

## Survivor Support Landscape Analysis

### **Background:**

An estimated 20–25% of undergraduate women are victims/survivors of sexual violence, but 90% or more do not report the violence. The main reason survivors do not report is that they think no one will believe them and that various authorities, especially legal and medical authorities, will be biased. The failure of institutions to respond to such violence may encourage perpetrators to continue offending. There is a cycle between non-reporting of campus sexual violence and the failure to prevent it. Not responding to crimes that are reported in a way that is helpful and safe for the victim, can lead to increased violence on campuses.

### **What is Survivor Support?**

Survivor support is the specific response provided to victims of sexual violence by a campus community. This includes the quality of the response and the variety of response options.

Schools with comprehensive and effective survivor support programs have:

- Coordinated Community Response Team (CCRT)
- Survivor-centered victim services and advocacy
- Trauma-informed and effective law enforcement response
- Fair, equitable disciplinary processes

### **A Coordinated Community Response Team**

A Coordinated Community Response Team is a group made of both on and off campus groups that may respond to campus community reports of sexual violence. The CCR Team should be broad to reflect the full breadth of the campus community. An effective CCR Team is multidisciplinary, including people with varied experience, expertise, and levels of authority in the community. Individuals who directly respond to crimes of sexual violence, students, and people representing groups that have been historically marginalized or excluded should be engaged in the work of the CCR Team. This group:

- 1) Develops and implements effective policies and protocols
- 2) Conducts ongoing campus-wide assessments, strengths and gap analyses, and evaluation of its efforts so that programs can adapt to the V. The Solution: The Comprehensive Campus Model 13 changing needs of the campus community
- 3) Ensures campus leadership is engaged, knowledgeable about and supportive of the culture-changing efforts of the project
- 4) Is rooted in a culturally relevant, survivor-centered approach with a clear understanding of student demographics
- 5) Ensures all levels of the campus community receive ongoing training in sexual assault, domestic violence, dating violence and stalking.

### **Survivor-centered Victim Services and Advocacy**

Campuses instituting effective survivor-centered services tailor their efforts to provide interventions that prioritize the needs of the survivor, reflect an understanding of the impact of

trauma on individuals, and are comprehensive, culturally relevant, flexible, and accessible for all victims of GBV. Responses should be intersectional by taking into account the unique circumstances, cultural contexts, and experiences of each survivor, and understanding how various forms of oppression or inequality interact and relate with one another in the lives of each survivor.

It is important to differentiate between confidential advocacy services and other forms of campus-based support. Confidential advocacy services are unique in that they provide **open-ended** support for survivors, options rather than advice, and advocacy and assistance for survivors when they choose to navigate medical, mental health, law enforcement, and/or campus and community judicial systems. Advocates exist to serve the needs of survivors first. Survivor advocates focus on the emergent and often unique needs of individual survivors, therefore advocates are often the most appropriate resource to begin assisting survivors in exploring their support and reporting options. It is important that advocacy services are confidential to give survivors the opportunity to learn about all of their options and choose whether or not they would like to formally report with campus law enforcement, community law enforcement, the institution's Title IX or Student Conduct Office, or if they would like to request academic assistance or other campus accommodations. Accommodations may include civil remedies such as orders of protection, and/or request supplementary health and support services.

### **Trauma-informed and Effective Law Enforcement Response**

Law enforcement officers are often the first point of contact for victims of violence. When responding to victims of sexual violence, their first interaction is often what helps or deters the victim from formally reporting the crime.

- 86% of sworn campus law enforcement officials have legal authority to make an arrest outside of the campus grounds.
- 86% of sworn campus law enforcement agencies have a staff member responsible for rape prevention programming.
- 70% of campus law enforcement agencies have memorandums of understanding (MOUs) with local law enforcement.
- 72% of campus law enforcement agencies have a staff member responsible for survivor response and assistance.
- Among 4-year academic institutions with 2,500 students or more, 75% employ armed officers, a 10% increase in the last decade.

The White House Task Force released the following blueprint for campus law enforcement, which is free of cost:

[https://www.nccpsafety.org/assets/files/library/Blueprint\\_for\\_Campus\\_Police.pdf](https://www.nccpsafety.org/assets/files/library/Blueprint_for_Campus_Police.pdf)

Critical trainings for campus law enforcement include:

1. Understanding Definitions - for example: stalking and sexual assault should not be treated the same.

2. Understanding the emotional and behavioral impacts of sexual violence
3. Understanding Title IX
4. Understanding Victim-blaming and rape myths
5. Understanding Consent

### **Fair, Equitable Disciplinary Processes**

Many student conduct process models exist. Institutions are required to have an equitable, fair, and impartial process. Below is a comparison of popular processes:

#### Single Investigator Model

- Process is more confidential and less traumatizing in that both parties only have to go through it once.
- The investigators have the ability to build trust with the parties and there is an ability to train small groups for the investigations.
- This model can alleviate conflict if using an external investigator, and there is potential for small institutions to use this model as a consortium to drive down high costs.
- The process outcome is reliant on the quality and training of the investigator
- If conducted by one person, the process can be lengthy.
- It is hard to not have a perception of bias with a single investigator.

#### Hearing Board Model

- Some students are empowered by their experiences at a hearing
- Schools must have the capacity to train volunteer employees/students on a hearing board - compared to investigators who are already trained.
- Board members with influence may control board deliberations
- Scheduling can cause delays
- Diversity on the board can be a problem
- For domestic/dating violence and stalking cases, boards can be more dangerous/lead to violence because they provide more opportunities for parties to be in the same room for longer periods of time.

#### Hybrid Model

Hybrid model is defined as a single investigator who compiles a report and deliberative board then reviews the report and determines responsibility and sanction.

- A well-trained investigator can get into details of a case allowing the board more opportunity to focus on the factual inconsistencies and make a determination.
- The hybrid model allows for "checks and balances" on the investigation without parties having to repeat every detail of the incident again.

#### Restorative Justice Model

Restorative Justice (RJ) as a model can look different in each situation, but is focused on assessing the harm caused and ways it can be addressed.

- The typical RJ process is as inclusive as possible, ensuring everyone a voice in the process and is viewed as a facilitated dialogue.
- RJ uses facilitated dialogues with parties other than a victim/offender and the reintegration of students who have been found responsible for gender-based misconduct violations at their institution or are transferring to a new institution.
- RJ principles may conflict with Title IX requirements that investigations be prompt and Title IX guidance discouraging mediation between victims and offenders.

### Coordinated Community Response

A coordinated community approach to GBV on campus refers to a multifaceted, coordinated effort to accomplish unified goals that engages key stakeholders from the surrounding community and throughout the campus including students, faculty, staff and administrators.

### **Cost:**

An effective response programs includes the employment of full time staff to develop and run a CCRT that can work together to enhance the other areas of response - law enforcement, conduct process, community involvement. This is usually dependent on the amount of money the school invests in sexual violence prevention, or the amount of federal, state, local grants they receive to address this issue. The most costly component of a CCR development will be regular training of all campus individuals who may be involved in response to a report.

### **Recommendations:**

CCR Teams are usually created by employees or students of an institution. Those individuals should consult community organizations in their area to ensure that survivors are presented with the most options when they report. A more accommodating process will lead to increased reporting rates. It is crucial that men and people with non-conforming gender identities play a role on the CCR Team at all institutions - this is not only a women's issue.

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<sup>1</sup> <http://changingourcampus.org/documents/FINAL-GBV-Comprehensive-Model-22117.pdf>

<sup>2</sup> Lisak & Miller, 2002, pp. 76–80; Sampson, 2003, p. 11

<sup>3</sup> Schwartz, DeKeseredy, Tait, & Alvi, 2001, p. 630

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<sup>4</sup> Bohmer & Parrot, p. 8; Warshaw, 1988, p. 97

<sup>5</sup> Benson, Gohm, & Gross, 2007, p. 348; Bohmer & Parrot, 1993, p. 6; Fisher, Cullen, & Turner, 2000, p. 10

<sup>6</sup> Fisher et al., 2000, p. 24

<sup>7</sup> <https://scholarship.law.georgetown.edu/cgi/viewcontent.cgi?article=1430&context=facpub>

<sup>8</sup> <https://www.dcls.virginia.gov/training-events/trauma-informed-sexual-assault-investigations-and-adjudication-training>

<sup>9</sup> Department of Justice, Office of Justice Programs, Bureau of Justice Statistics, Campus Law Enforcement, 2011-2012 (2015)