongly disagree, for each question. The average answer was disagree for all questions.

All had a range of 1 to 4, meaning someone answered strongly agree to strongly disagree for all questions except question 4; no one strongly agreed with the statement "During a heated argument it is okay for me to say something that will hurt my partner on purpose" (Table 4).

Table 4

Sampled University Students Attitudes toward Intimate Partner Violence

Item	*SA %(n)	A %(n)	D %(n)	SD %(n)	Missing %(n)
Threatening a partner is okay as long as I don't hurt him or her:	0.5(2)	0.8(3)	33.0(126)	65.7(251)	0.0(0)
During a heated argument, it is okay for me to bring up something from my partner's past to hurt him or her:	0.3(1)	4.5(17)	52.9(202)	41.9(160)	0.5(2)
As long as my partner doesn't hurt me, threats are excused:	0.3(1)	3.4(13)	45.0(172)	51.0(195)	0.3(1)
During a heated argument, it is okay for me to say something to hurt my partner on purpose:	0.0(0)	5.2(20)	51.6(197)	42.9(164)	0.3(1)
I don't mind my partner doing something just to make me jealous:	0.8(3)	8.1(31)	44.8(171)	46.3(177)	0.0(0)
It is no big deal if my partner insults me in front of others:	0.3(1)	4.7(18)	29.3(112)	65.7(251)	0.0(0)
I would be flattered if my partner told me not to talk to someone of the opposite sex:	0.3(1)	13.4(51)	55.0(210)	31.2(119)	0.3(1)

Note:
*SA=Strongly Agree, A=Agree, D=Disagree, SD=Strongly Disagree

Perez, L. M., & O'Leary-Kelly, A. M. (2018). Understanding, Recognizing, and Responding to Intimate Partner Violence: An Evaluation of University Students' Recognition of IPV Behaviors. *Journal of Interpersonal Violence, 33*(10), 1581-1606. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1173748.pdf>

QUESTION 4. DO SAMPLED UNIVERSITY STUDENTS BELIEVE INTIMATE PARTNER VIOLENCE IS A CONCERN ON THEIR CAMPUS?

Participants were asked to identify whether they believed intimate partner violence was a problem on their campus (using a Likert scale, strongly agree to strongly disagree). Of the 379 participants who responded to this question, 8.7% (n=33) strongly agreed, 49.9% (n=189) agreed, 38% (n=144) disagreed, Forum on Public Policy 3.4% (n=13) strongly disagreed. Participants were also asked to identify what they believed the rate of intimate partner violence was on their campus.



Perez, L. M., & O'Leary-Kelly, A. M. (2018). Understanding, Recognizing, and Responding to Intimate Partner Violence: An Evaluation of University Students' Recognition of IPV Behaviors. *Journal of Interpersonal Violence, 33*(10), 1581-1606. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1173748.pdf>

SUMMARY

Gender Differences in IPV Recognition: Female participants were better at accurately identifying scenarios of intimate partner violence (IPV) compared to male participants.

Consensus on Non-IPV Scenario: Both male and female participants (97%) correctly identified the scenario where IPV did not occur.

Negative Attitudes Towards IPV: Participants generally had negative attitudes towards IPV, with the majority disagreeing with survey statements that depicted IPV behaviors.

Perception of Campus IPV: 50% of participants believed that IPV was an issue on their campus.

Perez, L. M., & O'Leary-Kelly, A. M. (2018). Understanding, Recognizing, and Responding to Intimate Partner Violence: An Evaluation of University Students' Recognition of IPV Behaviors. *Journal of Interpersonal Violence, 33*(10), 1581-1606. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1173748.pdf>

© All Rights Reserved by DSA

37

DISCUSSION AND CONCLUSION

- Recognition of IPV:** 97% of participants could identify scenarios where intimate partner violence (IPV) was not present, but many struggled to identify IPV scenarios, particularly when control was the main form of abuse instead of physical violence.
- Normalization of Control:** There is an indication that control within relationships may be normalized, causing difficulty in recognizing it as abuse. Comments from participants suggested a disconnect between recognizing abuse and understanding healthy relationships.
- Scenarios with Conflicted Responses:** The scenario with the most conflicted answers involved a man controlling his partner's clothing choices. Only 51% correctly identified this as IPV, with more male participants (58%) incorrectly identifying it, possibly reflecting unconscious male privilege.
- Attitudes Towards Control:** Participants commonly agreed with statements illustrating control over a partner, such as expecting a detailed account of their day (18.6%) and restricting conversations with the opposite sex (22%).
- Gender Differences in Recognition:** Female participants were more likely than males to accurately identify IPV.
- Perception of IPV on Campus:** Over 55% of participants believed IPV was a problem on their campus, and 75% disagreed with statements depicting abusive behaviors as acceptable.
- Implications:** The study suggests that women are better at identifying IPV than men, but recognition becomes more complex when physical violence is absent. The findings have implications for addressing gendered violence and understanding why many do not recognize legally defined harassment, coercion, violence, and abuse.

Perez, L. M., & O'Leary-Kelly, A. M. (2018). Understanding, Recognizing, and Responding to Intimate Partner Violence: An Evaluation of University Students' Recognition of IPV Behaviors. *Journal of Interpersonal Violence, 33*(10), 1581-1606. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1173748.pdf>

© All Rights Reserved by DSA

38

STALKING



© All Rights Reserved by DSA



39



© All Rights Reserved by DSA

CDC-STALKING IS A “SIGNIFICANT” HEALTH PROBLEM

Prevalence: About **one in three women** and **one in six men** have experienced stalking at some point in their lives.

Age of First Victimization: Nearly **58% of female victims** and **49% of male victims** experienced stalking before the age of 25, so most stalking victims reported first experiencing stalking in adulthood. However, about 24% of female victims and 19% of male victims reported being stalked as minors.

Perpetrators: Most stalking victims know their stalkers, with intimate partners or acquaintances being the most common perpetrators.

Impact: Stalking victims often report feeling fearful, threatened, or concerned for their safety. It is associated with posttraumatic stress symptoms, depression, anxiety, and other negative health outcomes.

Smith SG, Basile KC, & Kresnow M. (2022). [The National Intimate Partner and Sexual Violence Survey: 2016/2017 Report on Stalking \[4 MB, 32 Pages\]](#). Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention. 40

STALKING VICTIMIZATION OUTCOMES



Stalking victims have reported feeling fearful, threatened, or concerned for their safety or the safety of others. Nearly 69% of female and 80% of male victims experienced threats of physical harm from the stalker during their lifetime.(1)



Research has shown a relationship between stalking victimization and posttraumatic stress symptoms, feelings of hopelessness, depression, and anxiety. (2, 3, 4,5)



Stalking victims usually know their stalkers. Data shows that the most common perpetrators were intimate partners or acquaintances for both female and male victims. (1)

- 1.Smith SG, Basile KC, & Kresnow M. (2022). The National Intimate Partner and Sexual Violence Survey: 2016/2017 Report on Stalking [4 MB, 32 Pages]. Atlanta, GA: National Center for Injury Prevention and Control, Centers for Disease Control and Prevention.
- 2.Fleming K, Newton T, Fernandez-Botran R, Miller J, Burns V. Intimate partner stalking victimization and posttraumatic stress symptoms in post-abuse women. *Violence Against Women*. 2013;18(12):1368-89.
- 3.Reidy D, Smith-Darden J, Kernsmith P. Behavioral and mental health correlates of youth stalking victimization: a latent class approach. *Am J Prev Med*. 2016;51(6):1007-14.
- 4.Logan T. Examining stalking experiences and outcomes for men and women stalked by (ex)partners and non-partners. *J Fam Violence*. 2020;35:729-39.
- 5.Dressing H, Kuehner C, Gass P. Lifetime prevalence and impact of stalking in a European population. *Br J Psychiatry*. 2005;187(2):168-72.

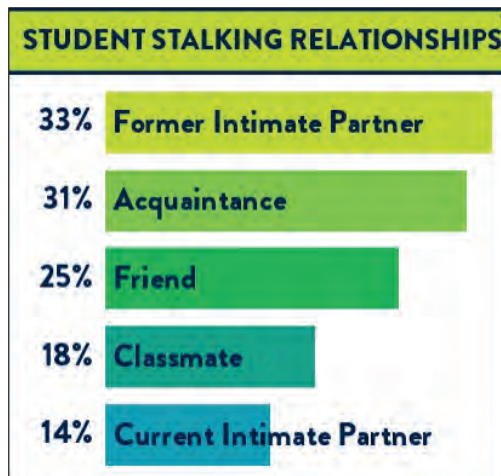


Young adults ages 18-24 experience the highest rates of stalking among adults.⁴

1,3,5
Students with disabilities, Native American/Alaskan Native students, biracial/multiracial students, and younger students are at HIGHER RISK for stalking victimization than the general student population.

CO-OCCURRING VICTIMIZATIONS
Undergraduate students stalked by an intimate partner also experienced:

- 40% Coercive Control
- 32% Sexual Assault
- 11% Physical Assault



THE MOST COMMON³ STALKING BEHAVIORS EXPERIENCED BY COLLEGE VICTIMS INCLUDE:

- 45% Unwanted voice or text messages
- 44% Unwanted e-mails or social media messages
- 37% Being approached/stalker showing up where unwanted

SPARC
STALKINGAWARENESS.ORG

¹ Carter, D., Fisher, B., Chisolm, E., Madden, K. (2020) Report on the AAU campus climate survey on sexual assault and harassment. West. / Augustyn, M.B., Revenson, C.M., Finkelhor, G.H., & Magnusson, A.B. (2019). Intimate Partner Stalking among College Students: Examining Situational Contexts Related to Police Notification. *Journal of Family Violence* 35(1), 679-691. / Padua, L., Bocko, B. L., Sully, C., Wood, L., & Bouch-Amendoren, N. (2020). Prevalence and sociodemographic factors associated with stalking victimization among college students. *Journal of American college health* 88(6), 624-630. / Smith, S.G., Zhang, X., Basile, K.C., Merrick, M.T., Wang, J., Kresnow, M., & Chen, J. (2018). The National Intimate Partner and Sexual Violence Survey (NISVS): 2015 Data Brief. Atlanta, GA: National Center for Injury Prevention and Control, CDC. / Rayns, B. W., & Scherer, H. (2019). Stalking victimization among college students: The role of disability within a (P)ertrauma activity framework. *Crim. & Delinquency*, 64(3), 450-472.

REMEMBERING DE'NORA HILL



De'Nora "Dee" Hill, of Richmond, was taken from us Monday, December 5, 2005. Only 24, she was a student attending the University of Richmond and was to graduate in May. She was a woman who believed in the good of all people. A woman whose smile could say a thousand words of joy and love. Although she was taken from us so suddenly, it is not the way that she should be remembered. We should remember and celebrate the loving words she so often shared, the beliefs that she stood by and the underlying strength that showed even in the end. She is survived by her mother, Becky Bieschke; her father, Joseph Hill; sister, Jeanine "Jenny-Cakes" Hill; her brothers, Jonah and Nijah Hill and their families; her grandparents, aunts, uncles, cousins and a tremendous amount of loving friends. De'Nora will be forever in our hearts. A memorial service in her honor will be at the Cannon Memorial Chapel on the University of Richmond campus on Thursday, December 8, at 2 o'clock in the afternoon. In lieu of flowers, please send donations to the YWCA's Woman's Advocacy Program, 6 N. 5th St., Richmond, Va. 23219.

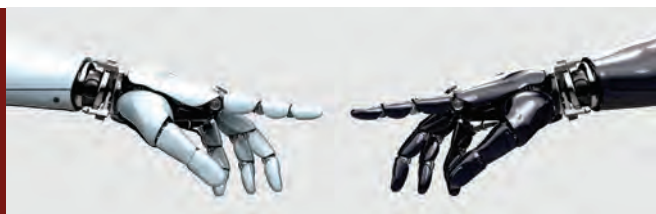
- De'Nora Hill was a student, who was graduating in that academic year. She had been accepted into the Law School and would have started the following fall.
- She was being stalked by her ex-boyfriend.
- She had gotten a protective order, and accompanied by her mom, she brought it to the campus police department to put it on file and met with me.
- She didn't have much time to talk as she had to get to her job at a local grocery store but promised me that she would return in the next two days for a follow up discussion. I wanted to work with her on a safety plan.
- Based on what she explained was happening, I accepted a copy of the order and asked her to please stay with friends until we could meet.
- He accosted her outside of her new apartment having followed her there when she got off work.
- He murdered her and then killed himself.

Credit: Richmond Times Dispatch, December 7, 2005.

© All Rights Reserved by DSA

43

SPECIAL CONSIDERATIONS



Stalking by intimates/ex-intimates

Stalking of male victims

Stalking by persons with disabilities

Stalking by person in position of power

Considerations for stalking within LGBTQ+ community

Non-community member physical stalkers

Tech-based (non-physical) Stalkers

© All Rights Reserved by DSA

44

SEXTORTION: ONLINE BLACKMAIL AND EXPLOITATION

Sextortion is a serious criminal act and a form of sexual exploitation. It involves coercing an individual using, or threatening to use, images/videos previously obtained to demand additional images/videos that are sexual in nature.

They may also be exploited for money or other favors.

Often involves threats to distribute intimate images or videos to family members or friends without the person's consent.

SEXTORTION



"Revenge Porn"

Distribution of intimate images without consent, often following a relationship breakup.

Online Predation

Targeting victims with promises of romance or friendship, then demanding sexual favors or images.

Targeting individuals through dating applications. Offenders pretend to be an interested dating partner to obtain images to exploit.

Even if images aren't shared offenders can digitally alter photos to make it look like they are of the victim.

PEOPLE DEFINITIONS



§ 106.30(a) - DEFINITIONS

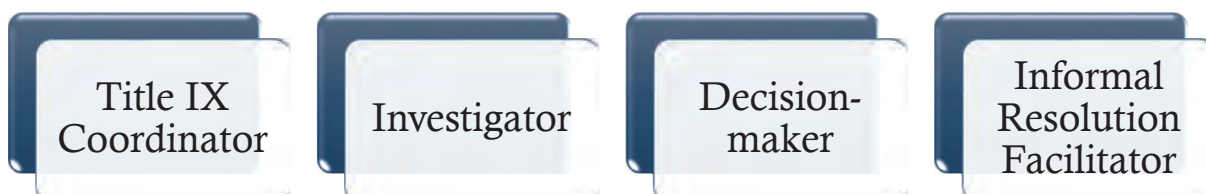
Complainant

- An individual who is alleged to be the victim of conduct that could constitute sexual harassment

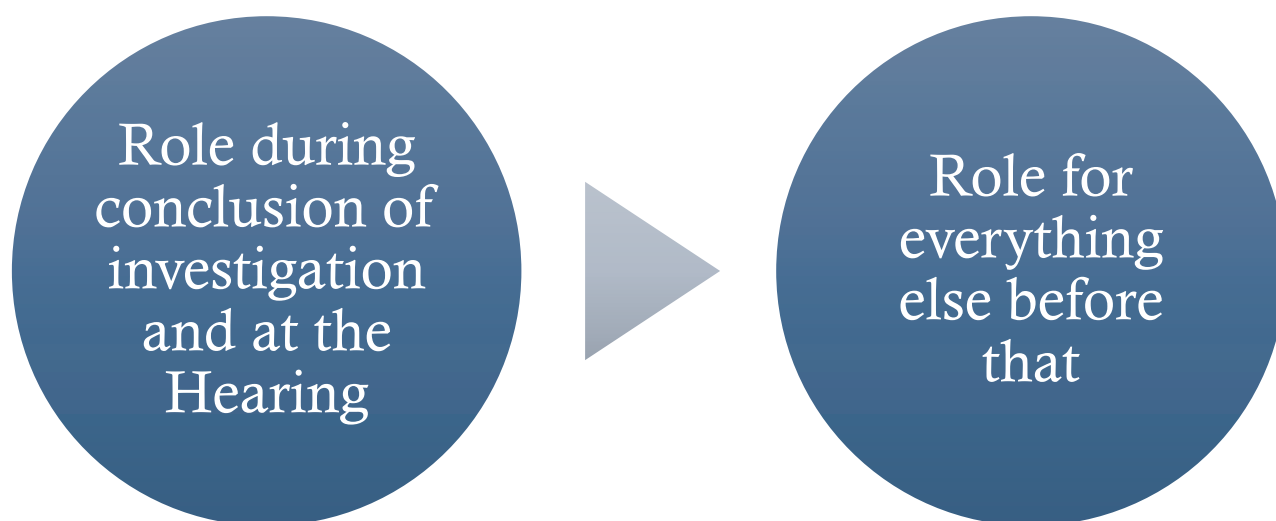
Respondent

- An individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment

TITLE IX PERSONNEL



ADVISOR OF CHOICE



§ 106.30(a) - SEXUAL HARASSMENT

Sexual harassment means conduct on the basis of sex that satisfies one or more of the following:

1. An employee of the recipient conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity;
3. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34 U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

**BEHAVIOR
DEFINITIONS
AND
ASSOCIATED
CONDUCT**



SEXUAL ASSAULT



© All Rights Reserved by DSA



CLERY DEFINITIONS OF SEXUAL ASSAULT

- **Rape** - The penetration, no matter how slight, of the vagina or anus, with any body part or object, or oral penetration by a sex organ of another person, without the consent of the victim. This offense includes the rape of both males and females.
- **Fondling** - The touching of the private body parts of another person for the purpose of sexual gratification, without the consent of the victim, including instances where the victim is incapable of giving consent because of age or because of temporary or permanent mental incapacity.
- **Incest** - Sexual intercourse between persons who are related to each other within the degrees wherein marriage is prohibited by law.
- **Statutory Rape** - Sexual intercourse with a person who is under the statutory age of consent.

34 CFR 668 Appendix A

© All Rights Reserved by DSA

54

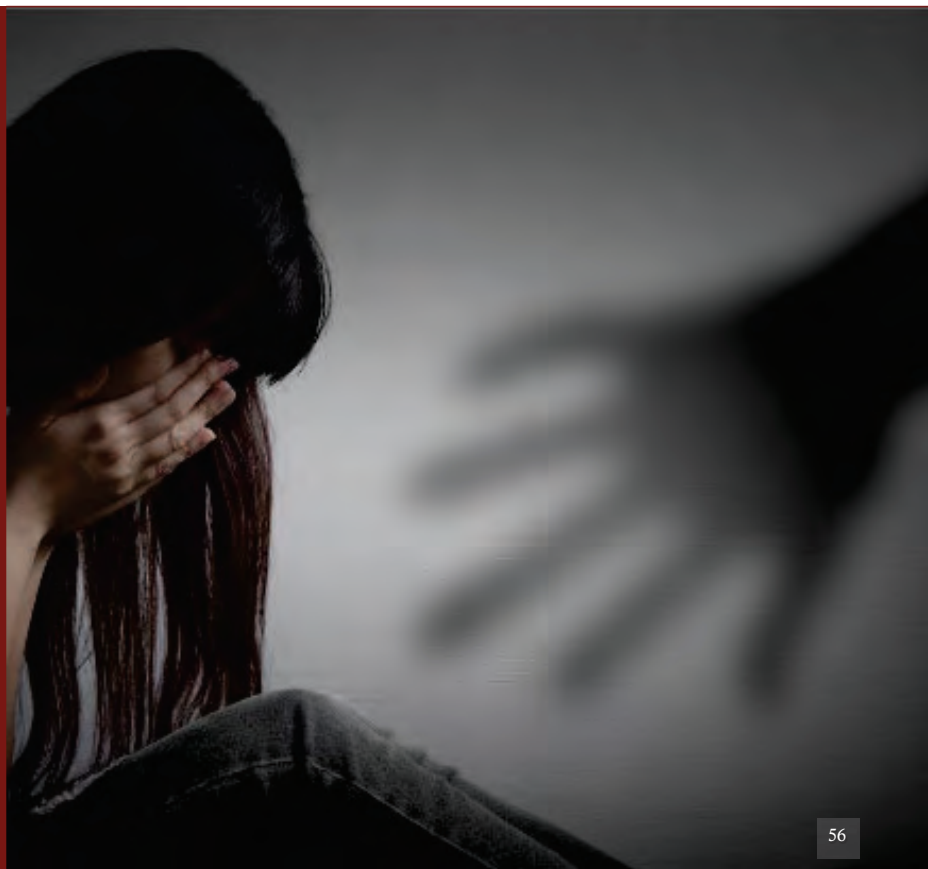
RAPE AND FONDLING-TWO REQUIRED ELEMENTS

Touching of Private Body Parts or Penetration of Vagina or Anus, or Oral Penetration by Sex Organ of Another



Without Consent

INTIMATE PARTNER VIOLENCE



DATING VIOLENCE - 34 U.S.C. 12291(A)(10)

The term “dating violence” means violence committed by a person— (A) who is or has been in a social relationship of a romantic or intimate nature with the victim; and (B) where the existence of such a relationship shall be determined based on a consideration of the following factors: (i) The length of the relationship. (ii) The type of relationship. (iii) The frequency of interaction between the persons involved in the relationship.

DATING VIOLENCE - CLERY REGULATION ADDITIONS

(ii) For the purposes of this definition -

(A) Dating violence includes, but is not limited to, sexual or physical abuse or the threat of such abuse.

(B) Dating violence does not include acts covered under the definition of domestic violence.



© All Rights Reserved by DSA

SO, WHAT IS “DATING?”

- Seeing each other
- Hooking up
- Talking
- It’s Complicated
- Friends with Benefits
- Roaching
- Situationship
- Wifey/Hubby Status
- Chillin’
- Netflix and Chill
- “DM Slides and Thirsty Texts” (DTF)
- F*** Buddy

59

DOMESTIC VIOLENCE - 34 U.S.C. 12291(A)(8)

The term “domestic violence” includes felony or misdemeanor crimes of violence committed by

- a current or former spouse or intimate partner of the victim,
- by a person with whom the victim shares a child in common,
- a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner,
- by a person similarly situated to a spouse of the victim under the domestic or family violence laws of the jurisdiction receiving grant monies, or
- by any other person against an adult or youth victim who is protected from that person’s acts under the domestic or family violence laws of the jurisdiction.

© All Rights Reserved by DSA

60

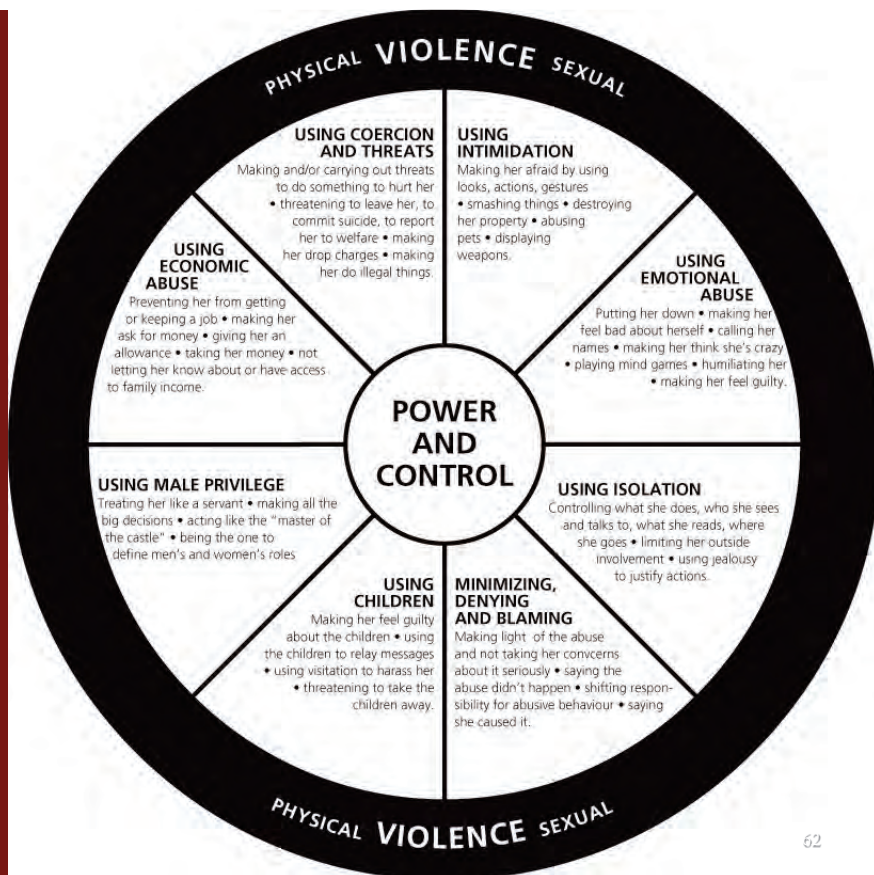
DATING AND DOMESTIC VIOLENCE-TWO REQUIRED ELEMENTS

Relationship



Violence

THE DULUTH MODEL, MN



ISOLATION

Controls what partner does, where partner goes, who partner sees

Denies access to phone or mail

Abandons partner in a dangerous place

USE OF FAMILY MEMBERS

Excludes or denies partner access to family members

Forces family members to keep secrets

Abuses partner (in front of children)

Encourages children to be abusive to partner

Accuses partner of being incompetent parent

Misleads family about extent and nature of partner's illnesses and mental stability

RIDICULING OF VALUES/SPIRITUALITY



Denies access to worship or clergy



Ignores or ridicules religious/cultural values



Uses religion/scriptures to justify abuse

ABUSE OR NEGLECT OF MEDICAL NEEDS

Takes away partner's wheelchair, walker, glasses, etc.

Does not report medical conditions

Makes partner miss medical appointments

Withholds medication or over medicates

USES PRIVILEGE

Treats partner like a servant

Makes all major decisions

Puts all his/her needs before partner's

SPYING, SURVEILLANCE AND TRACKING

Monitors partner's phone calls/messages,
email, texts, and social networking
communications

Checks cell phone history regularly

May use GPS tracking devices, spyware,
hidden computer monitoring, etc.



THREATS AND INTIMIDATION

- Displays intense, constant jealousy or possessiveness
- Becomes easily enraged
- Threatens to leave
- Threatens to institutionalize partner
- Destroys partner's property
- Drives too fast or recklessly to frighten or intimidate partner
- Plays on partner's fears
- Threatens or hurts children or pets or other family members or friends
- Threatens to hit with objects or use a weapon
- Threatens to kill partner or to commit suicide if the relationship should end

PHYSICAL ABUSE



Slaps, punches, pinches, bites, kicks, hits walls, throw things, etc.

Holds or ties down, or restrains partner

Prevents partner from eating or sleeping

Is rough with partner's body parts during care giving

Strangles partner

SEXUAL ABUSE

Is rough with intimate body parts during sex

Makes demeaning, derogatory remarks about intimate body parts

Inflicts pain during sexual intercourse

Refuses affection or sexual intimacy as punishment

Forces sexual intimacy or uncomfortable sexual behavior

Forces sex in exchange for basic need/requests

Controls reproductive choices

MINIMIZING, DENYING, AND BLAMING THE PERSON BEING CONTROLLED

Makes light of abusive behavior

Denies abuse happens

Does not take partner's concerns about abuse seriously

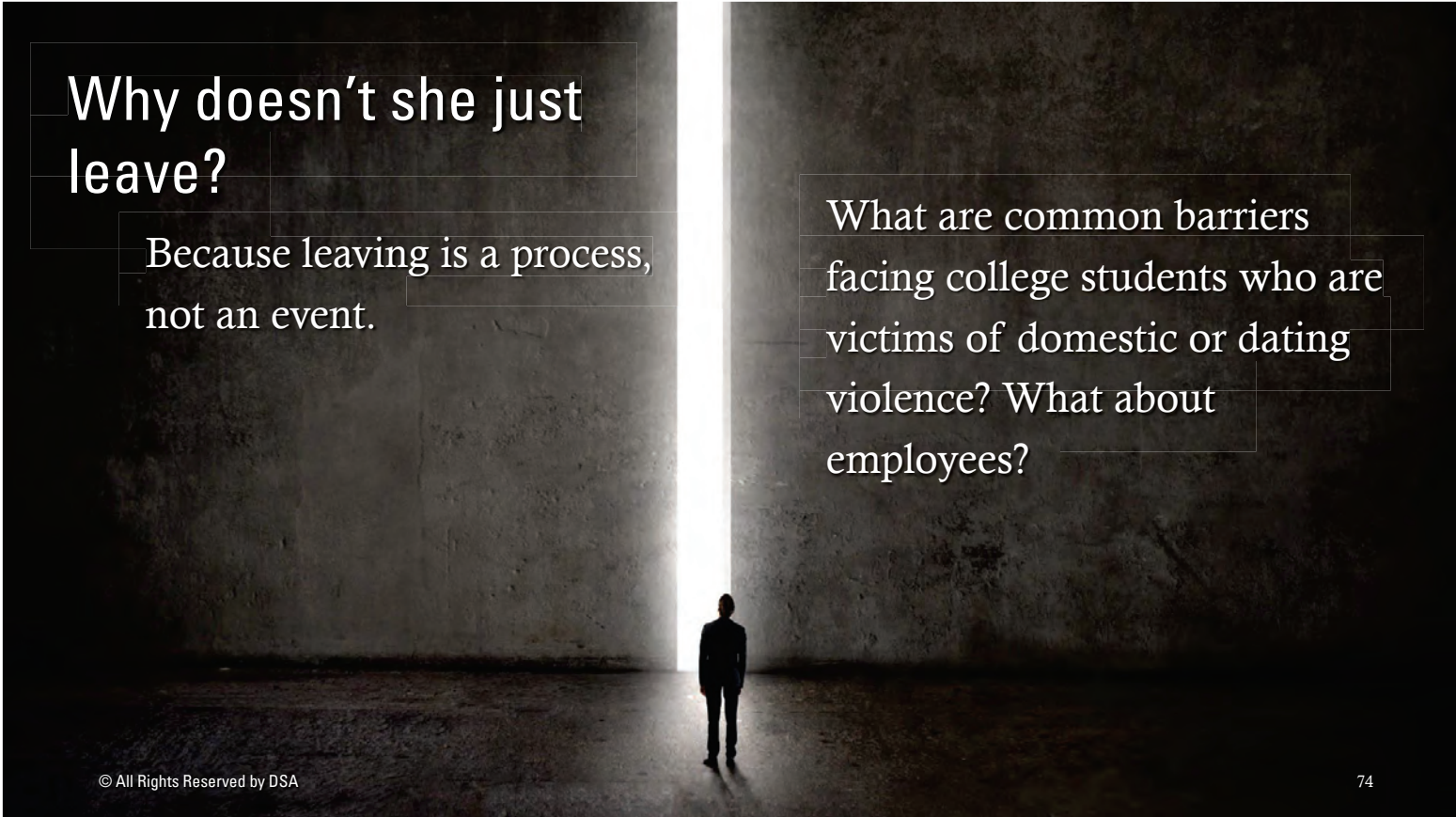
Insists partner's bad behavior caused the abuse





THE CYCLE OF VIOLENCE

© All Rights Reserved by DSA



Why doesn't she just leave?

Because leaving is a process, not an event.

What are common barriers facing college students who are victims of domestic or dating violence? What about employees?

© All Rights Reserved by DSA

74

THE POWER OF HOPE

*Hope is the thing with feathers
that perches in the soul and sings
the tune without the words and
never stops at all.*

- Emily Dickinson, circa 1861



© All Rights Reserved by DSA

75

STALKING



76

STALKING

Engaging in a course of conduct directed at a specific person that would cause a reasonable person to:

- (A) Fear for the person's safety or the safety of others; or
- (B) Suffer substantial emotional distress.



STALKING - CLERY REGULATION ADDITIONS

(ii) For the purposes of this definition -

(A) Course of conduct means two or more acts, including, but not limited to, acts in which the stalker directly, indirectly, or through third parties, by any action, method, device, or means, follows, monitors, observes, surveils, threatens, or communicates to or about a person, or interferes with a person's property.

(B) Reasonable person means a reasonable person under similar circumstances and with similar identities to the victim.

(C) Substantial emotional distress means significant mental suffering or anguish that may, but does not necessarily, require medical or other professional treatment or counseling.

STALKING-THREE REQUIRED ELEMENTS

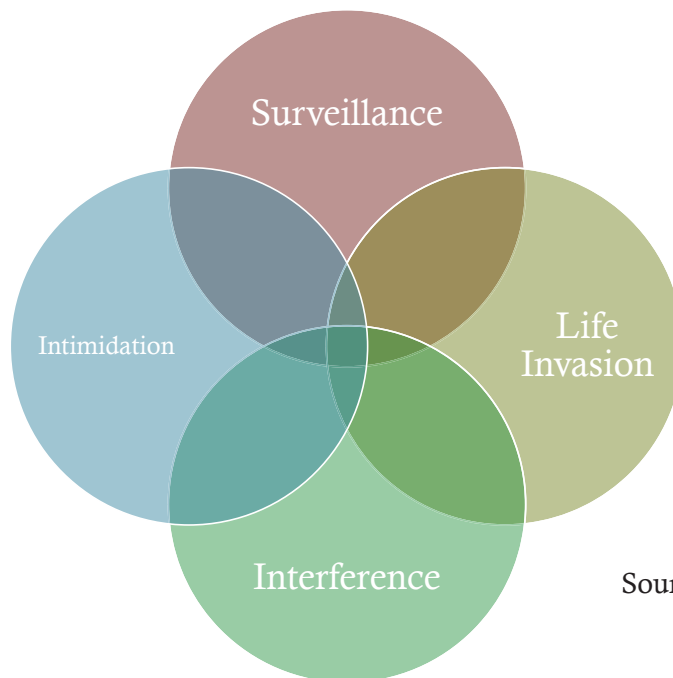
Course of Conduct

Directed at A Person

Impact-Fear of Substantial Emotional
Distress

STALKING TACTICS





Source:



SURVEILLANCE

SURVEILLANCE is the most commonly identified stalking tactic and includes watching and gathering information about the victim, in-person or through technology.

ASK: Did the suspect ever track, follow, or monitor the victim in any way? In-person or using technology?

Surveillance behaviors include:

- Watching them from a distance
- Waiting for them outside their office, gym, classroom, or another location
- Showing up unexpectedly
- Using tracking software on the victim's devices
- Obtaining information about the victim online or from others
- Going through the victim's mail or trash
- Planting a tracking device in the victim's vehicle or home
- And more

This can be done:

- In person Online
- With smart home devices
- With tracking software or GPS devices
- With cameras or video/audio recording devices
- By monitoring online activity
- By accessing the victim's accounts
- By researching the victim online
- By asking others for information about the victim
- In other ways



LIFE INVASION

LIFE INVASION describes ways that the offender is showing up in the victim's life without the victim's consent, in public or private settings, and in person or through technology.

ASK: Has the suspect repeatedly invaded the victim's life and/or privacy by initiating unwanted contact?

<p>Life Invasion behaviors include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Repeated unwanted contact (phone calls, texts, messages, emails) <input type="checkbox"/> Sending or leaving unwanted gifts, objects, items <input type="checkbox"/> Initiating contact through third parties <input type="checkbox"/> Hacking into their online accounts <input type="checkbox"/> Harassing friends or family <input type="checkbox"/> Sending photos of themselves or of the victim in places they frequent <input type="checkbox"/> Breaking into the victim's car or home when they are not around <input type="checkbox"/> Showing up uninvited <input type="checkbox"/> And more 	<p>This can be done:</p> <ul style="list-style-type: none"> <input type="checkbox"/> In person <input type="checkbox"/> Online <input type="checkbox"/> By impersonating the victim <input type="checkbox"/> By hacking victim accounts <input type="checkbox"/> By spoofing (unrecognized numbers calling or texting and harassing them, hang-up calls from random numbers, caller ID shows it is a friend or the court but it is actually the suspect) <input type="checkbox"/> In other ways
--	---

INTIMIDATION

INTIMIDATION tactics must be considered within the context of the situation, with the totality of stalking behaviors and the victim and offender's relationship and history in mind. Threats can be explicit or implicit. Things that may be innocuous in a different context may become menacing due to their repetitiveness or intrusiveness, or because of the history of violence in the relationship between stalker and victim.

ASK: Has the suspect intimidated or scared the victim through threats?

- Intimidation behaviors include:**
- Using a weapon as a threat
 - Forcing confrontations
 - Leaving objects
 - Threatening to harm or kill the victim, themselves, friends, family, pets or others the victim cares about
 - Gestures or words that felt threatening but were not direct threats
 - Describing plans to harm the victim or others
 - Using one of the victim's identities to threaten them, for example by threatening to call immigration authorities or out them as a member of the LGBTQ+ community
 - Having other people threaten, harass, intimidate, stalk, or attack the victim or the victim's friends/family
 - Threatening to share or post private information, photos, or videos
 - And more

- This can be done:**
- In person Online

INTERFERENCE THROUGH SABOTAGE OR ATTACK

INTERFERENCE THROUGH SABOTAGE OR ATTACK can affect everything from the victim's reputation to their employment and/or physical safety. A common and significant consequence is victims losing financial and other resources, which can quickly spiral.

ASK: Has the suspect significantly and directly interfered with the victim's life through sabotage or attack?

- Interference behaviors include:**
- Spreading rumors about them
 - Ruining their reputation
 - Publicly humiliating them
 - Jeopardizing the victim's job
 - Damaging property or stealing
 - Preventing them from leaving
 - Causing them to have an accident
 - Pretending to be the victim online/impersonating victim
 - Taking and/or sharing photos or videos of the victim without their consent
 - Posting private photos or information (whether photos were taken and information was shared consensually or not)
 - Posting deepfake photos or videos online (the face is the victim's, the body isn't)
 - Sharing the victim's identity without their consent (for example, as an undocumented immigrant, member the LGBTQ+ community)
 - And more

- This can be done:**
- In person Online
 - By hacking into/taking over accounts

CASE STUDY: PAINTING

“MJ and I have been talking for about three months. At first, everything was great but then, it seemed like everything I did was an issue. I really like him, but he blows up my phone and now he keeps showing up at my classes on campus. I feel bad. Like he doesn’t have anybody else but me. I am having a hard time concentrating and my friends told me just to give it a chance. He didn’t come from a good home life and maybe he just needs extra right now. He needs to tone it down, but we are passed that. I know he gets bent when I spend too much time in the on-campus studio doing my painting and I wasn’t trying to take time away from him, but just what—why does he have to act this way? I’m not sure what I should do but then when I met with the Title IX Coordinator, he said what was happening was called stalking. I signed the complaint because I don’t want to talk to him anymore and I want him to leave me alone.”



© All Rights Reserved by DSA

UNDERSTANDING STRANGULATION



STRANGULATION VS. SUFFOCATION

Strangulation is a form of asphyxia characterized by closure of the blood vessels and air passages of the neck as a result of external pressure on the neck.

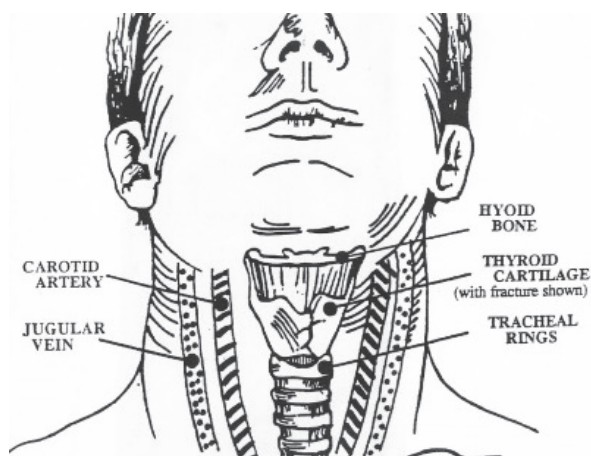
Suffocation occurs from covering the mouth and/or nose with an object preventing the person from being able to breathe.

STRANGULATION

Strangulation is the compression of anatomic neck structures leading to a reduction of blood flow to or from the brain that results in injury or death. Using the average handshake at 80 to 100 pounds of pressure as comparison:

- a victim's jugular veins will occlude when a perpetrator applies only 4 pounds of pressure
- occlusion of the carotid arteries occurs with 5 to 11 pounds of pressure
- a perpetrator applying 33 pounds of pressure to the victim's trachea will cause it to collapse.

Strangulation signs and symptoms may not be visible during the initial victim assessment. Approximately 50% of strangulation victims will have no visible injuries, and some survivors may not even recall the strangulation incident because of cerebral hypoxia during the assault.



FORMS OF STRANGULATION



Manual



Ligature

SIGNS AND SYMPTOMS OF STRANGULATION

NEUROLOGICAL

- Loss of memory
- Loss of consciousness
- Behavioral changes
- Loss of sensation
- Extremely weakness
- Difficulty speaking
- Fainting
- Urination
- Defecation
- Vomiting
- Dizziness
- Headaches

EYES & EYELIDS

- Petechiae to eyeball
- Petechiae to eyelid
- Bloody red eyeball(s)
- Vision changes
- Droopy eyelid

FACE

- Petechiae (tiny red spots—slightly red or flaky)
- Scratch marks
- Facial drooping
- Swelling

CHEST

- Chest pain
- Redness
- Scratch marks
- Bruising
- Abrasions

VOICE & THROAT CHANGES

- Raspy or hoarse voice
- Unable to speak
- Trouble swallowing
- Painful to swallow
- Cleaning the throat
- Coughing
- Nausea
- Drooling
- Sore throat
- Stridor

SCALP

- Petechiae
- Bald spots (from hair being pulled)
- Bump to the head (from blunt force trauma or falling to the ground)

EARS

- Ringing in ears
- Petechiae on earlobe(s)
- Bruising behind the ear
- Bleeding in the ear

MOUTH

- Bruising
- Swollen tongue
- Swollen lips
- Cuts/abrasions
- Internal Petechiae

NECK

- Redness
- Scratch marks
- Finger nail impressions
- Bruising (thumb or fingers)
- Swelling
- Ligature Marks

BREATHING CHANGES

- Difficulty breathing
- Respiratory distress
- Unable to breathe

Source: Strangulation in Intimate Partner Violence, Chapter 16, Intimate Partner Violence, Oxford University Press, Inc. 2009.

TRAINING INSTITUTE ON STRANGULATION PREVENTION
www.strangulationtraininginstitute.com

Copyright © 2010 by Vestal Avenue

If your partner has ever put their hands around your neck, put you in a “sleeper hold,” or wrapped anything like a scarf, necklace, belt, or rope around your neck, you have experienced strangulation.

STRANGULATION ASSESSMENT CARD			
SIGNS	SYMPTOMS	CHECKLIST	TRANSPORT
<ul style="list-style-type: none"> ● Red eyes or spots (Petechiae) ● Neck swelling ● Nausea or vomiting ● Unsteady ● Loss or lapse of memory ● Urinated ● Defecated ● Possible loss of consciousness ● Ptosis – droopy eyelid ● Droopy face ● Seizure ● Tongue injury ● Lip injury ● Mental status changes ● Voice changes 	<ul style="list-style-type: none"> ● Neck pain ● Jaw pain ● Scalp pain (from hair pulling) ● Sore throat ● Difficulty breathing ● Difficulty swallowing ● Vision changes (spots, tunnel vision, flashing lights) ● Hearing changes ● Light headedness ● Headache ● Weakness or numbness to arms or legs ● Voice changes 	<p>S Scene & Safety. Take in the scene. Make sure you and the victim are safe.</p> <p>T Trauma. The victim is traumatized. Be kind. Ask: what do you remember? See? Feel? Hear? Think?</p> <p>R Reassure & Resources. Reassure the victim that help is available and provide resources.</p> <p>A Assess. Assess the victim for signs and symptoms of strangulation and TBI.</p> <p>N Notes. Document your observations. Put victim statements in quotes.</p> <p>G Give. Give the victim an advisal about delayed consequences.</p> <p>L Loss of Consciousness. Victims may not remember. Lapse of memory? Change in location? Urination? Defecation?</p> <p>E Encourage. Encourage medical attention or transport if life-threatening injuries exist.</p>	<p>If the victim is Pregnant or has life-threatening injuries which include:</p> <ul style="list-style-type: none"> ● Difficulty breathing ● Difficulty swallowing ● Petechial hemorrhage ● Vision changes ● Loss of consciousness ● Urinated ● Defecated <p>DELAYED CONSEQUENCES</p> <p>Victims may look fine and say they are fine, but just underneath the skin there would be internal injury and/or delayed complications. Internal injury may take a few hours to be appreciated. The victim may develop delayed swelling, hematomas, vocal cord immobility, displaced laryngeal fractures, fractured hyoid bone, airway obstruction, stroke or even delayed death from a carotid dissection, bloodclot, respiratory complications, or anoxic brain damage.</p> <p><small>Tallaferro, E., Hawley, D., McClane, G.E. & Strack, G. (2009). Strangulation in Intimate Partner Violence. Intimate Partner Violence: A Health-Based Perspective. Oxford University Press, Inc.</small></p> <p><small>This project is supported all or in part by Grant No. 2014-TA-AX-K008 awarded by the Office on Violence Against Women, U.S. Dept. of Justice. The opinions, findings, conclusions, and recommendations expressed in this publication are those of the author(s) and do not necessarily reflect the views of the Department of Justice, Office on Violence Against Women.</small></p>

© ALL RIGHTS RESERVED BY DSA

§ 106.45(B)(5) - INVESTIGATION OF A FORMAL COMPLAINT



§ 106.45(a) - RECIPIENT'S TREATMENT OF PARTIES

A recipient's treatment of a complainant or a respondent in response to a formal complaint of sexual harassment may constitute discrimination on the basis of sex under Title IX.

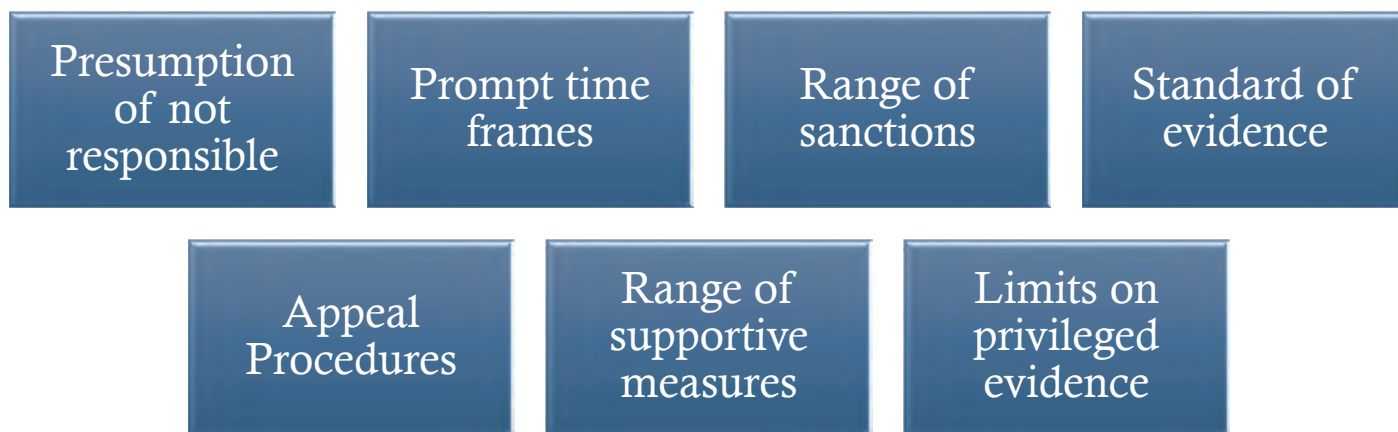
§106.45 (b)(1)(i-iii) - GRIEVANCE PROCESS

Equitable

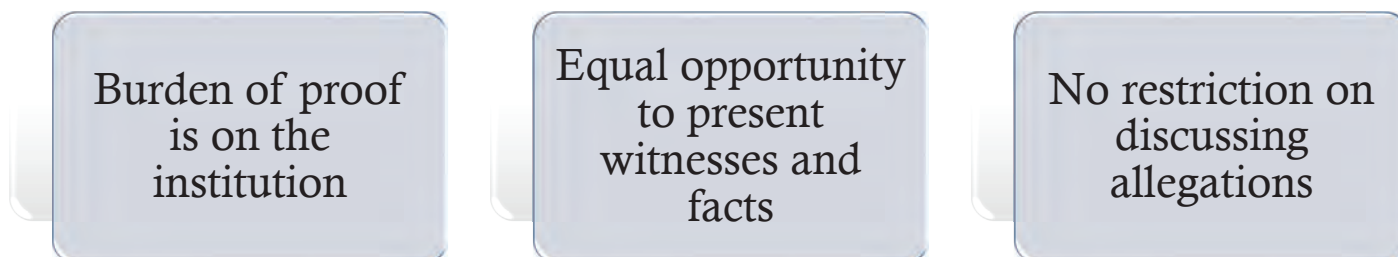
Objective Evaluation
(inculpatory and
exculpatory)

No conflict of
interest or bias

§ 106.45 (b)(1)(iv-x) - GRIEVANCE PROCESS



§ 106.45(b)(5)(i-iii) - INVESTIGATION



§ 106.45(b)(2) - NOTICE OF ALLEGATIONS

Grievance
process

Sufficient details
and sufficient
time to prepare

Identities of the
parties, alleged
conduct

Date and
location of
incident

Presumed not
responsible

Advisor of
choice

False statements

§ 106.45(b)(5)(iv-vii) - INVESTIGATION

Advisor of
choice

Notice of
meetings

Right to
inspect
evidence and
respond

Receive
investigative
report and
may respond

§ 106.45(b)(2)(ii) - Additional Allegations

An amended notice must be sent to the parties when additional allegations will be investigated that were not in the original notice letter.

© All Rights Reserved by DSA

99



§ 106.45(b)(3) - DISMISSAL OF FORMAL COMPLAINT

Must Dismiss

- If the conduct alleged in the formal complaint would not constitute sexual harassment
- Did not occur in the educational program or activity
- Did not occur in the United States

May Dismiss

- Complainant withdraws the formal complaint
- Respondent is no longer enrolled/employed
- Insufficient evidence

© All Rights Reserved by DSA

100

§ 106.45(b)(4) - CONSOLIDATION OF COMPLAINTS

Multiple respondents

More than one complainant against one or more respondent

One party against other party

§ 106.45(b)(9) - INFORMAL RESOLUTION



Notice



Voluntary



Not allowed for Employee/student

DEVELOPING AN INVESTIGATIVE STRATEGY



INVESTIGATION ROAD MAP



INVESTIGATIVE STRATEGY



Scope



Methodology



Preparation



Challenges



SCOPE



Notice of Allegation



Notice of Investigation



Policy Definitions



Rights of the Parties



METHODOLOGY



File Management



Liaisons



Logistics



Internal Communications



PREPARATION



Review Complaint



Research



Draft Questions



Initial Evidence Collection



Investigation Challenges

© All Rights Reserved by DSA

109

SIDEBAR:

INVESTIGATIVE CASE FILE



© All Rights Reserved by DSA



110

Internal vs. External Notes and Documents



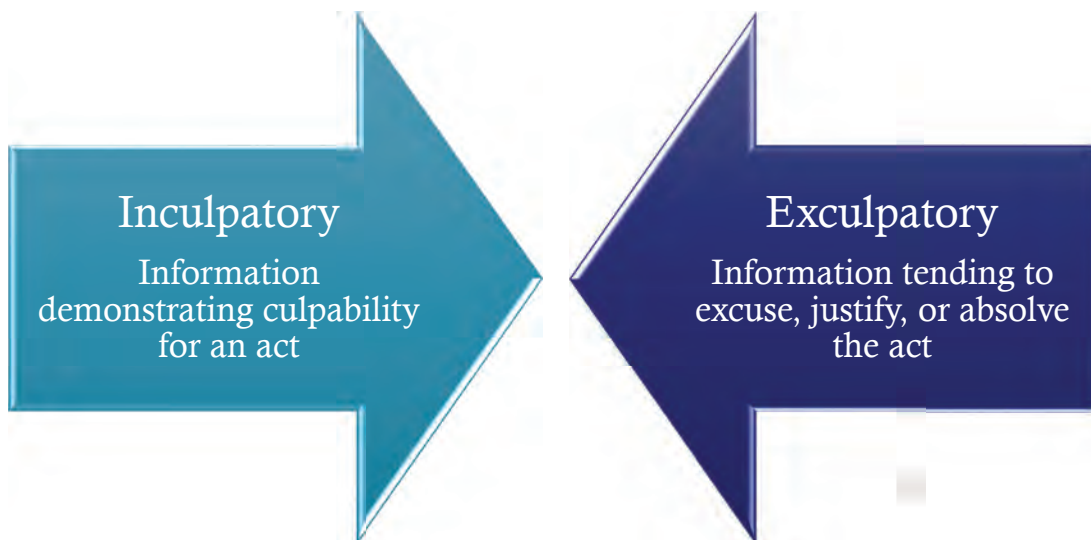
ORGANIZE IT!

- Formal complaint
 - Communications
 - Notices
 - Evidence (who provided, when it was received)
 - Research
 - Interview times/locations/attendees
 - Names/nicknames/pronouns/titles/relationships
 - Timeline
-

EVIDENCE COLLECTION



EVIDENCE



TYPES OF EVIDENCE



Real evidence



Demonstrative



Documentary



Testimonial

PROVIDERS OF EVIDENCE



Parties



Witnesses



Institution



Investigators

INITIAL EVIDENCE COLLECTION

Complaint

Other “statements”

Evidence from campus sources

RESEARCH



Websites



Organizations



Calendars

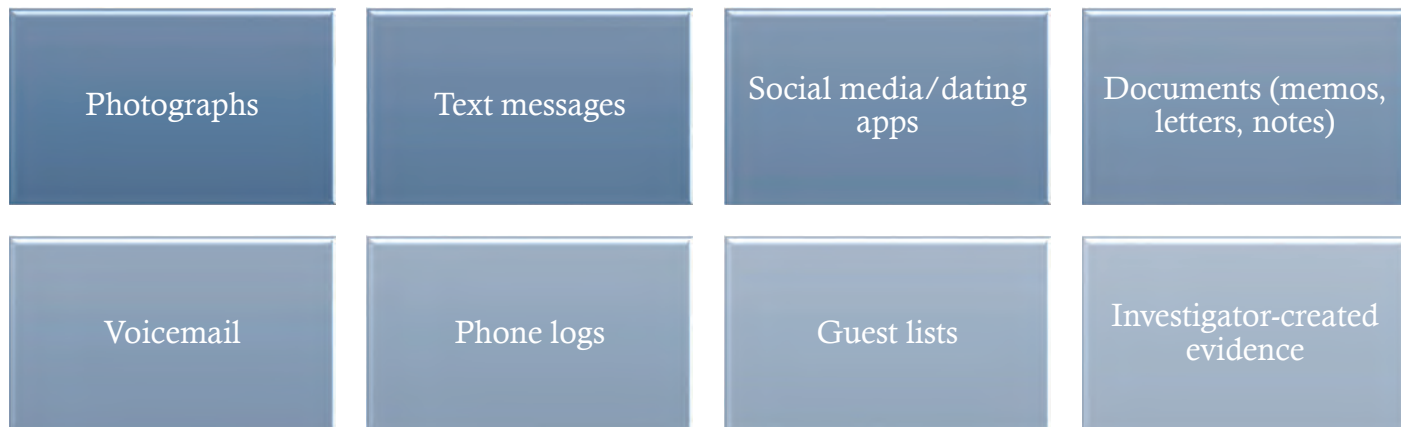


Schedules



Party
“directory
information”

OTHER SOURCES OF EVIDENCE



FLOORPLANS



INCIDENT TIMELINES



INTERVIEWING



INTERVIEWS



Testimonial Evidence



Conversation



Structured

THE INTERVIEWEES

Complainant

Respondent

Witness

KEYS TO A GREAT INTERVIEW



© All Rights Reserved by DSA



125



PREPARATION

Logistics Procedures (communication, scheduling)

Notice documents

Case file

Research Policy review

Preliminary evidence

Topics of inquiry

Pre-drafted questions Background

Narrative

Case specific

126



COMFORTABLE ENVIRONMENT

- The space
- Investigative tools
- Coping items
- Safety measures



All Rights Reserved by DSA

127

HELPFUL PROMPTS

Recreate the Scene



Physical Space



Sensory



AVOID BAD HABITS

- Interrupting
 - Asking two questions at once
 - Not listening for the answer
 - Avoiding the hard questions
 - Not focusing on the elements
-

129



BE FULLY PRESENT

- Treat the interviewee ethically and with dignity
 - Be non-judgmental and non-adversarial
 - Be objective - you are not “making a case” or pushing a theory
 - Adjust and adapt
-

130



THE INTERVIEW



GROUP WORK

Discuss what you just heard/saw.

What offenses are Sydney reporting? Be specific!

How many allegations are contained in her report?

What evidence do you believe exists in this case?

If your notice of allegation letter didn't fully encapsulate all the information you just heard, what should you do?

133

THE D. STAFFORD INTERVIEW OUTLINE



Preliminaries

Background

Narrative

Clarification

Case Questions

Closing

Self Evaluation

PRELIMINARIES: YOU DO THE TALKING



© All Rights Reserved by DSA

135

BACKGROUND: BUILD THE RAPPORT



© All Rights Reserved by DSA

136

NARRATIVE: THE BIG QUESTION



© All Rights Reserved by DSA



137

CLARIFICATIONS: FILLING IN THE HOLES



© All Rights Reserved by DSA



138

CASE QUESTIONS: THE PRE- DRAFTED MUST ASKS



© All Rights Reserved by DSA



CLOSING: LOOSE ENDS



© All Rights Reserved by DSA



SELF EVALUATION: HOW DID IT GO?



© All Rights Reserved by DSA



141

INTERVIEW NOTES



© All Rights Reserved by DSA

142

CAPTURING THE INTERVIEW

Transcription

Q & A

Meeting Chronology

Incident Chronology

INCIDENT CHRONOLOGY



INCIDENT CHRONOLOGY

- Ideal for investigative interviews
- Events and themes are organized in a sequential manner by the event, not the meeting
- Provides the interviewee's perspective not the interviewer's
- No observations or analysis

CONCURRENT LAW ENFORCEMENT INVESTIGATIONS AND PROTECTIVE ORDERS



SYDNEY'S POLICE REPORT-QUESTIONS

Sydney stated that she filed a police report.

Explain the process at your institution when you have a concurrent LE and Title IX investigation.

What can you share with the police?

What can they share with you?

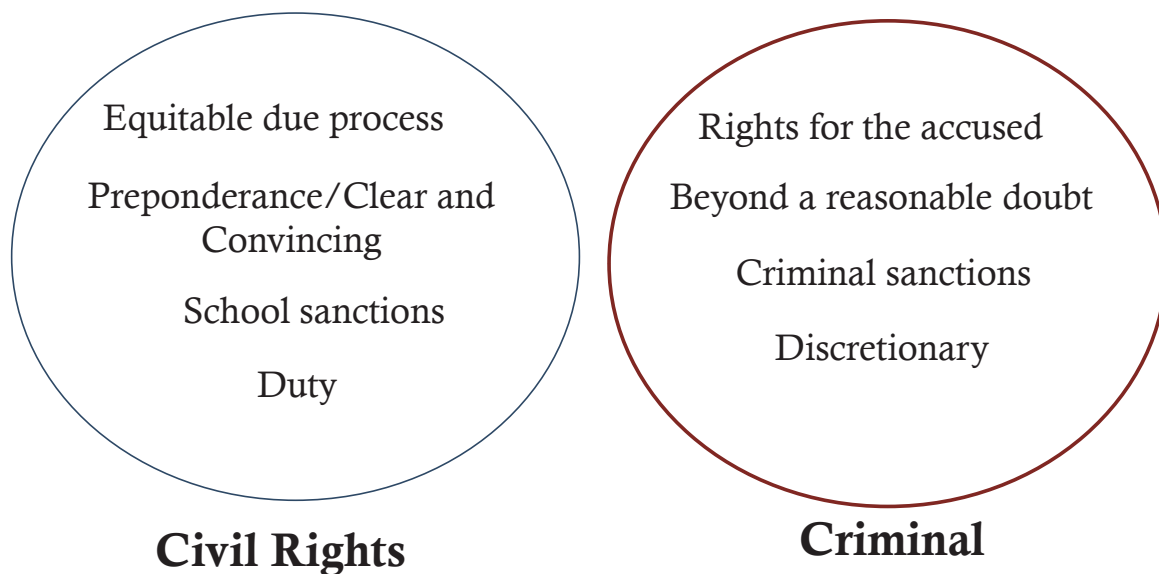
What if they request that you pause? Wait for them to finish their investigation? Not interview their suspect without their permission?

CIVIL RIGHTS INVESTIGATIONS

A civil rights investigation is an administrative inquiry that seeks to determine if an act was more likely than not to have occurred against a person based on a protected status.

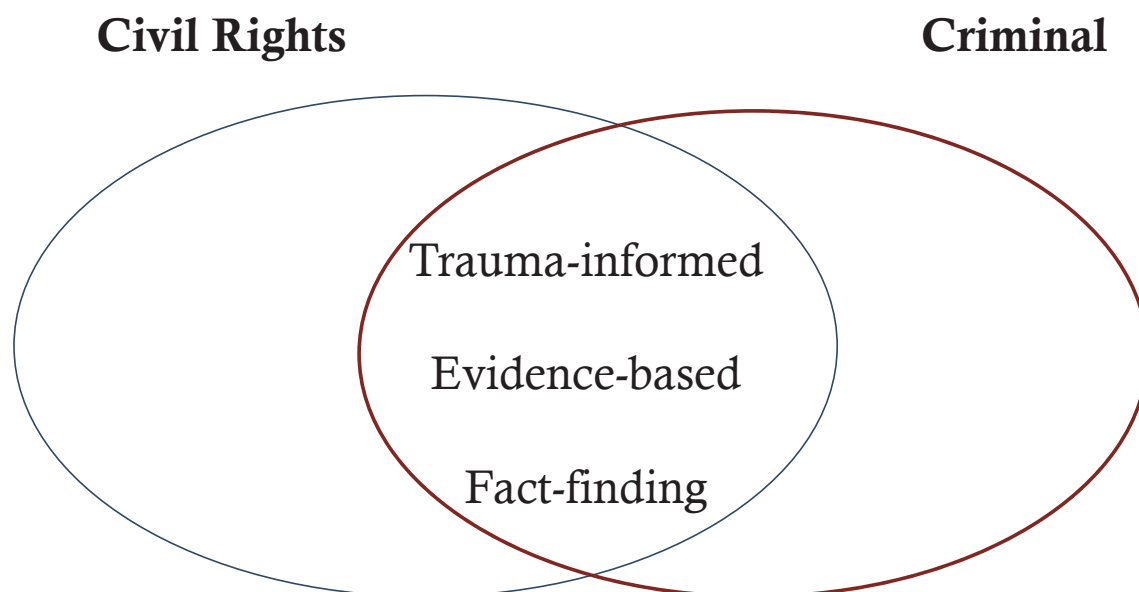
For purposes of Title IX, is/was discrimination based on sex and/or gender?

Concurrent Investigations-Differences



149

Concurrent Investigations- Similarities



150

ROLE OF LE

Purpose is to gather and document information and evidence about crime

- If the complainant is going to press charges...
 - Campus law enforcement (sworn)
 - Are you primary agency?
 - Is local PD primary agency?
 - Who decides? MOU? Case by Case?
 - Campus Public Safety (non-sworn)
 - Must collaborate with local PD?

ROLES

- If the complainant is NOT going to press charges?
 - Campus law enforcement (sworn)
 - Does this decision change how you approach the investigation? If so, how?
 - Continue Investigation for Conduct Office?
 - Campus Public Safety (non-sworn)
 - Must collaborate with local PD? What does your state law say?
 - Continue Investigation for Title IX or Conduct?

If Complainant also says they don't want to go through the campus process—where does your campus police or public safety investigation begin and end? Does Title IX sign?

**TIMELY WARNING:
DISCHARGE CLERY ACT
RESPONSIBILITIES?**
When?
Who decides?



© All Rights Reserved by DSA



153



© All Rights Reserved by DSA



EMERGENCY NOTIFICATION

Reported offense presents an on-going threat to public safety. Emergency notification allows people to take protective actions.

154

LAW ENFORCEMENT FACT FINDING

The Title IX Coordinator can pause the institutions administrative investigation while law enforcement conducts initial fact finding.

The administrative investigation must resume unless articulable cause can be provided (and documented!) but cannot await the outcome of the police investigation.

A LE investigation/outcome is not determinative of whether sexual harassment occurred.

155



© All Rights Reserved by DSA



SHARING OF INFORMATION

What can (campus) police share?

When and how can they share it?

Are they obligated to share it?

How about forensic evidence?

Copy of the full police report while being investigated?

How are you updated about progress of law enforcement investigation?

How do you update police?

Are you permitted to give their victim (Complainant) a copy of the report?

156



“As law enforcement officers, you play a critical role in ensuring that protection orders are enforced and that victims who cross jurisdictional lines—whether to go to work, visit friends and relatives, or seek safe haven—are safe.”

--Diane M. Stuart, Director Office on Violence Against Women

What is an Order of Protection?

UNDER VAWA, A PROTECTION ORDER IS DEFINED AS:

any injunction or other order issued for the purpose of preventing violent or threatening acts or harassment against, or contact or communication with, or physical proximity to, another person.



PROTECTIVE ORDERS

In 1994, Congress enacted the full faith and credit provision of the Violence Against Women Act (VAWA). The federal law directs jurisdictions to give full faith and credit to valid protection orders issued by other jurisdictions. 18 U.S.C. § 2265 (2006).



WHAT DOES THIS MEAN FOR VICTIMS?

Abused persons who are granted court orders of protection can call upon law enforcement to protect them and to take all appropriate action against abusers nationwide.


WHAT DOES THIS MEAN FOR ABUSERS?

The abuser is bound by the terms and conditions of the order of protection and may be arrested and charged with violating the order and committing other substantive crimes wherever the abuser violates a valid order.

It does not make any difference where the order was granted. The abuser must be arrested for a violation of an order of protection if the law of the jurisdiction where the violation occurred requires an arrest.

PROTECTIVE ORDERS: RESPONDING LAW ENFORCEMENT OFFICERS MUST:

Enforce the terms and conditions of a valid protection order as written, including support provisions, child custody provisions, and firearm prohibitions.



Comply with all laws, policies, and procedures of their own jurisdiction concerning violation of protection orders (e.g., mandatory arrest, victim notification, and firearm seizure).



PROTECTIVE ORDERS: WHAT THIS MEANS FOR TITLE IX

The parties will have restrictions on contact
The Respondent may have a stated distance to stay away from the Complainant, which means supportive measures for the Complainant may need to include evaluation of shared classes, residence hall spaces, cafeterias, libraries, etc.

No informal resolution option should occur that requires the parties to have contact

Hearings should be held virtually

163

FULL FAITH AND CREDIT

The full faith and credit provision of VAWA defines “protection order” as any civil or criminal restraining order, injunction, bail or release order, probation condition and all other orders for protection issued to protect victims of domestic violence, sexual assault, dating violence or stalking or to deter offenders from further violence or abuse. VAWA also encompasses protections contained in support, child custody, and visitation orders and protective directives in other court orders. 18 U.S.C. § 2266(5). Emergency, ex parte, temporary, and final orders are subject to full faith and credit under VAWA.

164

PROTECTIVE ORDERS



Elements of a Valid Protective Order:



The order gives the names of the parties.



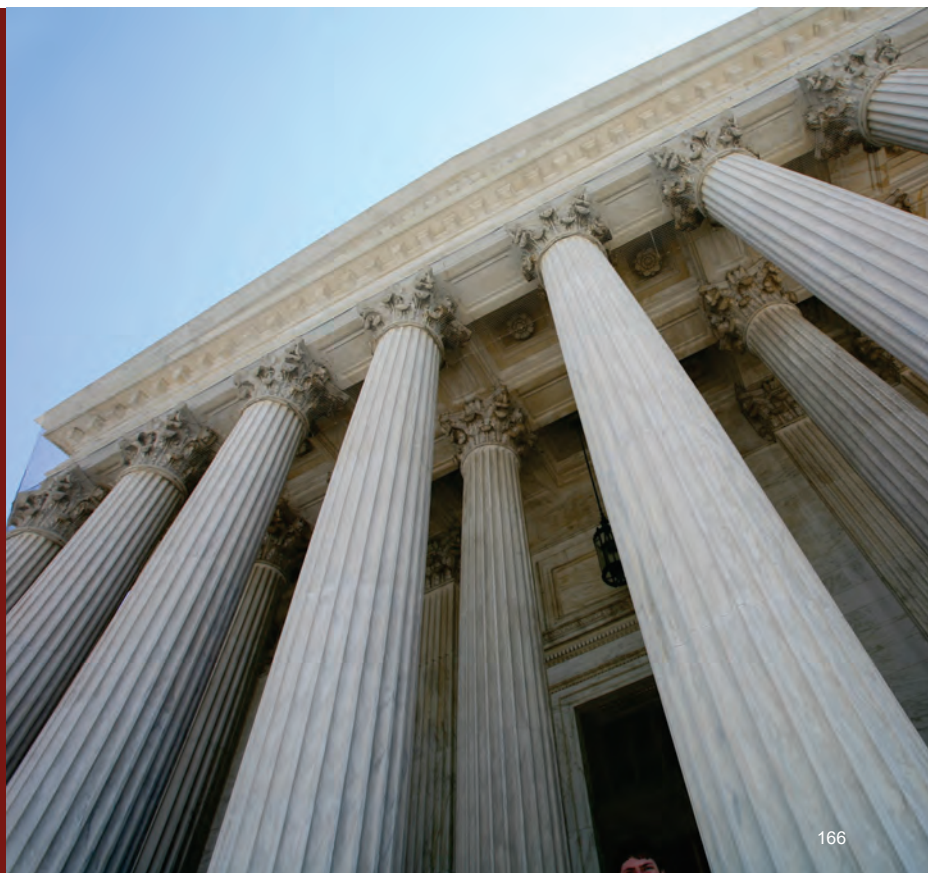
The order contains the date it was issued. The date must be prior to the date when enforcement is sought.



If the order includes an expiration date, the date must not have passed.

An order need not contain a specific expiration date to be valid.

**ORDERS MAY
DIFFER IN NAME,
FORM, CONTENT,
LAYOUT, AND
DURATION.**



REPORTS



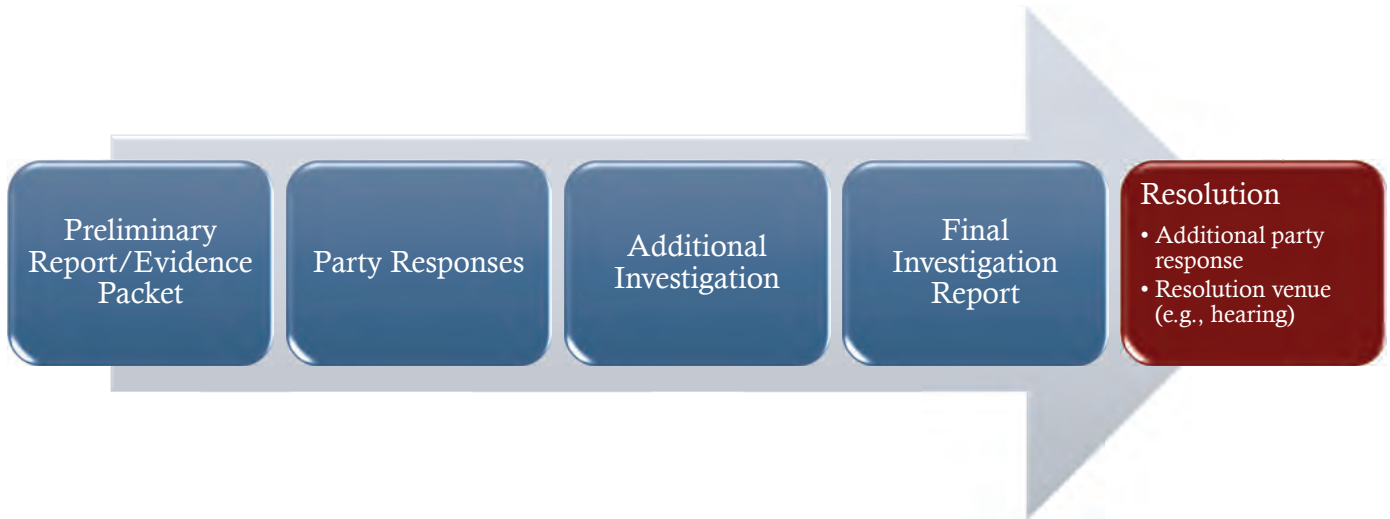
REPORT WRITING GOALS

Documentation
of Process

Compilation of
Evidence

Summary of
Facts

REPORT WRITING STAGES



EVIDENCE THAT MUST BE EXCLUDED



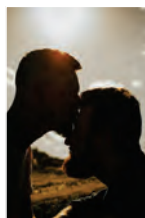
Protected by Privilege

- Unless voluntarily waived



Records Connected to Treatment

- Unless voluntary, written consent




Complainant's Sexual Interests or Prior Sexual Conduct

- Unless offered to prove that someone else committed the conduct or about specific incidents offered to prove consent


PURPOSE OF THE REPORT



Documentation
of process



Compilation of
relevant
evidence



Summary of
relevant
evidence

OBTAINED EVIDENCE

“[A]ny evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which the recipient does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation.”

“DIRECTLY RELATED”



“interpreted using their plain and ordinary meaning”



We note that “directly related” in § 106.45(b)(5)(vi) aligns with requirements in FERPA, 20 U.S.C. 1232g(a)(4)(A)(i). (“information directly related to a student.”)



“directly related” may sometimes encompass a broader universe of evidence than evidence that is “relevant.”



OTHER D. STAFFORD TRAINING OPPORTUNITIES

Title IX Coordinator Track

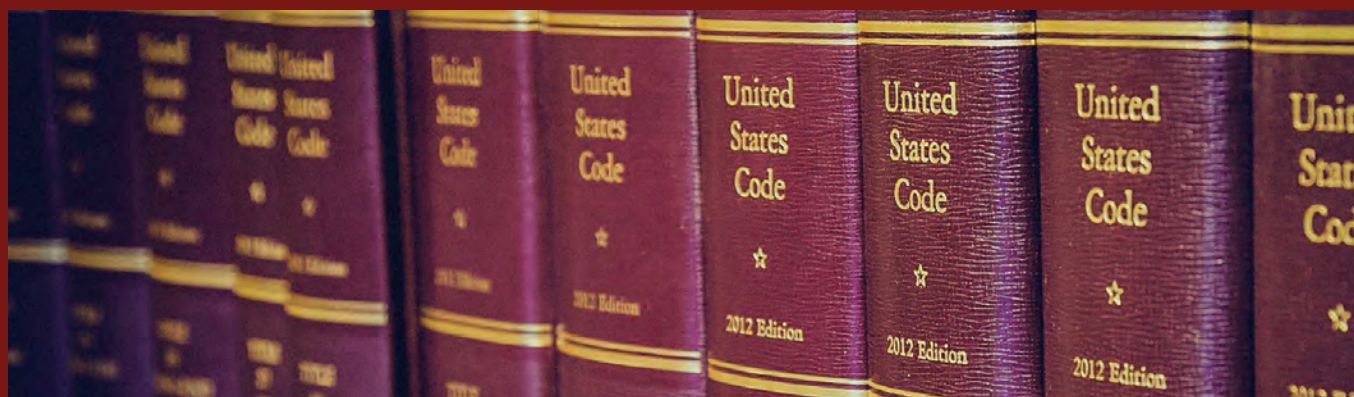
- Tier 0: Introduction for NEW Title IX Coordinators
- Tier 1: Law and Policy
- Tier 2: Sex Discrimination Response
- Tier 3: Safety & Risk Analyses for Sex-Based Harassment Emergency Removals
- Tier 4: Title IX for Human Resources Professional
- Tier 5: Pregnancy or Related Conditions

Investigator Track

- Tier 1: Sex-Based Harassment Investigations
- Tier 2: Dating/Domestic Violence and Stalking (DVDVS) Investigations
- Tier 3: Case Study and Simulation (Interviewing)
- Tier 4: Statement Analysis
- Tier 5: Report Writing
- Tier 6: Technology & Investigations
- Tier 7: Violence Against Men

Related Offerings

- Institutional trainings
- Threat Assessment Teams
- Clery Compliance
- Procedural Justice
- Decisionmakers (www.naccop.org)
- Appellate Officer (www.naccop.org)
- Constructing Resolution Processes (www.naccop.org)
- Title IX Webinars (www.naccop.org)



THANK YOU



NACCOP Title IX & Equity Alliance

The Alliance is a dedicated affinity group through which Title IX and Equity Professionals, and the practitioners who support and/or supervise them, can benefit from NACCOP's expertise in complying with the Clery Act, Title IX, and other civil rights laws that affect their work.

BENEFITS OF JOINING THE ALLIANCE

- **Access to NACCOP's annual 9 on IX webinar series at no additional cost (a \$710 value)**
 - These 60-minute succinct webinars will offer legal insight and practical guidance on Title IX topics from experts who have served or are currently serving as active practitioners on college and university campuses.
- **Alliance-Exclusive Professional Development Opportunities such as the Title IX & Equity Open House Discussion Series**
 - An Alliance-exclusive virtual open house will be held bi-monthly (every other month, 6 sessions annually) to engage with experts from NACCOP's partner organization, D. Stafford & Associates, as well as other invited guests, to discuss current trends and issues. Each open house will focus on a specific topic for discussion and participants will be encouraged to engage in the conversation.
- **Access to Alliance-Exclusive Whitepapers regarding Title VI, VII, and IX**
- **Connect and collaborate with other Title IX and Equity Professionals via an Alliance-restricted Listserv**
- **Discounted Professional Development Opportunities**
 - Coffee and Conversations webinar series and individual webinars focused on Title IX & Equity compliance issues
- **A 50% discount on the Title IX Notice Document Library developed by NACCOP's Partner Organization, D. Stafford & Associates (a \$335 value)**

Join the Alliance

Eligible individuals must have Institutional, Professional, or Committee Membership with NACCOP.

Cost: \$425 for 1 year subscription

(The first year of enrollment will be pro-rated to match the NACCOP membership expiration date.)

Request to Join: <https://naccop.memberclicks.net/join-the-alliance>

Questions? Contact us at info@naccop.org or 302-344-1068.



Bibliography

- ABC. (n.d.). *Schoolhouse Rock - "I'm just a bill"*. YouTube. Retrieved January 21, 2022, from <https://www.youtube.com/watch?v=l6MinvU93kl>
- Alexander, M. (2012). *The New Jim Crow*. New Press.
- American Council on Education. (2020, September 10). *Race and ethnicity of college and university presidents over time*. Race and Ethnicity in Higher Education. Retrieved January 21, 2022, from <https://www.equityinhighered.org/indicators/postsecondary-faculty-and-staff/race-and-ethnicity-of-college-and-university-presidents-over-time/>
- Anderson, M., Vogels, E. A., & Turner, E. (2020, October 2). *The Virtues and Downsides of Online Dating*. Pew Research Center: Internet, Science & Tech. Retrieved from <https://www.pewresearch.org/internet/2020/02/06/the-virtues-and-downsides-of-online-dating/>
- Anderson, N., & Clement, S. (2015, June 12). *Poll shows that 20 percent of women are sexually assaulted in college*. The Washington Post. Retrieved from <https://www.washingtonpost.com/sf/local/2015/06/12/1-in-5-women-say-they-were-violated/>
- Anti-Defamation League. (n.d.). A Brief History of Disability Rights Movement. Retrieved January 17, 2022, from <https://www.adl.org/education/resources/backgrounders/disability-rights-movement>
- Areen, J., & Lake, P. F. (2014). *Higher Education and the Law*. Foundation press.
- Barlow, J. N. (2020, February). *Black women, the forgotten survivors of sexual assault*. American Psychological Association. Retrieved from <https://www.apa.org/pi/about/newsletter/2020/02/black-women-sexual-assault>
- Bedera, N. (2017). Moaning and Eye Contact: College Men's Negotiations of Sexual Consent in Theory and in Practice. <https://doi.org/10.31235/osf.io/eqfya>
- Boyle, K. M. (2015). Social Psychological Processes that Facilitate Sexual Assault within the Fraternity Party Subculture. *Sociology Compass*, 9(5), 386–399. <https://doi.org/10.1111/soc4.12261>
- Brown, J. T. (2012). *The parent's guide to college for students on the autism spectrum*. Autism Asperger Pub. Co.
- Bryant, J. (2021, November 11). *How many Americans have a college degree? BestColleges*. BestColleges.com. Retrieved January 21, 2022, from <https://www.bestcolleges.com/news/analysis/2021/07/01/how-many-americans-have-college-degrees/>

- Campbell, R., Bybee, D., Townsend, S. M., Shaw, J., Karim, N., & Markowitz, J. (2014). The Impact of Sexual Assault Nurse Examiner Programs on Criminal Justice Case Outcomes. *Violence Against Women, 20*(5), 607–625. <https://doi.org/10.1177/1077801214536286>
- Canan, S. N., Jozkowski, K. N., & Crawford, B. L. (2016). Sexual Assault Supportive Attitudes: Rape Myth Acceptance and Token Resistance in Greek and Non-Greek College Students From Two University Samples in the United States. *Journal of Interpersonal Violence, 33*(22), 3502–3530. <https://doi.org/10.1177/0886260516636064>
- Cantor, D., Fisher, B., Chibnall, S., Townsend, R., Lee, H., Bruce, C., & Thomas, G. (2017, October 20). *Report on the AAU Campus Climate Survey on Sexual Assault ...* Retrieved from <https://www.aau.edu/sites/default/files/AAU-Files/Key-Issues/Campus-Safety/AAU-Campus-Climate-Survey-FINAL-10-20-17.pdf>
- Center for Applied Special Technology. (2020, September 25). *Timeline of Innovation*. CAST. Retrieved from <https://www.cast.org/impact/timeline-innovation>
- Center for Applied Special Technology. (n.d.). *UDL On Campus*. UDL On Campus: Home. Retrieved from <http://udloncampus.cast.org/home>
- The Centers for Disease Control and Prevention. (2010). *NISVS: An Overview of 2010 Findings on Victimization by Sexual Orientation*. National Intimate Partner and Sexual Violence Survey (NISVS): 2010 Findings on Victimization by Sexual Orientation. Retrieved from https://www.cdc.gov/violenceprevention/pdf/cdc_nisvs_victimization_final-a.pdf
- Centers for Disease Control and Prevention. (2019). Centers for Disease Control and Prevention. Retrieved from <https://www.cdc.gov/violenceprevention/publichealthissue/social-ecologicalmodel.html>
- Centers for Disease Control and Prevention. (2020, June 1). *Sexual Violence and Intimate Partner Violence Among People with Disabilities |Violence Prevention|Injury Center|CDC*. Centers for Disease Control and Prevention. Retrieved from <https://www.cdc.gov/violenceprevention/datasources/nisvs/svandipv.html>
- Chambers, J. C., Horvath, M. A. H., & Kelly, L. (2010). A Typology of Multiple-Perpetrator Rape. *Criminal Justice and Behavior, 37*(10), 1114–1139. <https://doi.org/10.1177/0093854810377971>
- Cho, H., Seon, J., Choi, G.-Y., An, S., Kwon, I., Choi, Y. J., Hong, S., Lee, J. O., Son, E., & Yun, S. H. (2020). Gender Differences in Intimate Partner Violence Victimization, Help-Seeking, And Outcomes Among College Students. *Advances in Social Work, 20*(1), 22–44. <https://doi.org/10.18060/23675>
- Civil Rights Act of 1964 § 7, 42 U.S.C. § 2000e et seq (1964) (n.d.).
- Coaston, J. (2019, May 20). *The intersectionality wars*. Vox. Retrieved from <https://www.vox.com/the-highlight/2019/5/20/18542843/intersectionality-conservatism-law-race-gender-discrimination>

- Cocks, C. L., & Brown, F. C. L. (2020). The Philosophy of Student Conduct and the Student Conduct Professional. In *Student conduct practice: the complete guide for student affairs professionals* (pp. 23–35). essay, Stylus Publishing.
- Congressional Research Service, & McCallion, G., History of the Clery Act: Fact sheet (2014). Washington, DC; Congressional Research Service.
- Congressional Research Service, & Sacco, L. N., The Violence Against Women Act (VAWA): Historical Overview, Funding, and Reauthorization (2019). Washington, DC; Congressional Research Service.
- Crager, M., Cousin, M., & Hardy, T. (2003, April). *Victim-Defendants: An Emerging Challenge in Responding to Domestic Violence in Seattle and the King County Region*. King County Coalition Against Domestic Violence. Retrieved from <https://endgv.org/wp-content/uploads/2016/03/victimdefendantfinalreport111.pdf>
- Crenshaw, K. (2018). Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory, and Antiracist Politics [1989]. *Feminist Legal Theory*, 57–80. <https://doi.org/10.4324/9780429500480-5>
- Cruz, J. V. (2018, December 24). *Five Things to Know When Working with Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Sexual Violence Survivors*. Justice Clearinghouse. Retrieved from <https://www.justiceclearinghouse.com/resource/five-things-to-know-when-working-with-lesbian-gay-bisexual-transgender-and-queer-lgbtq-sexual-violence-survivors/>
- Dannells, M. (1997). *From discipline to development: rethinking student conduct in higher education*. EIC Clearinghouse on Higher Education, Institute for Education Policy Studies, Graduate School of Education and Human Development, the George Washington University.
- daSilva, T., Harkins, L., & Woodhams, J. (2013). Multiple perpetrator rape: An international phenomenon. *Handbook on the Study of Multiple Perpetrator Rape*, 30–56. <https://doi.org/10.4324/9780203083406-9>
- daSilva, T., Woodhams, J., & Harkins, L. (2017). “An Adventure That Went Wrong”: Reasons Given by Convicted Perpetrators of Multiple Perpetrator Sexual Offending for Their Involvement in the Offense. *Archives of Sexual Behavior*, 47(2), 443–456. <https://doi.org/10.1007/s10508-017-1011-8>
- Dating App Revenue and Usage Statistics (2021)*. Business of Apps. (2021, January 25). Retrieved from <https://www.businessofapps.com/data/dating-app-market/>
- Davis, D.-M. (2020, December 24). *24 slang words teens and Gen Zers are using in 2020, and what they really mean*. Business Insider. Retrieved from <https://www.businessinsider.com/slang-words-terms-teens-current-2019-8#extra-to-be-extra-is-to-be-unnecessarily-dramatic-and-over-the-top-1>

- DiAngelo, R. J. (2018). *White Fragility: Why It's So Hard for White People to Talk about Racism*. Beacon Press.
- Durham, J. J. (2018, November 27). *The Differences and Similarities of Restorative Justice and Mediation*. Pathways to Restorative Communities. Retrieved from <https://www.pathways2rc.com/news/2018/10/24/the-differences-and-similarities-of-restorative-justice-and-mediation>
- Electronic Privacy Information Center. (n.d.). *Family educational rights and privacy act (FERPA)*. Family Educational Rights and Privacy Act (FERPA). Retrieved January 19, 2022, from <https://epic.org/family-educational-rights-and-privacy-act-ferpa/>
- Federal Register. Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance, 34 CFR 106. (2019).
- FIRE. (n.d.). *Campus rights: What we defend*. FIRE. Retrieved January 16, 2022, from <https://www.thefire.org/about-us/campus-rights/>
- Foubert, J. D., Brosi, M. W., & Bannon, R. S. (2011). Pornography Viewing among Fraternity Men: Effects on Bystander Intervention, Rape Myth Acceptance and Behavioral Intent to Commit Sexual Assault. *Sexual Addiction & Compulsivity*, 18(4), 212–231. <https://doi.org/10.1080/10720162.2011.625552>
- Foubert, J. D., Clark-Taylor, A., & Wall, A. F. (2019). Is Campus Rape Primarily a Serial or One-Time Problem? Evidence From a Multicampus Study. *Violence Against Women*, 107780121983382. <https://doi.org/10.1177/1077801219833820>
- Gehring, D. D. (2001). The Objectives of Student Discipline and The Process That's Due: Are They Compatible? *Journal of Student Affairs Research and Practice*, 38(4), 466–481. <https://doi.org/10.2202/1949-6605.1155>
- Gladwell, M. (2019). *Talking to strangers: what we should know about the people we dont know*. Little, Brown and Company.
- Goldman, T., & Chappell, B. (2019, January 10). *How Bernice Sandler, 'godmother of title IX,' achieved landmark discrimination ban*. NPR. Retrieved January 21, 2022, from <https://www.npr.org/2019/01/10/683571958/how-bernice-sandler-godmother-of-title-ix-achieved-landmark-discrimination-ban>
- Gravelin, C. R., Biernat, M., & Bucher, C. E. (2019). Blaming the Victim of Acquaintance Rape: Individual, Situational, and Sociocultural Factors. *Frontiers in Psychology*, 9. <https://doi.org/10.3389/fpsyg.2018.02422>
- Greenhouse, M., BrckaLorenz, A., Hoban, M., Huesman, R., Rankin, S., & Stolzenberg, E. B. (2018, August). *Queer-Spectrum and Trans-Spectrum Student Experiences in American Higher Education*. Tyler Clementi Center for Diversity Education and Bias Prevention. Retrieved from

<https://clementicenter.rutgers.edu/research-insights-and-events/campus-climate-queer-spectrum-and-trans-spectrum-higher-education>

Harris, J. C., & Linder, C. (2017). *Intersections of identity and sexual violence on campus: centering minoritized students experiences*. Stylus Publishing.

Hegji, A. (2021, August 17). The Higher Education Act (HEA): A Primer. Retrieved January 21, 2022, from <https://sgp.fas.org/crs/misc/R43351.pdf>

Hirsch, J. S., & Khan, S. (2020). *Sexual Citizens: A Landmark Study of Sex, Power, and Assault on Campus*. W. W. Norton & Company.

Human Rights Campaign. (n.d.). Sexual Assault and the LGBTQ Community. Retrieved from <https://www.hrc.org/resources/sexual-assault-and-the-lgbt-community>

International Institute for Restorative Practices. (n.d.). Retrieved from <https://www.iirp.edu/>

Interrogation: A Review of the Science HIG Report. (2017, March 23). Retrieved from <https://www.fbi.gov/file-repository/hig-report-interrogation-a-review-of-the-science-september-2016.pdf/view>

Irving, D. (2018). *Waking up White: And Finding Myself in the Story of Race*. Elephant Room Press.

Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act of 1990, 20 U.S.C. §1092. (n.d.).

Jeanne Shaheen. (2022, January 12). *Shaheen, Hassan introduce Bill to combat sexual violence against students with disabilities*. U.S. Senator Jeanne Shaheen of New Hampshire. Retrieved January 17, 2022, from <https://www.shaheen.senate.gov/news/press/shaheen-hassan-introduce-bill-to-combat-sexual-violence-against-students-with-disabilities>

Johnson, P. A., Widnall, S. E., & Benya, F. F. (2018). *Sexual harassment of women: climate, culture, and consequences in academic sciences, engineering, and medicine*. The National Academies Press.

Judge, J., & O'Brien, T. (2012). *Equity and Title IX in Intercollegiate Athletics: A Practical Guide for Colleges and Universities*. NCAA Publications. Retrieved from www.NCAA.org/gender_equity

Kaplin, W. A., Lee, B. A., Hutchens, N. H., & Rooksby, J. H. (2020). *Law of Higher Education: Student Version* (Sixth). Jossey-Bass.

Kendi, I. X. (2021). *How To Be An Antiracist*. Vintage.

Kidder, R. M. (2006). *Moral courage*. Harper.

Kidder, R. M. (2009). *How good people make tough choices: resolving the dilemmas of ethical living*. Harper.

- Koss, M. P., Dinero, T. E., Seibel, C. A., & Cox, S. L. (1988). Stranger and Acquaintance Rape: Are There Differences In the Victim's Experience? *Psychology of Women Quarterly*, 12(1), 1–24. <https://doi.org/10.1111/j.1471-6402.1988.tb00924.x>
- Krebs, C. P., Lindquist, C. H., Warner, T., Fisher, B. S., & Martin, S. L. (2007, December). The Campus Sexual Assault (CSA) Study. Retrieved from <https://www.ncjrs.gov/pdffiles1/nij/grants/221153.pdf>
- Lacey, A., & Murray, C. (2015). *The Nuts and Bolts of Reauthorization*. Career Education Review. Retrieved from <https://www.thompsoncoburn.com/docs/default-source/publication-documents/the-nuts-and-bolts-of-reauthorization.pdf?sfvrsn=0&sfvrsn=0>
- Lake, P. F. (2009). *Beyond Discipline: Managing the Modern Higher Education Environment*. Hierophant Enterprises, Inc.
- Lake, P. F. (2011). *Foundations of Higher Education Law & Policy: Basic Legal Rules, Concepts, and Principles for Student Affairs*. NASPA.
- Lake, P. F. (2013). *The Rights and Responsibilities of the Modern University: The Rise of the Facilitator University*. Carolina Academic Press.
- Lancaster, J. M. (2006). *Exercising Power with Wisdom: Bridging Legal and Ethical Practice with Intention*. College Administration Publications.
- Legal Momentum. (n.d.). *History of VAWA*. History of VAWA | Legal Momentum. Retrieved January 16, 2022, from <https://www.legalmomentum.org/history-vawa>
- Martin, G. (2020, May 28). *What are Gender Pronouns? Why Do They Matter?* National Institutes of Health. Retrieved from <https://www.edi.nih.gov/blog/communities/what-are-gender-pronouns-why-do-they-matter>
- McClish, M. (2001). *I know you are lying: detecting deception through statement analysis*. Marpa Group, Inc.
- Mcleod, S. (2019, October 24). *Social Identity Theory*. Social Identity Theory | Simply Psychology. Retrieved from <https://www.simplypsychology.org/social-identity-theory.html>
- Mechanic, M. B., Resick, P. A., & Griffin, M. G. (1998). A comparison of normal forgetting, psychopathology, and information-processing models of reported amnesia for recent sexual trauma. *Journal of Consulting and Clinical Psychology*, 66(6), 948–957. <https://doi.org/10.1037/0022-006x.66.6.948>
- Meloy, J. R., Mohandie, K., & Green, M. (2011). The Female Stalker. *Behavioral Sciences & the Law*, 29(2), 240–254. <https://doi.org/10.1002/bsl.976>
- National Council on Disability. (2018, January 30). *Not on the Radar: Sexual Assault of College Students with Disabilities*. National Council on Disability. Retrieved from https://ncd.gov/sites/default/files/NCD_Not_on_the_Radar_Accessible_01292018.pdf

- National District Attorneys Association - Women Prosecutors Section. (2017, July 17). *National Domestic Violence Prosecution Best Practices Guide*. NATIONAL DOMESTIC VIOLENCE PROSECUTION BEST PRACTICES GUIDE. Retrieved from <https://ndaa.org/wp-content/uploads/NDAA-DV-White-Paper-FINAL-revised-July-17-2017-1.pdf>
- National Sexual Violence Resource Center and Pennsylvania Coalition Against Rape. (2012). *Sexual Violence & Individuals Who Identify as LGBTQ*. NSVRC_Research-Brief_Sexual-Violence-LGBTQ. Retrieved from https://www.nsvrc.org/sites/default/files/Publications_NSVRC_Research-Brief_Sexual-Violence-LGBTQ.pdf
- National Women's Law Center. (2000). *A Basic Guide to Title IX*. National Women's Law Center. Retrieved from <https://www.nwlc.org/sites/default/files/pdfs/ABasicGuidetoTitleIX.pdf>
- Natow, R. S. (2017). *Higher education rulemaking: the politics of creating regulatory policy*. Johns Hopkins University Press.
- Ohio Alliance to End Sexual Violence. (n.d.). The Violence Against Women Act of Reauthorization of 2021. Retrieved January 17, 2022, from https://oaesv.org/wp-content/uploads/2021/04/factsheet_vawa_2021.pdf
- Orantes, E., & Sharma, A. (2019, March 4). *Title IX Compliance Creates Hurdles for Collegiate eSports Programs*. JD Supra. Retrieved from <https://www.jdsupra.com/legalnews/title-ix-compliance-creates-hurdles-for-99240/>
- Orcutt, M., Petrowski, P. M., Karp, D. R., & Draper, J. (2020, June). *The Journal of College and University Law*. RESTORATIVE JUSTICE APPROACHES TO THE INFORMAL RESOLUTION OF STUDENT SEXUAL MISCONDUCT. Retrieved from https://jcul.law.rutgers.edu/wp-content/uploads/2020/08/45_jcul_No2_FULL.pdf
- Pacheco, R. (2020, May). Not Online. Not on Campus: Addressing Sexual Violence and Technology-Facilitated Violence on Campuses. Retrieved from <https://ywcacanada.ca/wp-content/uploads/2020/08/Not-Online.-Not-On-Campus.-Report.pdf>
- Paine, L. S. (2014, August 1). *Managing for Organizational Integrity*. Harvard Business Review. Retrieved from <https://hbr.org/1994/03/managing-for-organizational-integrity>
- Partners in Leadership. (2019, May 29). *The Three Values of Organizational Integrity*. Culture Management Experts. Retrieved from <https://www.partnersinleadership.com/insights-publications/the-three-values-of-organizational-integrity/>
- Pew Research Center. (2020, June 5). *Demographics of Social Media Users and Adoption in the United States*. Pew Research Center: Internet, Science & Tech. Retrieved from <https://www.pewresearch.org/internet/fact-sheet/social-media/>
- Practical Psychology. (2020, April 15). *Ebbinghaus Forgetting Curve (Definition + Examples)*. Practical Psychology. Retrieved from <https://practicalpie.com/ebbinghaus-forgetting-curve/>

- The Pregnant Scholar. (2020, September 29). *The Pregnant Scholar Homepage: Tools to support student parents*. The Pregnant Scholar. Retrieved from <https://thepregnantscholar.org/>
- Public policy recommendation: Addressing campus sexual ...* (n.d.). Retrieved from <https://www.atsa.com/pdfs/Policy/Addressing%20Campus%20Sexual%20Misconduct%20FINAL.pdf>
- Rothstein, R. (2018). *The Color of Law: A Forgotten History of How Our Government Segregated America*. Liveright Publishing Corporation, a division of W.W. Norton & Company.
- Seabrook, R. C., Ward, L. M., & Giaccardi, S. (2018). Why is fraternity membership associated with sexual assault? Exploring the roles of conformity to masculine norms, pressure to uphold masculinity, and objectification of women. *Psychology of Men & Masculinity*, 19(1), 3–13. <https://doi.org/10.1037/men0000076>
- Seelye, K. Q. (2019, January 8). *Bernice Sandler, 'godmother of title IX,' dies at 90*. The New York Times. Retrieved January 21, 2022, from <https://www.nytimes.com/2019/01/08/obituaries/bernice-sandler-dead.html>
- Sex Offender Management Assessment and Planning Initiative*. (2017, April). Retrieved from https://smart.gov/SOMAPI/pdfs/SOMAPI_Full%20Report.pdf
- Sloan, J. J., & Fisher, B. (2011). *The Dark Side of the Ivory Tower: Campus crime as a social problem*. Cambridge University Press.
- Stanford Journalism. (2019). *Celebrating 47 Years of Title IX and Bernice Sandler*. YouTube. Retrieved January 21, 2022, from https://youtu.be/F_B7-HwaqP4.
- Stark-Mason, R. (2020, February 26). *Name, Image, Likeness*. NCAA.org - The Official Site of the NCAA. Retrieved from <http://www.ncaa.org/champion/name-image-likeness>
- Steinfeld, E., & Maisel, J. (2012). *Universal Design Creating Inclusive Environments*. John Wiley & Sons.
- Stoner, E. N., & Lowery, J. W. (2004). Navigating Past The “Spirit of Insubordination”: A Twenty-First Century Model Student Conduct Code. *Journal of College and University Law*, 31(1), 1–78.
- Title IX of The Education Amendments of 1972, 20 U.S.C. A§ 1681 Et. (n.d.).
- Toure, K., & Hamilton, C. V. (1992). *Black Power: The politics of liberation in America*. Vintage Books.
- Tracy, C. E., Fromson, T. L., Long, J. G., & Whitman, C. (2012, June 5). *Rape and Sexual Assault in the Legal System*. Women's Law Project. Retrieved from <https://www.womenslawproject.org/wp-content/uploads/2016/04/Rape-and-Sexual-Assault-in-the-Legal-System-FINAL.pdf>

- Tumulty, K. (2004, May 17). *Evaluating the success of the Great Society*. The Washington Post. Retrieved January 21, 2022, from <https://www.washingtonpost.com/wp-srv/special/national/great-society-at-50/>
- U.S. Department of Education (ED). (2020, January 10). *Know Your Rights: Pregnant or Parenting? Title IX Protects You From Discrimination At School*. Home. Retrieved from <https://www2.ed.gov/about/offices/list/ocr/docs/dcl-know-rights-201306-title-ix.html>
- U.S. Department of Education (ED). (2020, January 10). *Students with disabilities preparing for postsecondary education*. Office of Civil Rights. Retrieved January 17, 2022, from <https://www2.ed.gov/about/offices/list/ocr/transition.html>
- U.S. Department of Education (ED). (2021, August 20). *Title IX and sex discrimination*. Title IX. Retrieved January 21, 2022, from https://www2.ed.gov/about/offices/list/ocr/docs/tix_dis.html
- U.S. Department of Education. (2002, June 1). *Legislative history of major Ferpa provisions*. Legislative History of Major FERPA Provisions | Protecting Student Privacy. Retrieved January 19, 2022, from <https://studentprivacy.ed.gov/resources/legislative-history-major-ferpa-provisions>
- U.S. Department of Education. (2012, October). *Title IX and access to courses and programs in STEM* Office for Civil Rights, Department of Education Revised October 2012. Office of Civil Rights Presentations. Retrieved from <https://www2.ed.gov/about/offices/list/ocr/presentations/stem-t9-powerpoint.pdf>
- U.S. Department of Education. (n.d.). *The NCES Fast Facts Tool provides quick answers to many education questions (National Center for Education Statistics)*. National Center for Education Statistics (NCES) Home Page. Retrieved January 17, 2022, from <https://nces.ed.gov/fastfacts/display.asp?id=60>
- U.S. Department of Education. (n.d.). *The NCES Fast Facts Tool provides quick answers to many education questions (National Center for Education Statistics)*. National Center for Education Statistics (NCES) Home Page. Retrieved January 21, 2022, from <https://nces.ed.gov/fastfacts/display.asp?id=93>
- U.S. Government. (n.d.). *U.S. Federal Courts Circuit Map - United States Courts*. U.S. Federal Courts Circuit Map. Retrieved January 21, 2022, from https://www.uscourts.gov/sites/default/files/u.s._federal_courts_circuit_map_1.pdf
- University of Buffalo. (2020, February 24). *Universal Design*. IDEA Center. Retrieved from <https://idea.ap.buffalo.edu/about/universal-design/>
- Vallano, J. P., & Schreiber Compo, N. (2015). Rapport-building with cooperative witnesses and criminal suspects: A theoretical and empirical review. *Psychology, Public Policy, and Law*, 21(1), 85–99. <https://doi.org/10.1037/law0000035>
- Varnell, S. (2013). *Statement analysis: an lss course workbook*. Steven Varnell.

- Vector Solutions. (n.d.). Title IX: 5 ways it changed education for the better. Retrieved January 21, 2022, from <https://www.vectorsolutions.com/resources/blogs/title-ix-positive-changes/>
- Wachtel, T. (2016, November). *Defining Restorative*. International Institute for Restorative Practices. Retrieved from <https://www.iirp.edu/defining-restorative/restorative-practices/defining-restorative/>
- Waryold, D. M., & Lancaster, J. M. (2020). *Student Conduct Practice: The Complete Guide for Student Affairs Professionals*. Stylus Publishing.
- Williamsen, D. K. K., Karp, D., & Williamsen, K. (2020, March 12). 5 Things Restorative Justice Sexual Harm. Retrieved from <https://www.naspa.org/report/five-things-student-affairs-administrators-should-know-about-restorative-justice-and-campus-sexual-harm>
- Woodhams, J., Taylor, P. J., & Cooke, C. (2020). Multiple perpetrator rape: Is perpetrator violence the result of victim resistance, deindividuation, or leader–follower dynamics? *Psychology of Violence, 10*(1), 120–129. <https://doi.org/10.1037/vio0000255>
- Yoshino, K. (2006). *Covering: The hidden assault on American civil rights*. Random House.