2023

# Sexual Violence and University Campus Response to Sexual Violence

Jennifer Bivins
*Walden University*

Walden University

College of Health Sciences and Public Policy

This is to certify that the doctoral dissertation by

Jennifer Lynn Bivins

has been found to be complete and satisfactory in all respects,

and that any and all revisions required by

the review committee have been made.

Review Committee

Dr. Jacqueline Fraser, Committee Chairperson, Public Health Faculty

Dr. Carla Riemersma, Committee Member, Public Health Faculty

Dr. Sriya Krishnamoorthy, University Reviewer, Public Health Faculty

Chief Academic Officer and Provost

Sue Subocz, Ph.D.

Walden University

2023

Abstract

Sexual Violence and University Campus Response to Sexual Violence

by

Jennifer Lynn Bivins


MS, Troy University, 2000

BS, Georgia State University, 1997



Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Public Health



Walden University

February 2023

Abstract

While anyone can be a victim of sexual violence, college-aged females between the ages of 18 and 21 are more likely to be victimized than any other group. Sexual violence continues to be a barrier to education, and colleges/universities make it challenging for students to report on campus. The purpose of this study is to explore the factors, intervention/prevention strategies, and policies/procedures used to address sexual violence on a university campus. The framework used was the ecological model, which focuses on factors and influences within the environment that affected individual behavior. The research questions focused on participants describing their experiences of how campus sexual violence incidences were addressed, including the university's sexual assault response system and best practices. The research design was a qualitative instrumental case study. The method was in depth individual interviews, and the data analysis included content analysis, coding and categorizing data from the interview transcripts, observation notes, and other materials to increase the understanding of the phenomenon. There were four key findings, which included (a) sexual violence was still a concern on this campus, (b) barriers to reporting and accessing services, (c) online programs currently required by the university and the state were inadequate, and (d) Title IX policies and procedures were unclear for students, faculty, or staff. Recommendations included addressing barriers to reporting and accessing services, providing adequate educational programs, and providing clarification on Title IX for students, faculty, and staff. This study provides data that may lead to changes in legislation, policies, and procedures in combating sexual violence on this college campus.

Sexual Violence and University Campus Response to Sexual Violence

by

Jennifer Lynn Bivins

MS, Troy University, 2000

BS, Georgia State University, 1997

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Public Health

Walden University

February 2023

Dedication

I would like to dedicate this dissertation to all the courageous, strong, intelligent, and audacious women and girls, some of whom I have had the privilege to meet throughout my life. May we each continue to stand up for what we believe in and find the strength to continue to advocate wherever we see injustice.

May survivors be our guiding light to ensure we provide victim-centered support and services while on their healing journey.

May we as a society realize and acknowledge the importance of prevention within our communities, as well as how we each play a part in ensuring we have healthy and happy families, friends, neighbors and coworkers. All of us deserve a safe and secure academic experience and community where we can live, work, and play!

Acknowledgments

I would like to thank Dr. Fraser for her wisdom, understanding, perspective, and firm guidance when needed, as well as her love for fur babies. I cannot thank her enough for the support and encouragement she gave me along the way. She always knew what I needed to hear and how to clearly explain something if I was struggling, or got stuck, or just felt like giving up! Thank you from the bottom of my heart. I would also like to thank Dr. Riemersma and Dr. Krishnamoorthy for their support and recommendations which guided the successful completion of my dissertation. Thank you!

I would like to thank my mom and dad for their continued support even though I am grown and gone. They have done too many things to count in support of me completing my dissertation. They would call at least once or twice a week asking how school was going and always would say hang in there and that they were proud of me. Thank you for your continued love and support. I love ya'll. I would also like to thank my sisters Jamie and Amy who helped me practice conducting my interviews and for Amy's expert knowledge of Excel in setting up a beautiful spreadsheet for my data collection and walking me through how to use it! Thank you and I love ya'll.

To my life partner, Craig, who has always supported my academic journey even though it has been long. I really appreciate his love and care for me, Gabriel, and my fur babies. I am blessed beyond measure, and I thank Craig for being a true and constant supportive partner. I love you! Gabriel, I love you, and thank you for your love and support. I hope I have been a positive influence for you in your life's journey to seek new adventures and to be bold and daring and never give up on pursuing your dreams!

## Table of Contents

iii

## List of Tables

## List of Figures

Chapter 1: Introduction to the Study

Sexual violence is a form of violence against women and girls that has been perpetrated as a form of oppression against the female gender to maintain a hierarchy of patriarchy within our society (Namy et al., 2017). Internationally, males are responsible for 98% of the sexual offenses reported to the police (Cortoni et al., 2017). Gender-based violence has been part of some religious beliefs and teachings, as well as embedded in traditions worldwide (Perrin et al., 2019). Sexual violence is a public health issue globally. According to the World Health Organization (WHO, 2019), sexual violence is a worldwide issue with significant physical and psychological effects on the health of victims, and available services do not effectively address the needs of survivors.

In the United States, 1 in 5 women will experience sexual violence within their lifetime (Smith et al., 2018). According to Peterson et al. (2017), sexual violence within the United States is a public health problem that is both serious and costly. The estimated lifetime cost per victim of rape is more than $122,000 (Peterson, et al., 2017). Within institutions of higher learning, sexual violence has continued to be a problem for students. According to the Association of American Universities with a total of 181,752 students from 33 colleges and universities, the rate of sexual assault is 1 out of 5 for female students (Krebs et al., 2016). In an attempt to address sexual violence on college/university campuses, federal legislation and guidance documents were developed and disseminated to campuses within the United States. Legislation and guidance documents that were developed are discussed further in Chapter 2 within the literature review.

The purpose of this study was to explore the factors, intervention, and prevention strategies, as well as policies and procedures used in addressing sexual violence on a university campus. This exploration brought about some insight into participants' experiences as a part of the on-campus system addressing sexual violence. The social change implications of this study include providing data to help clarify what aspects of intervention and prevention strategies, as well as policies and procedures, are working, as well as those strategies, policies, and procedures that are not working in addressing sexual violence on campus. The data may lead to changes in legislation, policies, and procedures, as well as intervention/prevention programs and services in combating sexual violence on college/university campuses.

The significant areas of focus of this chapter include the background, problem statement, purpose of the study, research questions, conceptual framework of the study, nature of the study, definitions, assumptions, scope and delimitations, limitations, significance, and a summary.

## Background

Sexual violence is coercing someone to engage in some type of sexual act that the person does not willingly want or choose to participate in (World Health Organization [WHO], 2019). The United States Department of Justice (DOJ) defines rape as "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" (United States DOJ, 2017). Sexual violence is a broad term that can be used interchangeably with the terms rape and/or sexual assault (WHO, 2019). According to

BestColleges.com (2020), sexual assault is a type of sexual violence, and the term applies to a broad range of forced and unwanted sexual activity.  The term sexual assault can also include rape or attempted rape.

The highest rates of sexual violence are perpetrated against female and gender nonconforming students on college/university campuses within the United States.  For female college students within the United States, sexual violence rates are 28%, and for gender nonconforming students, the rate is 38% (Mellins et al., 2017).  According to Cantor (2020) 26.4% of undergraduate female students experience rape or sexual assault through physical force, violence, or incapacitation, and 23% college students who identify as transgender, genderqueer, and nonconforming (TGQN) have been sexually assaulted.

Sexual violence is a public health and human rights issue that has both short and long-term consequences on victims' physical, mental, sexual, and reproductive health (WHO, 2019).  The Centers for Disease Control and Prevention (CDC, 2020) identified sexual violence as a public health problem and determined that it leads to other health problems, which include both psychological and physical issues (National Sexual Violence Resource Center [NSVRC], 2016).  Psychological health problems include post-traumatic stress disorder (PTSD), eating disorders, anxiety, and depression (NSVRC, 2016).  Physical health problems include bodily injuries, potential pregnancy, and risk of contracting a sexually transmitted infection (STI) (NSVRC, 2016).  In addition, Molstad et al. (2021) identified an increase in academic problems including

learning problems, decrease in grade point average, and dropping out of college/university.

Over the years, there has been a shift from studying victims' behaviors and experiences to include studying prevention efforts to address sexual violence. On the college/university campus, these research topics need to include the role the college/university itself plays in implementing and overseeing intervention and prevention efforts. According to Title IX, which was first enacted in 1972, there is an explicit acknowledgment of college/university campuses being responsible for providing a safe and equal environment for learning (The United States Department of Justice [DOJ], 2015). In 1990, federal legislation called the Clery Act, named after a college/university student, Jeanne Clery who was killed in her dorm, mandates that colleges receiving federal financial aid must report crime statistics on an annual basis; this includes incidences of sexual violence on their campus (Clery Center, 2019). It further outlines specific mandated standards and procedures for colleges when collecting data regarding crimes on campus, as well as reporting this data (Clery Center, 2019). The Clery Act was later amended in 2008 to more precisely describe how and when colleges/universities were to publish and distribute their annual security report (Clery Center, 2019).

On April 4, 2011, the Department of Education's (DOE) Office of Civil Rights (OCR) sent a 19-page document called the "Dear Colleague" letter to colleges and universities (Ali, 2011). This document provided new guidance regarding Title IX, the federal statute prohibiting sex discrimination for any educational program or activity

receiving federal financial assistance (Ali, 2011). In 2013, the Campus Sexual Violence Elimination (SaVE) Act was created (Rape and Incest National Network [RAINN], 2019). This act was an amendment to the Clery Act within the Violence Against Women's Act (VAWA) of 2013 (RAINN, 2019). It required a broader range of sexual incidences to be reported, as well as ensuring that victims are notified of their rights and provided accommodations (RAINN, 2019). Last, in January of 2014, the White House Task Force to Protect Students from Sexual Assault was created to focus on addressing sexual violence at colleges/universities (White House Task Force to Protect Students from Sexual Assault, 2017). In April 2014, the DOE's Office of Civil Rights (OCR) distributed a Title IX question-and-answer guidance document that contained further requirements to reduce re-traumatization of victims (White House Task Force to Protect Students from Sexual Assault, 2017).

After these steps were taken to address sexual violence, colleges/ universities had very different interpretations of how to address sexual violence on their campuses. According to Moylan and Javorka (2019), an exploration of the relationship between institutions and their impact on prevalence and response to sexual violence on campuses should be addressed. Engaging a wide range of campus stakeholders is essential to creating effective and sustainable changes to campus culture (Mellins et al., 2017). In 2017, a letter was sent to colleges and universities from the United States DOE, OCRs under the Trump administration to rescind the Dear Colleague Letter of 2011, and the OCR Question and Answer document of 2014 ,while the regulatory guidance on Title IX from 2001 remained in place (United States DOE, n.d.). Then, in May 2020, the United

States DOE released the latest Title IX regulations that were required to be implemented within each federally funded college/university by August 14, 2020 (United States DOE, 2020).

A gap in the knowledge that this study aims to address is identifying successful and unsuccessful strategies in addressing sexual violence on campus. Strategies included campus policies and procedures, as well as intervention and prevention programs and services that are considered best practices. According to Richards (2019), future research should aim to evaluate if institutions of higher education provide policies and programs regarding sexual violence, and if the range of content adheres to best practices. Klein et al. (2018) recommended using qualitative studies for future research as this approach was underutilized in addressing college/university sexual assault (CSA) policies. Qualitative approaches should be used as a strategy to gather data regarding survivors' choices, which can then inform the development of campus policies (Klein et al., 2018). This study was needed to help identify concerns and successes in guiding the creation of an effective victim-centered system in addressing sexual violence. Through this study, I identified successful components within this university campus that could create a system that meaningfully supports a safe campus for everyone.

## Problem Statement

Sexual violence on college/university campuses is a prevalent problem that is not frequently reported (CDC, 2020). While sexual violence can occur anywhere to females and males of all ages, college-age females between the ages of 18 and 21 are more likely to be victimized than other groups (CDC, 2020). A form of sex discrimination is sexual

violence as covered under Title IX, a federally funded law that prohibits institutions from discriminating based on sex (United States Department of Education [DOE], 2020). Despite the passage of Title IX and other protections through federal and state laws for students, sexual violence and harassment continue to be a barrier to education for too many students (The American Association of University Women [AAUW], 2018). An additional concern is that colleges/universities make it challenging for students to report on campus, and college/universities are not adequately reporting incidents of sexual violence and harassment when they occur (AAUW, 2018). The outcome is that many students continue to be negatively impacted by sex discrimination in schools, which is unlawful (AAUW, 2018). According to Bellis et al. (2018), there is extreme variance in how institutions respond to sexual violence across colleges/universities, even with the media attention that began in 2011 and federal guidance. The DOE's Secretary Betsy DeVos identified in a speech that the United States DOE acknowledged that current legislation and guidance on campus sexual assault (CSA) policies had designed and implemented a "failed system" within institutions of higher education (Shibley, 2014).

This qualitative research aims to address a gap in understanding regarding how a university campus addresses sexual violence and provides insight into developing appropriate victim sensitive policies and procedures. The results of this study may provide insight into the factors, intervention/prevention programs and services, policies, procedures, processes, and perceptions that colleges/universities use in addressing sexual violence.

**Purpose of the Study**

The purpose of this study was to understand the factors, intervention and prevention strategies, and policies and procedures that exist regarding the phenomenon of sexual violence that were experienced by various stakeholders in addressing sexual violence on a university campus through a qualitative paradigm. There is currently not a clear understanding of how sexual violence is addressed on college/university campuses. As such, increased understanding of how campuses address this issue is needed to provide relevant intervention/prevention programs and services and to implement changes in policies and procedures that reflect best practices.

**Research Questions**

RQ1: How do students, administrators, Title IX coordinators, health promotion staff, victim advocates, and survivors describe their experience of campus sexual violence and the college/university sexual assault response system?

RQ2: How do students, administrators, Title IX coordinators, health promotion staff, victim advocates, and survivors describe best practices at a college/university campus in the southeastern United States addressing sexual violence?

**Theoretical Framework**

The framework used for the study is the ecological model proposed by McLeroy et al. (1988). This model is a framework that provided five levels of influence on health behaviors: intrapersonal, interpersonal processes, institutional factors, community factors, and public policy (Green et al., 1996). This model is an appropriate framework to use since it provides a framework to focus on addressing public health issues across multiple

levels within the environment that affect individual behavior (American College Health Association [ACHA], 2018). Each level represents factors that influence sexual violence. I asked questions related to the various levels of the model of participants that represented various stakeholders on the university campus as to how the university addressed sexual violence on campus. Due to the interrelationship that exists between factors within each level, interventions are more likely to be effective when factors are addressed at each level of the ecological model (ACHA, 2018).

## Nature of the Study

A qualitative approach was chosen for this study as it enabled me to capture the participants' experiences regarding the way the university addresses sexual violence. Since qualitative methods are exploratory in nature and are mainly concerned with gaining insights and understanding on underlying reasons and motivations (Corbin & Strauss, 2015), this method was in line with the type of study that was conducted. Qualitative research is consistent with exploring, describing, and interpreting a campus's response to sexual violence. A qualitative approach also allowed for in-depth exploration of individuals' experiences and perceptions of their experiences on campus in addressing sexual violence. This type of in-depth exploration is not feasible in a quantitative study (Corbin & Strauss, 2015).

The specific qualitative approach is an instrumental case study, which is defined as using a particular person, situation, organization, department or group to gain knowledge and insight into a phenomenon (Harrison et al., 2017). The phenomenon was sexual violence on a university campus and the campus's response. The instrumental

type of case study was chosen due to its characteristic of being able to gain a wide array of information about a given issue or topic (Crowe, 2011). This approach allowed for a deeper understanding of the larger issue (Ridder, 2017) of how a college campus addresses sexual violence.

I interviewed various stakeholders on a university campus. During their interviews, participants shared what they believed to be best practice for addressing sexual violence on campus. The interviews provided valuable data for me as to what is working and what is not working regarding intervention and prevention strategies, as well as policies and procedures on the college campus. The data were analyzed using content analysis.

## Definitions

*Advocate:* A trained person who supports a victim/survivor in navigating the options that are available to the victim/survivor. The advocate is not a part of any system that has a bias when addressing sexual violence. Support is provided by the advocate to the victim/survivor with whatever decisions the victim/survivor makes (Office of Justice Programs [OJP], 2019).

*Crisis-line advocacy:* Typically, this is a 24-hour crisis telephone line that is available for victims/survivors to use 24 hours a day, 7 days a week. When a victim/survivor calls this line, the victims/survivors are greeted by a trained advocate who can help them (OJP, 2019).

*In-person advocacy:* People who are either paid or volunteering their time to meet with victims/survivors who have reached out for support and resources (OJP, 2019).

*Interventions:* Services and resources provided to support a victim/survivor of sexual violence.  This intervention could be in the form of in-person advocacy, crisis line advocacy, hospital accompaniment, online resources, referrals for counseling, pamphlets, and brochures (OJP, 2019.)

*Prevention:* The act of preventing sexual violence from occurring.  The CDC (2019) identifies three prevention focuses.  Primary prevention prevents first-time perpetration and victimization.  Secondary prevention is immediate intervention, and tertiary prevention is long term intervention (Centers for Disease Control and Prevention, 2019).

*Sexual Assault Response System/Team:* This term refers to the processes that were created and implemented to address intervention and prevention strategies on college/university campuses.  This includes policies, procedures, interventions, and preventions (NSVRC, 2018).

*Sexual violence:* The ACHA (2016) recognizes sexual and relationship violence affecting college and university campuses as a serious public health issue.  Sexual and relationship violence comprise a continuum of behaviors, including but not limited to sexual/gender harassment, sexual coercion, sexual abuse, stalking, sexual assault, rape, dating violence, and domestic violence; in a sense, it is a wide concept that encompasses any form of unwanted sexual interaction (ACHA, 2016).  This interaction can be verbal, non-verbal, written, or physical contact (ACHA, 2016).

*Stakeholders:* These are individuals who are associated with college/university campuses either as students, staff, and/or administrators who work to address sexual violence on the college campus (OJP, 2019).

*Victims/survivors:* Anyone that has experienced some form of sexual violence. Some researchers use the term *victim*, while other researchers use the term *survivor*. This study may use the terms victims/survivors interchangeably (OJP, 2019).

## Assumptions

This study was guided by the following assumptions. First, the university campus that was used for the study was interested in providing quality programs and services to meet the needs of the students on campus both to prevent sexual violence and to adequately address victims of sexual violence. This assumption was important to highlight to acknowledge the administration's willingness to participate in this study. Secondly, the participants who were interviewed were truthful with their responses. This assumption was necessary to gain an understanding of the current state of processes and procedures on the campus as well guide future implementations.

## Scope and Delimitation

### Scope

Scope is defined as the borders in which the study is conducted, and the phenomena the researcher used to understand within a certain population, sample size, geographic location and setting (DePoy & Gitlin, 2015). This study focused on participants' lived experiences regarding sexual violence on their university campus. The population included students, administrators, Title IX coordinators, health promotion

staff, victim advocates, and survivors. The sample size was small, comprised of 17 participants. The geographic location was within the southeast region of the United States, and the setting was a university campus.

One aspect of the research problem that was addressed was gaining knowledge and understanding of the intervention programs and services that are available for victims of sexual violence on campus. Another aspect that was addressed was gaining knowledge and understanding of the prevention programs and services that were available on campus. A third aspect was gaining knowledge and understanding of the policies and procedures that are in place to address sexual violence.

College administrations struggle to address sexual violence while coordinating collaboration between many areas of the college setting that have different understandings of sexual violence, and that were challenged with implementing ambiguous federal mandates (Wilson, 2015). This study provided an opportunity for individual interviews with students, staff, and administrators regarding their experiences in working to address sexual violence. The collection of data from the individual interviews can help determine which strategies are successful in addressing sexual violence and those strategies that are not as successful. These data can also help determine what best practices should be used in future developments of policies and procedures to guide interventions and prevention efforts.

**Delimitations**

The population of focus for this case study were individuals from all levels of the university campus. The individuals that were interviewed were students, staff and

administrators at the identified university. Individuals that were not part of the university as a student, staff, or administrator of the individual university were excluded from the study. The participants were recruited from one university in the southeastern United States. The utilization of interviews limited the number of participants, which limited the views expressed. Since this study was exploratory, the potential for transferability is also unlikely. The outcomes could be used to conduct further research in this area; however, this study is not generalized for all colleges/universities. According to Leung (2015), since qualitative studies are focused on a particular issue, population, and location, the expectation of generalizability, also known as transferability, is not a concern.

## Limitations

A limitation related to methodology is that the participants recruited for this study were from one college campus. Another limitation was that some constituents were not willing or able to engage in an interview. If participants were not willing, it may have been due to their concern regarding confidentiality, despite assurances of confidentially regarding the study and their interview responses. Some participants may not have had the time to engage in an interview. To remedy this, I was flexibile to meet with participants' availability and strived to be as accommodating as possible.

A bias that could have influence the study's outcomes included my own bias while analyzing the data. As the researcher, it was my role to be focused on the exploratory nature of this study with a clear understanding that this study was designed to understand the experiences of these participants regarding sexual violence on campus.

Another bias that could have been present was if the participants wanted to please me as the researcher in their interview responses instead of being truthful.

## Significance

This research considered changes that occurred regarding sexual violence and college/university campuses beginning in 2011. A qualitative approach was used to interview individuals who were connected with a college campus regarding their perceptions on how the current policies, procedures and processes are used to address sexual violence. In this research, I explored past events that have influenced current policies, procedures, processes, and perceptions. While this study cannot be generalized, insights from this study may aid in identifying potential changes that could be made with policies, procedures, processes and perceptions to move from a "failed system" (Shibley, 2014) to a sensitive and successful system in addressing sexual violence on campus. The findings from this research may lead to further research regarding campus responsibilities and responses. The findings could also contribute to positive social change by encouraging college/university administrators and staff to consider and implement additional ways to support a safe and violence-free campus for every student, while ensuring perpetrator accountability.

## Summary

Acts of sexual violence continue to be a pervasive problem within our society, as well as on college campuses. Although some efforts over the years have attempted to address both intervention efforts and prevention efforts on college/university campuses,

there are still challenges in understanding what has specifically been done on a college/university campus to address sexual violence.

In the upcoming sections of this dissertation, information will be provided on what factors are involved in campus sexual violence, including intervention and prevention strategies. Policies and procedures to respond to sexual violence are also addressed and identified, as well as some clarification as to how a campus should focus on sexual violence to ensure best practices are reviewed. Chapter 2 will provide a review of the relevant research literature on the topic. In Chapter 3, I focus on the study methodology, the phenomenon of interest, research design, and information on how the study was conducted and analyzed. Results of the study are provided in Chapter 4. Finally, Chapter 5 includes the summary, conclusion, and recommendations from the research.

Chapter 2: Literature Review

The problem studied is sexual violence on college/university campuses and how sexual violence was addressed on a college/university campus. College/university campus sexual violence has reached concerning levels. Conley et al. (2017) identified that this population is a relevant study group and found that the rates of victimization for college students are higher than any other group. According to Fedina et al. (2018), the most prevalent unwanted sexual behavior is touching and sexual coercion, followed by incapacitated rape and attempted or completed, forcible rape. Best Colleges (2020) identified that sexual assault on a college/university campus affects everyone and is a serious public health, safety, and social issue. Sexual violence has become one of the most common forms of violence among individuals attending educational institutions based on the increasing numbers of sexual assault on college/university campuses within the United States (United States Department of Justice, 2017).

While women are not the only victims of sexual violence, women are victimized at a higher rate than men. Conley (2017) reported that 23% of women reported a sexual assault since the beginning of college versus 11.6% of men. While males and females are both victims of sexual violence on college/university campuses, according to Canan et al. (2016), women experience higher rates of rape identified as unwanted penile, vaginal penetration at 25.6%, and sexual assault defined as unwanted sexual behavior not including penile, vaginal penetration at 27.2%. Krebs et al. (2016) found that 1 in 4 female students experience some form of sexual violence while attending college.

Minority groups also have a high rate of victimization. Coulter et al. (2017) found that bisexual women and lesbians are at a much higher rate of sexual victimization than heterosexual women. Coulter et al. (2017) also found there were almost three times the sexual victimization prevalence for gay and bisexual college/university males as compared with heterosexual men. Canan et al. (2021) found that lesbians and bisexuals report higher rates of sexual assault victimization than heterosexual women.

Campus climate surveys are used by colleges/universities to measure sexual assault prevalence on college/university campuses and measure students' attitudes and behaviors (United States Department of Justice, 2017). The Association of American Universities gathered 27 colleges/universities together in 2015 to complete the campus climate survey, and then in 2019, gathered 33 colleges/universities to again answer the campus climate survey that included some additional questions based on the feedback from the 2015 survey. Cantor (2020) found that there was a 3% increase from the 2015 campus climate survey compared to the 2019 campus climate survey regarding the rates of nonconsensual sexual contact through physical force, or the inability to consent. Cantor (2020) identified a rate of 13% for nonconsensual sexual contact by physical force or inability to consent since the student enrolled at the school. Cantor (2020) also found the rates of nonconsensual sexual contact and inability to consent for undergraduate students, TGQN, and women are significantly higher than for men and graduate/professional students.

According to the United States Department of Justice (2017), college/universities that conducted their own climate survey have an advantage in addressing sexual violence

on their campuses due to the data collected on the survey being specific to their campus,

versus using regional or national data.  Past research shows that sexual assault behaviors

and context look different on every campus (United States Department of Justice, 2017).

Similar results from Krebs et al. (2016) were found by Mellins (2017), who analyzed a

population-representative sample using the "The SHIFT" survey and concluded that 22%

of students reported being sexually assaulted since beginning college.

This study aimed to understand the intervention and prevention strategies that

existed and were experienced by various stakeholders, as well as policies and procedures

in addressing sexual violence on a college/university campus.  There is currently not a

clear understanding of how sexual violence was addressed on college/university

campuses.  Increased knowledge of how campuses addressed sexual violence is needed to

provide appropriate intervention and prevention programs and services, as well as

implemented changes in policies and procedures reflecting best practices.

Historically, the passage of Title IX in 1972 enacted gender equity in educational

institutions that received federal funds and mandated that schools prevent and address

sexual harassment, which included sexual violence (Network for Victim Recovery of

D.C., n.d.).  According to Lieberwitz (2016), the track record for the way in which

universities interpret Title IX in addressing sexual violence has been uneven.  While the

OCR office enforces Title IX regulations, the way that colleges and universities interpret

and then implement policies and procedures to be in compliance with the Title IX

regulations is different (Lieberwitz et al., 2016).  While there were successes with

colleges and universities addressing incidences of sexual violence, there were instances

of college and university administrators who did not punish severe acts as well as repeated acts of sexual violence (Lieberwitz et al., 2016). In 2011, OCR issued a Dear Colleague Letter that encouraged proactive measures to be taken to prevent sexual harassment and violence as well as the school's responsibility to address sexual violence issues (Network for Victim Recovery of D.C., n.d.). The Campus Sexual Violence Elimination (SaVE) Act of 2013, which was an amendment to the Clery Act, was created to require colleges and universities to report a more extensive range of sexual violence incidents that occur on campus and notify victims of their rights, which includes allowing a student legal representation in a Title IX hearing, disciplinary proceedings that are equitable, and publicly available prevention and awareness programs to be offered by the university (Network for Victim Recovery of D.C., n.d.). Then in 2014, the OCRs created a question and answer guidance document to minimize re-traumatization of the victim OCR's 2014 Title IX Q&A Guidance (Network for Victim Recovery of D.C., n.d.). In addition, the White House Council on Women and Girls Task Force was created to combat sexual assault on campuses by providing more substantial federal enforcement efforts and provide additional tools to help schools (The White House, 2017). College and universities nationwide were creating, deepening, or re-evaluating their approaches to responding and preventing sexual assault (The White House, 2017).

In 2017, a letter was sent to colleges and universities from the United States Department of Education, Office of Civil Rights under the Trump administration to rescind the Dear Colleague Letter of 2011, and the OCR Question and Answer document of 2014 (United States DOE, 2017). There were four central claims (United States DOE,

2017).  The allegations were the Preponderance of Evidence Standard was a low bar for sanctioning disciplinary actions, prosecuting innocent students, "due process" was not afforded for sexual misconduct cases, and campuses should not have the authority to carry out sanctions for justice (United States DOE, 2017).  In 2018, the United States DOE proposed new regulations to address due process and equity for accused students; the new proposed regulations garnered public comments regarding the proposed regulations and did not release to colleges and universities at that time (United States DOE, 2018).  While the 2011 and 2014 guidance documents were rescinded, prior regulatory guidance on Title IX from 2001 remains in place (United States DOE, 2017). Both the United States DOE and Nyangweso (2017) identified a failed attempt to address sexual violence on a college campus prior to the proposed regulations addressing due process and equity for the accused students.  While the United States DOE mentions the distributed guidelines and legislation that failed, Nyangweso (2017) further discussed that the failure was due to ignoring the complex social variables that inform the student's experience and sexual violence as the subject matter when colleges offer instructive guidelines.  Harper et al. (2017) discussed that Title IX was not achieving its intended goals and may instead be causing undue harm to victims and respondents.

In May 2020, the United States DOE released the latest Title IX regulations, which were required to be implemented within each federally funded college and university by August 14, 2020 (United States DOE, 2020).  The Secretary of Education, Betsy DeVos, claimed that these new regulations would strengthen protections for all students under Title IX (United States DOE, 2020).  Since May 2020, several responses

to these new regulations criticized the lack of support these regulations would provide for victims of sexual violence (Anderson, 2020, May 7). Two of the organizations criticizing the new regulations include the Know Your IX organization and the American Council on Education (Anderson, 2020, May 7). There are three main concerns that the new regulations could create; these include a narrowed definition of sexual harassment, which means that some victims may not qualify to have their incident addressed by the Title IX office; a decrease of reporting from victims of sexual violence; and for students who are not on an official college or university location, like study abroad programs, an incident of sexual violence will not qualify to be addressed by the Title IX office (Anderson, 2020, May 7). Four plaintiffs filed the first federal lawsuit against the DOE regarding these new regulations on May 21, 2020, which were Know Your IX, the Council of Parent Attorneys and Advocates, Girls for Gender Equity, and Stop Sexual Assault in Schools (Martin et al., 2020).

In the remainder of Chapter 2, I discuss the literature search strategy that I used, as well as the theoretical foundation for this study. Next, I discuss the literature review and the study variables. This chapter provides an extensive review on the prevalence of sexual violence on college campuses; knowledge and attitudes regarding sexual violence; laws, policies, and procedures regarding sexual violence on campuses; intervention and prevention programs on college campuses; barriers to reporting sexual violence on college campuses; barriers to accessing services and resources on college campuses; sports teams; Greek life; and safety on college campuses. Last, I provide a summary of the literature review that includes the major themes noted.

**Literature Search Strategy**

Selected articles relating to sexual violence and addressing sexual violence by college and university campuses are described here. The databases used for the search include SAGE Journals, MEDLINE, PubMed, ProQuest, Google Scholar, and Thoreau. The keywords searched were *sexual violence, rape, intervention, and prevention related to sexual violence; college, universities, sports teams and sexual violence on college campuses; Greek life and sexual violence on college campuses; barriers to reporting sexual violence on college campuses; barriers to accessing services and resources on college campuses; confidentiality, victim-blaming, sexual violence and public health; Clery Act, Dear Colleague Letter, and Title IX; rape; sexual assault; sexual violence; sexual misconduct; college campuses; Title IX; Clery Act; SaVE Act; The White House Task Force; Dear Colleague Letter; intervention for sexual assault prevention; the prevalence of sexual violence on College Campuses; knowledge and attitudes regarding sexual violence; laws, policies, and procedure regarding sexual violence on college campuses; intervention and prevention programs on college campuses; barriers to reporting on college campuses; barriers to accessing services and resources on college campuses; challenges; lived experiences; qualitative study; accessing care; accessing services; well-being; coping; social support theory; barriers; daily experiences; daily experiences, perspective, and collaboration.* Internet searches were also conducted, and information pertinent to the study were retrieved from organization websites, namely the National Sexual Violence Resource Center, World Health Organization, CDC, and the Institute for Justice.  In using an iterative search process, each of the above terms were

used independently initially to determine the response.  Then each term was added to

another term to determine if there were different articles revealed.  The terms *sexual

violence* and *rape* were specifically used with the other terms to ensure that the search

engines were inclusive of all potential articles.

## Theoretical Foundation

The framework that was used was an ecological model.  Ecology is the study of

organisms and their relationships and interactions with each other and their environments

(National Geographic, 2020).  The model provided an overlap of each of the levels to

denote the continual interactions that occur between organisms and their environments on

an ongoing basis.  Several variations of the ecological model have been used within a

variety of fields to study various organisms and their environments.  The ecological

model was first used in psychology by researchers to understand human development

within systems and various settings in which it occurred (Bronfenbrenner, 1977).  The

core focus of the ecological model was that behaviors have many levels of influence.

The public health profession has often used the ecological model (McLeroy et al., 1988)

to address public health issues across multiple levels.  Intervention can occur across

various levels of the model and at various times.  This ecological model was used to

focus on health promotion interventions within the college setting.

The CDC (2016) used a four-level, social-ecological model to support

understanding of how violence prevention strategies will potentially affect the factors

within each level.  The model provided an example of the association between the

individual, relationship, community, and societal factors.  The model showed each level

as a ring that overlaps each other, indicating how factors within one level influence

factors at another level (CDC, 2016).  The CDC identifies the importance of addressing

the higher levels of the model, which include within the relationship level, family, friends

and colleagues; the community level, which are both formal and informal organizations;

and the societal level, which is public policies and laws (CDC, 2016).  For colleges and

universities, the higher levels of the ecological model may have a broader reach and an

increase in sustainability on the campus, instead of focusing on violence prevention at the

individual level (CDC, 2016).  The broader reach addressed the campus community, as

well as systems and institutions.  Changes within these levels could affect policies and

procedures to support sexual violence intervention and prevention strategies.

The framework I used was the ecological model, which provided five levels of

influence on health behaviors (Green et al., 1996).  This model was used by the American

College Health Association (ACHA) in addressing health promotions and behaviors

within colleges and universities (ACHA, 2020).  The levels included intrapersonal,

interpersonal processes, institutional factors, community factors, and public policy

(Green et al., 1996).  The ecological model describes how individuals interact with each

other and their environments.  Each level included factors that influence health behaviors.

**Figure 1**

*Ecological Approach*
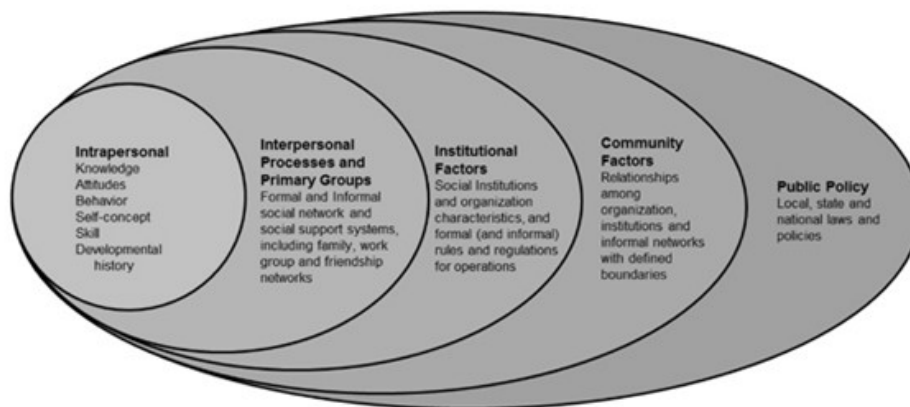


*Note: The social ecology of health promotion interventions. Retrieved from the American College Health Association.*
*https://www.acha.org/HealthyCampus/HealthyCampus/Ecological_Model.aspx. Reprinted with permission.*

The first level of the ecological model was intrapersonal (ACHA, 2020). This

level addressed influences that affect the individual. Within this level were factors such

as knowledge, attitudes, self-concept, skills, and developmental history that influenced an

individual's behavior (ACHA, 2020). This level also included racial/ethnic identity,

religious identity, gender, sexual orientation, financial resources, economic status, age,

genetics, goals, values, resiliency, health literacy, coping skills, the stigma of accessing

counseling services, values, goals, expectations, time management skills, and accessing

health care skills (ACHA, 2020). An example within the intrapersonal level was the

student and the student's general attitudes and values.

The second level was the interpersonal level, which included interpersonal

processes and primary groups (ACHA, 2020). This level included social networks that

are both formal and informal social support systems that included family, workgroup, and

friendship networks (ACHA, 2020).  This level also included athletics, intramural sports, recreation, clubs, and Greek Life (ACHA, 2020).  Within this level, individuals interacted with others such as friends, family, social support network and workgroups (ACHA, 2020).  Relationships and interactions within this level influenced health behaviors.  An example within the interpersonal level was the fraternities on a college campus which may reside under the student life department.

The third level was the institutional level.  This level focused on social institutions with organizational characteristics and formal (and informal) rules and regulations for operations (ACHA, 2020).  This level focused on campus related social institutions, characteristics as well as rules and regulations (ACHA 2020).  Other related factors within the institutional level included safety, campus climate (tolerance/intolerance), competitiveness, class schedules, lighting, unclean environments, air quality, buildings, noise, financial policies, distance to classes and buildings, availability of study and common lounge spaces (ACHA, 2020).  An example of interactions within the institutional level may have included the registrar's office which is responsible for several things including a student's class schedule and would be the office that students needed to access if they needed to change their class schedule.  If a student is sexually assaulted by a classmate and wants to change their class schedule so they will no longer have class with the person that assaulted them they would need to speak with the registrar's office.

The fourth level was the community level.  This level focused on the relationships among campuses and non-campus organizations, institutions, networks, and associations

(ACHA, 2020). Other factors included neighborhood associations, location in the community, built environment, on/off-campus housing, community leaders, businesses (e.g., bars, fast food restaurants, farmers markets), walkability, commuting, transportation, parking, parks (ACHA, 2020). An example within the community level on a college campus was campus housing. Those students who lived on campus are a part of the housing community.

The fifth level was public policy. Within this level are laws and policies that were developed and implemented locally, statewide, nationally, and globally (ACHA, 2020). The focus was a healthy campus which was created by policies that provided resources to mediate structures connecting individuals and the larger social environments (ACHA, 2020). Other policies within this level were those that provided behavior incentives, both positive and negative, which included increased taxes on alcohol and cigarettes (ACHA, 2020). Additional policies within this level included ones that restricted behavior such as alcohol sales and consumption as well as tobacco use in public spaces (ACHA, 2020). Last, other policies within this level related to social justice, violence, foreign affairs, the economy, green policies, and global warming (ACHA, 2020). An example within this level was the Title IX office on a college campus. Since this office addressed Title IX complaints and Title IX is a federal law, this office could be considered within the public policy level of the ecological model. The Title IX office could also be considered within the institutional level as well.

Within each of these levels, strategies can be created to address sexual violence and, therefore, was an appropriate framework for this study. In addition, the interview

questions were designed based on the various levels of the model. Campus ecology focuses on factors within the environment and influences that affect individual behavior through interactions (ACHA, 2018). Due to the interrelationship that exists between determinants of health within each level, interventions are more likely effective when determinants are addressed at each level of the ecological model (ACHA, 2018).

**Application of the Ecological Model**

The ecological model has been used in various fields to study the relationships between organisms and their environments. Bronfenbrenner (1977) identified the well-being of individuals as being based on the complex relations of their immediate settings. These immediate settings included home, school, and institutional workplace patterns, societal norms, and informal and formal social structures (Bronfenbrenner, 1977). Various kinds of violence have been studied using the ecological model as well as a variation of the ecological model known as the socioecological model (Bhochhibhoya et al., 2019). The ecological model, with a focus on health promotions and interventions, has been applied previously in research addressing sexual violence from an intervention and prevention perspective as well as other health-related studies. The World Health Organization (WHO) used an ecological model with four levels to address health promotion initiatives (WHO, 2020). For my study, I used five levels within the ecological model for my subject of study. The levels overlapped each other, and various interventions, programs, and resources can be implemented at each level.

The Project Health Education Awareness Research Team (HEART) used an ecological model in addressing cardiovascular disease risk factors by designing a health

promotion and disease prevention program (Balcázar et al., 2012).  The ecological model was used within the second phase of this project, which focused on enhancing and restructuring the environment (Balcázar et al., 2012).  The activities that are included within the five levels of this ecological model include nutrition programming and physical activities (Balcázar et al., 2012).  The nutrition programming included nutrition classes, meetings for coffee and talk, cooking demonstrations, and grocery shopping demonstrations (Balcázar et al., 2012).  The physical activities included aerobics, family soccer, dancing, walking, and swimming (Balcázar et al., 2012).  Balcázar et al. (2012) noted that the ecological model must be a good fit for the community and culturally competent.  Each level of the ecological model was addressed in creating a comprehensive program that was found to be important and challenging (Balcázar et al., 2012).

Wadsworth et al. (2018) used an ecological model to categorize the forces that either supported or detracted from a person's well-being after an assault.  They used each level of the ecological model to identify the barriers and those things that facilitate positive well-being for women who experienced adult sexual assault.  Using the ecological model allowed for a more comprehensive and advanced understanding of the well-being of adult sexual assault victims after the assault.  Researchers were able to examine the barriers and facilitators for positive well-being from a more holistic perspective using the ecological model which has been lacking in previous research that did not use the ecological model.  In addition, researchers were able to see connections between the levels of the model in addressing barriers and things that support positive

well-being.  Examining the construct of well-being within the ecological model

demonstrated the holistic and dynamic ways that sexual assault affects victims/survivors

on each of the ecological levels.  Researchers identified both emotional and physical

health functioning in collaboration with spiritual, relational and financial health.  In

addition, the outcomes were supported by health care professionals and researchers to the

ecological model with the multiple levels when addressing the effects of the well-being

of victims after a sexual assault.

Bhochhibhoya et al. (2019) used an ecological model as a comprehensive strategy

to identify the rates of sexual victimization on a single college campus among college

students across genders and sexual orientation.  In addition, they used the ecological

model to study risk factors and protective factors of college students who were in dating

relationships within the different levels of the ecological model.  The individual,

interpersonal, community, and societal levels were explored regarding sexual

victimization and its associations at the various levels of the ecological model.  Three

types of sexual victimization were explored, which were unwanted sexual contacts,

attempted rapes, and complete rapes.  The researchers were able to use the ecological

model to identify various relationships between study participants and factors within each

level of the model.

Sabbah et al. (2016) used the ecological model to study intimate partner violence

among Jordanian women.  The ecological model was used because it includes

environmental factors such as culture and policy and individual factors in one framework.

This model also shows the interaction between the individual human behavior and

environmental factors within the model. Using the ecological model enabled the researchers to examine deficiencies of traditional theories. Traditional theories may only provide a view from one lens or dimension while the ecological model allows for a multidimensional view. Researchers used the ecological model as a first step in understanding the multidimensional aspects of intimate partner violence in Jordan.

Fulu and Miedema (2015) used the ecological model to study violence against women within Maldives and Cambodia. This ecological model included the individual, relationship, community and social levels. Risk and protective factors regarding violence against women were identified throughout the different levels of the model. Factors that were studied included finances, religion, urbanization, social isolation, ideas regarding marriage, gender roles, and legislation. At the individual level women were in social isolation and not provided support which can be a risk factor for violence against women. Within the relationship level there was non-egalitarian decisions made, and poor communication between male and females within the home. The ideas of marriage as well as religion and finances are under the charge of the male within the home. Poor communication also increased the risk of violence against women. At the community level there was an acceptance of wives being beaten and there was also a stigma associated with divorce meaning that women were less likely to file for divorce due to this stigma. The community level also addressed religion, marriage and gender roles and urbanization. In addition, the community supported family privacy meaning that if there was abuse occurring and the community was aware of the abuse, the likelihood of a community member intervening was unlikely. Last, within the community level there

was a lack of sanctions for the abuser to face which means an abuser was not going to be held responsible for their behavior.  Each of these factors within the community level also can increase the risk of violence.  The social level addressed legislation, gender roles, marriage, religion, cultural factors and finances.  The gender roles within Maldives and Cambodia were very traditional and the rules that men should follow were much different and not equitable to the rules women follow.  Men were considered and were expected to be the head of the household.  The men were also responsible for the financials and made all financial decisions.  Each of the factors mentioned within the social level were risks for violence against women, however, women who worked outside of the home and made a wage could be considered a protective factor for women.  In addition, national legislation and organizations working to change legislation regarding women within Cambodia was a protective factor in addressing violence against women. While the ecological model was used to examine factors associated with violence against women in previous studies, the current study identified the need for intervention within the community and societal level.

**Rationale**

I chose the ecological model to focus on approaching sexual violence from several levels.  Each level within the ecological model was connected to the other levels in various ways.  In order to address sexual violence holistically, a multifaceted approach using the ecological model was most appropriate to address intrapersonal, interpersonal, institutional, community, and public policy factors.  According to ACHA (2018),

interventions were more likely to be successful if addressed at all levels of the ecological model.

## Literature Review Related to Key Variables and Concepts

There are several key variables included in the literature review. The variables to be considered in this study included barriers to reporting on college campuses, barriers to accessing services on college campuses, lack of victim confidentiality, attitudes beliefs and behaviors regarding sexual violence, alcohol and victimization on college campuses, fraternities and college athletes on college campuses, intervention, and prevention programs on college campuses, and policies and procedure regarding sexual violence on college campuses.

### Barriers to Reporting on College Campuses

It can be difficult to report a campus sexual assault. There are many reasons that victims choose not to report their victimization to the college or university. Barriers to reporting can be personal in nature or campus, community, or institutional related. Victims may experience psychological, physiological, and physical responses to their victimization, presenting challenges for reporting (WHO, 2019). Victims may experience stress, anxiety, or post-traumatic stress disorder, among other symptoms, and may experience physiological and physical responses to their assault or in response to their body's psychological state (WHO, 2019). Sexual violence is associated with psychological and physical health consequences that can be both short- and long-term (Stoner & Cramer, 2017). These trauma-related experiences may not only delay or prevent their reporting but could also impact their status as a student. According to Tull

(2022, February 7), victims may suffer from a multitude of symptoms that include depression, anxiety, post-traumatic stress disorder (PTSD), as well as reoccurring gynecological and sexual health programs. Victims may also experience feelings of guilt, shame, or embarrassment regarding sexual assault. Mennicke (2021) identified barriers to formally disclosing an assault, including fear, shame, and embarrassment, not wanting to deal with the assault, thinking the assault was not serious, and denial. Victims may think the assault was their fault and feel guilty if they were to report the incident to the campus officials or be ashamed or embarrassed to think that someone could take advantage of them.

Victims may find it difficult to report if they knew who assaulted them. Victims are assaulted by someone they know 80% of the time (United States DOJ, 2017). When there is a known perpetrator the chances of reporting the assault become even more unlikely. Schwarz et al. (2017) found that the main reason for not reporting a sexual assault was if the victim knew the attacker. Victims do not report sexual violence crimes if the assailant is known to the victim (RAINN, 2016) or if the victim thought that she was somehow responsible for the sexual assault (Tull, 2022, February 7). Stoner and Cramer (2019) found that sexual assault is primarily underreported because crime is highly personal. Individuals do not typically discuss their sexual encounters openly with others, so sharing a sexual experience that was forced is not only very personal but can also cause a victim to be very uncomfortable with discussing the victimization at all. Victims who are not comfortable reporting their assault since it is personal may choose to remain silent or tell a friend or family member instead of reporting to the authorities.

Stoner and Cramer (2017) found that victims were more comfortable reporting unwanted experiences to friends.  Dworkin et al. (2016) also found that victims were more likely to disclose to friends as well as family members.

Another barrier includes ambiguous and inconsistent policies and procedures for reporting and accessing services at colleges and universities.  According to Stader and Williams-Cunningham (2017), factors such as unclear reporting methods, punitive policies, and victim-blaming lead to devaluing the victim's traumatic experience and institutional betrayal.  Victims may be confused or not sure of where to make a report or whom to speak with at their college or university.  If victims were not treated appropriately by their college or university, this could prolong their healing process. Dissociation was significantly and positively associated with Institutional betrayal along with physical health symptoms, trauma symptoms, and three trauma variables, two of those traumas being college-specific sexual assault and intimate partner violence (Rosenthal, 2018).

Reporting any form of sexual violence is supported by Title IX, which states that no person within educational programs and activities in the United States can be discriminated against based on sex (United States DOE, 2020).  The OCR provides interpretation in the form of guidelines regarding federal legislation and laws to be implemented.  The Office of Justice also supports the interpretation of Title IX.  The courts have not offered guidance to clarify how to interpret Title IX, so students may be less likely to report sexual assault.  According to the precedent set by the Supreme Court, they typically let the federal agency interpret the statute, so the court does not create a

conflict between future and prior interpretations when a court is asked to interpret an unclear statute and faces a conflict between an interpretation (Cole & Back, 2019). According to Smith (2016), there are no consistent sexual violence procedures in place to respond to and address sexual violence by most universities. There needs to be clarification on some issues, which include how to file a complaint, the timeframe for a university to investigate the complaint, and the potential disciplinary outcome if the complaint is substantiated (Smith, 2016).

The goal of higher education institutions should be to conduct rapid and appropriate responses to sexual violence; however, the institution should minimize the harm to the student and support the student's right to self-determination (Holland et al., 2018). While colleges and universities want to maintain a safe, educational environment, each institution independently must interpret the federal guidelines, which leaves much room for various interpretations as to the creation and implementation of an equitable, victim supported process. Holland et al. (2018) identify a need for innovative policies and practices that offer an alternative to mandatory disclosure of sexual violence by those employed by the institution of higher education. Victims who choose to report should encounter a transparent process and understand each of the components.

**Barriers to Accessing Services on College Campuses**

Barriers to accessing services also exist on college campuses. Similar to reporting barriers, survivors often will not seek services if they do not think that their assault meets the criteria set out by rape myths. According to Elmore (2021), rape myths "explain a set of beliefs that serves as a foundation for sexual aggression toward women". Rape myths

are things people think should be present if a rape has occurred (Rollero & Tartaglia, 2019). Some rape myths include she asked for it, he did not mean to, she lied, it wasn't really rape, perpetrator has to be a stranger; a weapon is used, the perpetrator usually jumps out of the bushes and attacks the victim, victims usually have cuts and bruises from the perpetrator during the rape (Dawtry et al., 2019; Rollero & Tartaglia, 2019). Rape myth acceptance (RMA) occurs when false beliefs about sexual assault are excepted by individuals (Prina & Schatz-Stevens, 2020). Rape myths that create a barrier for accessing services include those individuals who discourage victims from identifying their experience as sexual assault (DeLoveh & Cattaneo, 2017). Victims may also not seek services if they do not have characteristic injuries that are thought to be consistent with those who have been sexually assaulted or if their injuries are not severe enough. Victims may think or feel that maybe they were not assaulted or question their own victimization experience if victims are discouraged from identifying their experiences as sexual assault. Another concern is that victims worry that they will not be believed (DeLoveh & Cattaneo, 2017), especially if the victim knows the perpetrator. Known perpetrators account for 80% of the sexual assaults that occur (United States DOJ, 2017). Victims may worry that mutual friends and acquaintances of the victim and the perpetrator will not support the victim's disclosure. Other victims may worry that the known perpetrator will get in trouble from the college or university or get arrested due to the assault. According to Cantor et al. (2020), assistance from a victim services agency was provided for 1 in 5 college-aged female survivors.

Male victims may have additional barriers to accessing services. According to Conley et al. (2017), males represented 11.6% of the sample that experienced sexual victimization, and only 2.8% reported rape. While most victims are female, access to services and resources should be available for all victims. Conley et al. (2017) cited that male victims may be uncomfortable seeking services at a women's center so that services need to be provided in a more neutral location. Ensuring that locations for services and resources are supportive of all victims and ensuring that staff are trained to serve both male and female victims is essential to serve both male and female victims adequately.

Cultural minority students as well as lesbian, gay, bisexual, transgender, and queer (LGBTQ) students face other barriers in accessing services and resources on campus. According to Bach (2021) service utilization is met with many barriers for historically marginalized survivors of sexual assault. Gómez (2022) identified a need for culturally conforming, trauma-informed education and therapeutic resources. Dion (2022) found that Indigenous students experienced significantly higher levels of sexual harassment when compared to their non-Indigenous peers, however, there was not a significant difference in sexual assault rates for Indigenous students when compared to their non-Indigenous peers. According to Bourassa et al. (2017) policies that are sustainable and prevent Indigenous students from being invisible are needed.

Sabina and Ho (2014) recommended that instead of focusing on the victim's responsibility to utilize service, the college environment needs to focus on low disclosure rates. During strategic planning processes and discussions, colleges and universities should include survivors as collaborative partners when considering what services and

resources a campus should offer (Koss et al., 2014).  There is some conflict as to what specific actions colleges and universities should take (Koss et al., 2014), so it is essential to determine who should be included in deciding the resources and services provided to survivors (DeLoveh & Cattaneo, 2017).  Any plans and procedures developed to support survivors and advocate for them should include survivor perspectives (DeLoveh & Cattaneo, 2017).

**Lack of Victim Confidentiality**

College students who are victims of sexual violence are concerned about their confidentiality.  Confidentiality on campus is a concern for potential reporting and seeking services.  Sabina and Ho (2014) found that concerns around confidentiality created a barrier for victims in disclosing their assault.  Depending on whom the college student decides to disclose their victimization will determine if the person on campus has to report the incident to an official on campus.  Colleges and universities are federally required to designate employees required by the college and university to disclose sexual assault reports to the university (Holland et al., 2018).  If a student were sexually assaulted and disclosed to a mandated employee of the college or university, the employee would be required to report the sexual assault to the college or university.  It is often unclear to students' which employees are mandated reporters and those not mandated to report.  According to Barnes and Freyd (2017), if employees were required to report assaults to the university, less than 6% of students would be "extremely likely" to disclose a sexual assault.  According to Munro-Kramer et al. (2017), participants stated that victims fear the loss of confidentiality if they seek resources. Mennicke et al. (2019)

noted that mental health services on college campuses are often designated as confidential resources, which may appeal to victims, so they decide to use those services. While mental health services on campuses are designated as confidential, services and support provided by other professionals on campus such as victim advocates and crisis line staff may not be designated as confidential (Mennicke et al., 2019). The confidential designation of a particular campus staff may be different based on the specific college or university Mennicke et al., 2019). Victims on campus must understand the process and procedures so they can make an informed decision regarding reporting and accessing services and support (Mennicke et al., 2019).

**Attitudes, Beliefs, and Behaviors Regarding Sexual Violence**

The victims' attitudes and beliefs may be strongly influenced by attitudes and beliefs held by groups/communities that the victim engages with and the group/community where the victim is a member. According to Burrus and Carney (2015), everyday events are strongly influenced by social attitudes and beliefs. Relyea and Ullman (2015) found that social reactions toward survivors had an impact on survivors. Survivors reported that others blamed them, stigmatized them, or made them feel like children (Relyea & Ullman, 2015). Survivors described increased levels of potentially harmful behavior or thinking, increased self-blame, social withdrawal, and decreased sexual assertiveness (Relyea & Ullman, 2015). In reviewing research from 2000 through 2016 regarding law enforcement and rape victims, Sleath and Bull (2017) found that there are still significant issues regarding the treatment of rape victims in investigating rape cases. Sleath and Bull (2017) found that law enforcement consistently

engages in victim blaming and the primary indicator of how much blame is attributed to the victim is based on the victim's level of intoxication when sexually assaulted. The greater the intoxication by the victim the increased likelihood that law enforcement will blame the victim for the assault (Sleath & Bull, 2017).

According to McDermott et al. (2015), years of research have associated the perpetration of sexual assault on men's masculinity. Rigid traditional masculinity provides acceptance of sexual assault by men (McDermott et al., 2015). This hierarchal relationship and the idea that masculinity should include males pressuring females with sexual advances and those females should be responsive to those advances leads the male partner to exert power and pressure on their female partner (Eaton & Matamala, 2014). Beliefs that encourage attitudes of male superiority and female inferiority also contribute to sexual violence against women.

If victims believe that sexual assault is their fault, they are less likely to report (Stoner & Cramer, 2019). Victims who were worried about being believed were less likely to report their victimization. If victims believe that the college condones rape myths and victim-blaming ideas, then the victim will be less likely to make a formal report (Stoner & Cramer, 2019). Victim blaming can take the form of victims blaming themselves, or victims may worry their friends, family, colleagues, and community members will blame them for the assault.

Rape culture is an environment in which sexual violence against women is normalized and ignored or excused in popular culture and the media (Marshall University, 2020). Rape culture is supported and perpetuated through the objectification

of women's bodies, the glamorization of sexual violence, and the use of misogynistic language, causing a disregard for women's rights and safety within society (Marshall University, 2020). All women are affected by rape culture (Marshall University, 2020). All women are limited by the rape of even one woman creating degradation and terror (Marshall University, 2020). Rape reminds women that they are seen as subordinate to males and that women have to think about safety measures that would otherwise not be an issue due to the prevalence of rape (Marshall University, 2020). Some safety that women need to think of is having a friend with her when in a social situation, limiting alcohol consumption, and always be aware of their surroundings (Bestcolleges.com, 2020). The existence of rape creates limitations of behavior for most women and girls, and the fear of rape is something that most women and girls think about, while men typically do not (Marshall University, 2020). The female population as a whole is held in a subordinate position to the male population as a whole by the powerful means of rape, even though many women are never victims of rape, and many men do not rape (Marshall University, 2020; Young et al., 2016).

**Alcohol and Victimization on College Campuses**

Alcohol is another factor in addressing sexual violence on college and university campuses. According to Alcohol.org (2020), sexual assaults that involve alcohol account for 50% of the assaults, and when an acquaintance of the victim is the perpetrator, 90% of the assaults involve alcohol. The consumption of alcohol increases the likelihood that a student will be a victim of sexual assault. Gilmore et al. (2015) found that women who consume more alcohol than usual are twice as likely to be victimized compared to those

who rarely or never drink alcohol. Alcohol.org (2020) identified that sexual assault victims used alcohol in about 43% of the sexual assaults crimes that occurred while perpetrators used alcohol in about 69% of the sexual assault crimes. Alcohol can cause two negative effects on the victim. First, alcohol can negatively affect the victim's memory, which can create a challenge for remembering events during the assault. Flowe et al. (2016) explored the impact alcohol creates on a victim's memory when sexually assaulted. The victims who were identified as intoxicated by alcohol answered fewer questions and would state that they did not know the answer compared to victims who were not intoxicated (Flowe et at., 2016). However, the accuracy of the intoxicated victim's responses did not differ from the non-intoxicated victim's responses (Flowe et al., 2016). Secondly, an increase in the amount of blame for the assault is placed on the victim for placing herself in a dangerous situation (Flowe et al., 2016). A widespread social norm on college campuses supports that if the victim had consumed drugs or alcohol before or during the assault, then the victim is partially responsible for the assault (Cowley, 2014). Siefkes-Andrew and Alexopoulos (2018) identified that campuses need to explore their environments and their alcohol policies that may be putting students at risk of sexual assault.

**Fraternities and College Athletes on College Campuses**

When male students begin their college or university experience, they may decide to pledge to a fraternity. Participating in a fraternity may sound like the perfect college experience. Being associated with a fraternity will increase the likelihood that the student will be a perpetrator of sexual violence. According to Jozkowski and Wiersma-Mosley

(2017) fraternities are a problem that contributes to sexual assault on college campuses.

Three characteristics were found to be a channel connecting fraternity membership and

accepting sexual violence: conforming to masculine norms are expected, members are

pressured to conform by the men in the fraternity, all fraternity members are expected to

uphold those norms, and the objectification of women was to be accepted (Seabrook et

al., 2018). Seabrook et al. (2016) found that the pressure to uphold masculine gender

norms (e.g., having several sexual partners, displaying dominance) explains the

relationship between fraternity membership and sexual aggression. According to

Seabrook et al. (2018), victims are blamed more, and fraternity members are blamed less

for sexual assault than when the perpetrators are non-fraternity members.

College administrators responsible for addressing sexual violence against women

on college campuses should explore how fraternity members are less likely to be held

responsible for sexual assault (Seabrook et al., 2018). Boyle (2015) identified dangerous

cultures within some fraternities. Some men are interested in certain fraternities where

they think it will be easier to commit sexual violence, and these fraternities perpetuate

hostility and violence against women (Boyle, 2015).

Male student-athletes are also identified as a population that commits sexual

violence at a higher rate than non-athletic students. Male athletes also have value

systems and beliefs that support rape culture. According to a survey by the White House

Task Force to Protect Students from Sexual Assault (2017), a survey of approximately

15,000 women and 8,000 men showed that male athletes were 20% of the perpetrators

responsible for campus sexual assaults. The study also showed that fewer incidents of

sexual assault occurred at schools that had smaller athletic programs and smaller Greek

life associations.  McCray (2015) found through a comprehensive review of research that

perpetrators of campus sexual assaults were disproportionately male student-athletes.

Similar to fraternity values and beliefs, Foubert et al. (2020) identified that intercollegiate

athletes have a higher rape myth acceptance, more significant restriction of gender-role

attitudes, and higher rates of sexually coercive behavior than non-college athletes.  An act

of sexual coercion by male athletes is 77% more likely than a male student who is not an

athlete, and the coercive acts used included force or threats of harm (Young et al., 2016).

Young et al. (2016) mention the lack of research on intercollegiate athletes perpetrating

violence against college women despite the ongoing, high-profile cases of violence

against college women by male college athletes.

**Intervention and Prevention Programs on College Campuses**

All colleges and universities are required by Title IX to provide intervention

programs and services to those students who were victimized as well as prevention

programs to address sexual violence on campuses (Know Your IX, n.d.).  Campuses may

provide a variety of programs and services and may choose a variety of ways to

implement them (Know Your IX, n.d.).  Campuses must have a well-rounded program

that includes intervention programs and services for survivors as well as prevention

programs for all students, staff, and administrators.  Conley et al. (2017) identified the

importance of prevention and intervention programming in addressing sexual violence.

*Intervention*

Interventions for survivors vary by campus (Sabina & Ho, 2014). Some campuses have programs or centers dedicated to intervention services for victims of sexual violence. In contrast, other campuses provide intervention services as an extension of their counseling centers, women's centers, and campus health services. According to the White House Task Force (2017), the majority of colleges and universities strive to provide services and advocacy for sexual assault victims. Services can be provided in many ways, including on-campus or off-campus, by a local sexual assault center or victim advocacy program via a memorandum of understanding (The White House Task Force, 2017). The type of institution determines the services and policies for sexual assault and dating violence as well as judicial processes and identifies a need for improvement in several areas (Sabina & Ho, 2014). According to Sabina and Ho (2014), 58% of 4 year campuses notified students of services including counseling and campus police while for 2 year institutions, Native American colleges and universities, or historically Black colleges and universities (HBCUs), less than 40% of the students are made aware of services including counseling and campus police.

Services and resources can include 24/7 crisis intervention, victim advocacy, accompaniment for a forensic medical exam, counseling, support groups, and various resources and materials to support the victim during their healing process by campus students and staff while other campuses utilize community-based sexual assault programs (Bestcolleges.com, 2020; White House Task Force, 2017). Physical and mental health services were the most often services utilized (Sabina & Ho, 2014). Other campuses may

have a combination of intervention services they provide, and the local community based sexual assault program provides (Bestcolleges.com, 2020). Victim advocates are the professionals that respond to crisis lines and in-person crisis responses.

Victim advocates are trained professionals who are typically employed by the college or university or in a local community program. According to the OJP, Office for Victims of Crime Training and Technical Assistance Center (OJP OVC, TTAC, 2020), trained professionals known as victim advocates specialize in supporting victims of crimes. Responsibilities of advocates may include emotional support, counseling, exam accompaniment, resources, and information as well as court accompaniment (OJP OVC, TTAC, 2020). Victim advocates can support victims by listening and believing them, accompanying them if they choose to have evidence collected on their body known as a forensic medical exam, provide resources for crime victims compensation, and often working in collaboration with other professionals on the campus in support of the victim. In working with other college or university professionals, victim advocates can help victims with their academic schedule or housing location if victims want to change their schedule or housing location. Having trained victim advocates easily accessible to students is often seen as a best practice for promoting a compassionate, appropriate response to victims (Amar et al., 2014; Cantalupo, 2014).

According to Javorka and Campbell (2019), a collaboration between advocacy services on campus and those within the community may offer the best comprehensive services and support to victims on campus. Campus advocacy services can provide support regarding specific campus-related procedures, academic schedules, housing, as

well as crisis intervention. Community-based advocacy services can ensure the victim's confidentiality, while the campus advocate may not be able to provide the same level of confidentiality based on policies and procedures. According to Javorka and Campbell (2019), the policies on campuses requiring campus staff to disclose any sexual assault, including the victim's name, is a challenge for advocates who want to maintain a victim's confidentiality and ultimately a concern for victims.

### *Prevention*

Before the 2013 SaVE Act, primary prevention programming for sexual violence was not mandated on college and university campuses. Primary prevention of sexual violence is defined by the (CDC, 2020) as preventing first-time perpetration and first-time victimization. Secondary and tertiary prevention may also be included in the programming. Secondary prevention is the immediate response for victims after an assault has occurred, and tertiary prevention is long term aftercare for victims after an assault (CDC, 2020). Colleges and universities may have had programs focused on sexual violence; however, those programs could have addressed anything from awareness to prevalence to prevention efforts. Primary prevention programs for sexual violence and awareness programs were mandated on all federally funded college and university campuses as of 2013 by the SaVE Act (Dills et al., 2016). There was no specific federal mandate for what primary prevention programs should be used or implemented; however, there was the guidance provided regarding what specific education would include. Education under the Campus SaVE Act included: educational programs for all new campus employees and all incoming students that focus on primary prevention and

awareness, bystander intervention strategies that are safe and positive options, resources and materials that help identify warning signs of abusive behavior and information on risk reduction and last for current students and faculty, ongoing awareness and prevention (End Rape on Campus, n.d.).

The "Think Tank" was created out of the White House Task Force established in 2014; this was a group of federal agencies and departments that came together in 2015. This group is comprised of experts from different backgrounds within the United States working in the field of sexual violence. They formed to address how community organizations and sexual assault centers that provide rape prevention education as well as sexual violence prevention programming on college and university campuses can best address sexual violence (Dills et al., 2016). According to Dills et al. (2016), colleges and universities need to move beyond the idea of just being compliant with the federal guidelines and focus on culture change. A framework was created to outline components in addressing campus sexual violence. The five components that were developed by the "Think Tank" were comprehensive prevention, audience, infrastructure, partnerships and sustainability, and evaluation (Dills et al., 2016). Along with the five components, there was guidance in promoting best practices in prevention planning and implementation of sexual violence initiatives for college campuses and within the community (Dills et al., 2016).

The CDC, which was part of the "Think Tank," had already identified a framework to address sexual violence prevention. The framework the CDC identified was the social-ecological model (CDC, 2020). The social-ecological model uses four

levels to address sexual violence prevention: individual, relationship, community, and societal. The interaction of the social ecological model in conjunction with the five components developed by the "Think Tank" created a comprehensive sexual violence prevention plan (Dills et al., 2016). Dills et al. (2016) explain that a comprehensive sexual violence plan includes educational programs, peer support groups for active bystanders, creating and distributing sexual violence awareness, and prevalence materials. Dills et al. (2016) also include intervening by choosing to stand up to verbal comments and conversations that negatively talk about women and other activities such as partnering with sororities and other groups to bring about changes on campuses.

An evidence-based approach used on college and university campuses to prevent sexual assault is bystander training (Dills, et al., 2016). Bystander programs engage both women and men as witnesses to behaviors from others that can increase the potential for violence and train the bystander to intervene safely or speak up against social norms that support violence (Dills, et al., 2016). For students at colleges and universities, two bystander programs were identified by the CDC (Dills et al., 2016). Bystander approaches for preventing sexual violence provide peer leadership and involve individuals creating social change (Basile et al., 2014). Individuals are taught to safely and effectively intervene if they see behaviors that put others at risk and to encourage protective norms within their circles of influence (Basile et al., 2014). One bystander program known as "Green Dot," is a bystander-based prevention program created to reduce sexual violence and other forms of perpetration and interpersonal violence

victimization, and the second bystander program is called "Bringing in the Bystander" (CDC, 2020).

Green Dot is a bystander intervention program that is nationally recognized, and the focus is on individuals building the skills needed to intervene when they see situations involving violence of a personal nature that are power based (stalking, intimate partner violence, and sexual assault) (Alteristic, n.d.). Preventing harm from developing within communities can be initiated by everyone choosing to make a small difference with words or actions known as "Green Dots" (Alteristic, n.d.). An evaluation of Green Dot was conducted on a college campus that implemented the program, and it was determined that there was an 11% lower rate of sexual harassment and stalking victimization after implementation (Basile et al., 2014; Coker et al., 2015). Also, researchers found stalking perpetration and sexual harassment was at a 19% lower rate for the same college that implemented Green Dot when compared with two colleges that did not implement Green Dot (Basile et al., 2014; Coker et al., 2015).

A second bystander intervention program is called "Bringing in the Bystander" (RAINN, 2020). This program is similar to Green Dot in that it teaches skills for a bystander intervene to prevent an act of violence from occurring. In addition, Bringing in the Bystander also focuses on developing empathy for victims and community members addressing societal norms that perpetuate gender based violence against women and girls. An evaluation of Bringing in the Bystander curriculum showed an increase in individuals' self-efficacy and their intentions to engage in bystander interventions among

college students (Basile et al., 2014) and deciding to help friends with bystander behaviors (Basile et al., 2014; Moynihan et al., 2015).

Powers and Leili (2016) studied the effects of bystander interventions with staff from bars. Bars were identified as any alcohol serving establishment. They explored the bar staff's attitudes surrounding sexual harassment/assault, how they currently handle these situations, and their opinions regarding programs and policies that currently mandate responsibility. Powers and Leili (2016) found that bystander programs may work exceptionally well with staff from bars because some of the barriers among college populations will be less salient to them. Bar staff do not have the same limitations as college and university staff. Colleges and universities have specific policies that they have to follow regarding sexual violence and reporting; however, bar staff do not have those same policies. One particular barrier that staff from bars are not going to focus on will be the reporting procedures that are present on campuses when disclosure of sexual violence occurs (Powers & Leili, 2016). In particular, staff from bars are already responsible for intervening in other situations and, therefore, these interventions can extend to sexual violence (Powers & Leili, 2016).

Another prevention program is an empowerment-based training to reduce the risk for victimization for women called "The Enhanced Assess, Acknowledge, Act" (Basile et al., 2014). This program's goal is to ultimately reduce the risk for violence by providing education and skills training to assess potential risk from others, acknowledging danger while overcoming emotional barriers, and learning skills to use verbal and physical strategies (Basile et al., 2014). In evaluating the program, at the one-year follow-up,

participants were 50.4% less likely to have experienced rape and/or attempted rape than a control group (Basile et al., 2014). The risk of sexual coercion and other non-consensual sexual contact was also significantly lower in the intervention group (Basile et al., 2014; Senn et al., 2015).

**Policies and Procedure Regarding Sexual Violence on College Campuses**

There are three main pieces of federal legislation to address policies and procedures that should be in place on college campuses to address sexual violence through prevention and intervention strategies (Moyan, 2016). Those pieces of legislation include Title IX (1972), Clery Act (1990), and the Campus SAVE Act (2013), which is an amendment to the Clery Act (Moyan, 2016). Even though the first two pieces of legislation were enacted in 1972 and 1990, widespread coverage of campus sexual assaults was not mainly in the public eye until 2011 when the Dear Colleague Letter was distributed to colleges and universities by the OCR under the DOE. The Dear Colleague Letter's purpose was to provide interpretation and federal guidelines as well as best practices for Title IX. It became clear that colleges and universities did not have adequate policies and procedures to address prevention or intervention programs.

Since 2013, investigations for Title IX violations regarding inadequate responses to cases of sexual violence were conducted for almost 200 colleges (Bellis et al., 2018). This list was made available to the public. It made colleges and universities concerned that their institution would not meet the compliance standards and subsequently investigated by the OCR. There was concern from the participants in the study by Moyan (2016) that the focus for their institutions was compliance with federal mandates instead

of focusing on programs, resources, and support for intervention and prevention programs (Moyan, 2016).  According to Moyan (2016), the frequent mishandling of sexual assaults on campuses has created attention from student activists, the media, and the U.S. federal government.  Moyan (2016) reported that 11 out of 14 participants in her study explained the confusion and conflict that was present as their campuses were unsure how to interpret and implement the federal regulations.

Bellis et al. (2018) found that, after federal changes from OCR with the "Dear Colleague Letter" offering guidance on Title IX, institutions' responses varied widely in responding to sexual violence.  In their study, there were 24 colleges and universities identified and only 11 of the campuses studied identified their Title IX Coordinator, which is the staff ultimately responsible for the investigation of a reported case under Title IX (Bellis et al., 2018).  The majority of policies (87.5%) did not mention the "burden of proof" which is what is required to determine if the code of conduct was violated under the sexual misconduct policies (Bellis et al., 2018).  Only 46.6% of colleges and universities included information about a victim's rights and there were no policies that included the identification of services regarding safety and security for students (Bellis et al., 2018).  The confusion, conflict, and variety of responses by various colleges and universities create further confusion and conflict for students, particularly for those who have been victimized.

College and universities are allowed self-governance over who is considered a "responsible employee"; however, OCR has issued resolution agreements with some colleges and universities based on investigations and OCR has determined that all

employees can be considered "responsible employees" (Holland et al., 2018).  The term

"responsible employee" refers to a college or university employee that has been given the

duty to take action and the responsibility to report any sexual violence incidences

(Holland et al., 2018).  Moyan's (2016) study participants were concerned about the

quality of the programs, services, and resources if compliance by the college or university

was the only priority.  If colleges and universities focused on providing best practice

quality intervention and prevention programs, services, and resources, then federal

compliance would be accomplished; however, if compliance was the only focus, then

best practice quality programs, services, and resources may not be implemented.

Schwarz et al. (2017) found that college students may question their college or

university's ability to respond to sexual assault reports effectively to protect victims and

respect them.  If the victim's experience was negative, the victim will not only not

receive the support, services, and resources needed, but may not choose to disclose to

anyone else and try to deal with the trauma alone.  Also, communication may spread to

other students and victims that the college or university will not provide victims with the

support, services, and resources they need.

Olomi (2019) found that colleges and universities that implemented a multi-

disciplinary team (MDT) approach that included participants on and off the campus may

increase collaborative efforts in addressing sexual violence on campuses.  One of the

limitations of the study by Olomi (2019) is that the effectiveness of victim well-being and

case outcomes within the MDT collaboration was not evaluated.  In studying 24 colleges

and universities, Bellis et al. (2018) determined that some colleges and universities based

on 2013 and 2014 data had made significant efforts in addressing the federal government guidance documents.

## Summary and Conclusions

In this chapter, I reviewed the peer-reviewed literature that identified the need for exploring qualitatively sexual violence on a college campus. This exploration included the lived experiences of participants regarding campus sexual violence and the campus's response. There was currently not a clear understanding of how sexual violence was addressed on college campuses. Bellis et al. (2018) identified how extremely different colleges and universities respond to cases involving sexual violence, even with federal guidance and media attention. A gap in the knowledge that the study addressed was identifying successful and unsuccessful strategies in addressing sexual violence on campus. Strategies included campus policies and procedures as well as intervention and prevention programs that were considered best practices. The ecological model was the framework used for this qualitative case study. A qualitative approach was chosen because the design's approach enables me to capture the participants' lived experiences with how the college addressed sexual violence. The ecological model guided the development of the interview questions and helped analyze the data. In this chapter, I presented information about barriers to reporting on college campuses, barriers to accessing services, lack of confidentiality, victim-blaming, attitudes, beliefs and behaviors regarding sexual violence, Greek life and college athletes, intervention and prevention, and policies and procedures regarding sexual violence on college campuses.

The ecological model and its use in previous studies were also reviewed.  Chapter 3

presented the research design, the role of the researcher, and methodology.

Chapter 3: Research Method

**Introduction**

The purpose of this study was to understand the intervention and prevention strategies that exist and were experienced by various stakeholders in addressing sexual violence on a college/university campus. There is currently not a clear understanding of how sexual violence is addressed on college and university campuses. Increased understanding of how college and university campuses address this issue is needed to provide relevant intervention, prevention services, and programs and to implement changes in policies and procedures that reflect best practices.

In this chapter, I discuss the research design and rationale, the researcher's role, and the methodology that will be used. The methodology section includes participant recruitment, instrumentation, and procedures used for recruitment and data collection, including a data analysis plan. Next, I address trustworthiness, credibility, transferability, dependability, confirmability, and intra- and intercoder reliability. Last, under trustworthiness, I discussed ethical procedures, and finally, the summary of the chapter.

**Research Design and Rationale**

The research questions for this study were as follows.

RQ1: How do students, administrators, Title IX coordinators, health promotion staff, victim advocates, and survivors describe their experience of campus sexual violence and the college/university sexual assault response system?

RQ2: How do students, administrators, Title IX coordinators, health promotion staff, victim advocates, and survivors describe best practices at a college/university campus in the southeastern United States addressing sexual violence?

The phenomenon of interest for this study was sexual violence on a college/university campus and the campus's response. Sexual violence is a public health and human rights issue on college/university campuses (WHO, 2019). There is no clear understanding of the intervention and prevention efforts in place to address this issue (WHO, 2019). I used an instrumental case study to allow for a deeper understanding of the problem of how a college/university campus addresses sexual violence (Stake, 2003). An instrumental case study is defined as using a particular person, situation, organization, department, or group to gain knowledge and insight into a phenomenon (Harrison et al., 2017). I explored several factors related to sexual violence to learn how this campus addresses sexual violence.

## Role of the Researcher

One role of the researcher was to be the instrument used to collect data. In this qualitative study, I, as the researcher, was a human instrument. I conducted the interviews with the study participants, collecting the data regarding the lived experiences of students, staff, and administrators on one college/university campus as it relates to how the college addresses sexual violence. Researchers can explore a certain phenomenon or problem by using interviews and focus groups with individuals who can provide information and insight into the phenomenon or problem (Sutton & Austin, 2015). As the researcher, I analyzed the data after I have finished collecting the data. The last role

of the researcher in qualitative work is to understand and give the context of a

phenomenon to readers (Sutton & Austin, 2015).  Researchers should be aware of their

biases and should take steps to address them.  Researchers should acknowledge their

viewpoints and subjectivities and not ignore their personal biases (Sutton & Austin,

2015).  The researcher's responsibility was to ensure that the participants' experiences

emerge from the participants' perceptions, instead of the researcher's perceptions

(Cypress, 2017).

 I work in the field of sexual violence; however, I do not work on a particular

college or university campus.  I do know staff on the campus that I have identified as my

study location.  If I interviewed someone I knew, I communicated with the participant

that the interview would remain confidential.  Also, I was continually aware of my

subjectivity regarding how sexual violence is addressed on college/university campuses.

I ensured my personal perceptions did not influence my data collection or analysis of the

data. I kept a journal of my thoughts throughout the data collection and analysis phase so

I could be as transparent as possible through this process.

 I provided the participants with a ten dollar gift card for participating in the study.

This incentive provided the participant with a small gesture for their time and expressing

their lived experiences.  Gelinas et al. (2018) found that an increase in the likelihood of

recruiting a wide range of research participants is possible when offering appropriate

incentives, and the risk of exploitation is reduced.  If a participant began the interview but

did not complete the interview, the participant still received the ten dollar gift card.

## Methodology

### Participant Recruitment

I am not studying a population but a phenomenon. I interviewed students, staff, faculty, and the local sexual assault center staff to gain a deeper understanding of the phenomenon, which is sexual violence on a college/university campus and how the college/university is addressing sexual violence. Each participant had to have knowledge of sexual violence on the college/university campus. This knowledge came from various sources.

The focus of qualitative research is to ensure that the researcher can answer the research question(s). Since I conducted a qualitative study, and my focus was on a specific phenomenon, I wanted to identify the participants that would have an in-depth knowledge of the phenomenon of study through purposive sampling. In qualitative research, purposeful sampling is widely used in the recruitment of information-rich cases and identification related to the phenomenon of interest (Palinkas, 2015). It is defined as a strategy used in choosing individuals and locations to understand the phenomenon being studied (Creswell & Poth, 2018). Researchers may use their expertise or special knowledge in recruiting subjects to develop a purposeful sample (Berg, 2007). I chose this sampling strategy because I was able to recruit participants and sites to best inform me of the phenomenon under study. According to Yin (2016), when determining the sample size of a qualitative study, there is no standard method that a researcher should use; however, sample size with purposeful sampling is typically small (Creswell & Poth, 2018). The sample size is dependent on what the researcher is trying to discover and why

the study is being conducted (Roberts, 2013). The appropriate sample size will enable

me to have a variety of participants with various roles on the college/university campus

who can all provide a particular perspective based on their role. I ceased recruiting

additional study participants once my research questions were answered.

The purposeful sampling technique used is maximum variation sampling, which

is a type of purposeful sampling, also known as heterogeneous sampling (Creswell &

Poth, 2018). The definition of maximum variation sampling is when there is a

phenomenon, and researchers want to understand how it is viewed and understood with

various individuals, in various settings, and at various times (Creswell & Poth, 2018). To

use the maximum variation sampling method, I recruited a small number of participants

who maximized the diversity relevant to the research questions (see Creswell & Poth,

2018). This technique enabled me to gather a wide range of perspectives related to

sexual violence on a college/university campus. The sample size was deemed

appropriate when saturation was reached. There were 17 study participants who

represented a variety of departments/offices, as well as the local sexual assault program

to ensure extensive knowledge of sexual violence and the college/university responses.

The relationship between sample size and saturation is when the sample size provides in-

depth knowledge and information about a phenomenon such that no more sampling is

needed (Patton, 2015). There is a lot of discussion within qualitative research with regard

to what sample size is adequate. The main objective in choosing this sampling procedure

is identifying those study participants who can answer the interview questions, which in

turn will address the research questions.

The inclusion criteria that were used for study participants included:

1. Participants with in-depth knowledge and information regarding the phenomenon of study.

2. Participants were either a student, student survivors, work or previously worked for the college/ university, or local sexual assault center staff.

3. Each participant needed to have knowledge and/or experience of how sexual violence is addressed on campus either through intervention or prevention efforts. The participants included but are not limited to individuals from the following departments, offices or organizations: sexual assault response team members, counseling center, health services, student health and wellness promotion, equal opportunity & Title IX, housing, office of student activities, office of student conduct, university police department, and the local sexual assault center. There may be an overlap in which a sexual assault response team member may also be associated with another office, department, or organization on campus.

4. Participants who communicated effectively in English, able to read, write, and comprehend English.

5. Participants who were willing to share their lived experiences regarding how the college/university addresses sexual violence.

6. Participants were willing and able to give informed consent. Participation acceptance was achieved when the candidate successfully met all criteria in an initial screening interview and an informed consent form was signed.

I reached out to a contact I had within the counseling center on campus to see if she thought the university would be willing to let me conduct a qualitative study with constituents on their campus and was told there was interest in this study. Once IRB permission was obtained (Walden IRB approval # 03-01-21-0670970), I emailed my contact at the university to ask for contact information (names, emails and phone numbers) of the departments that would have extensive knowledge of both sexual violence on campus and the university's response. Then I reached out to the different offices provided by my contact through email first and then a follow up phone call if they did not respond to my email. To recruit students, I emailed the chair of the university's sexual assault response team to inquire about students who may be interested in participating. The same email (Appendix A) was used, replacing staff and administrators with students, and it referenced their sexual assault team rather than an office or department.

To recruit staff at the local sexual assault center, I sent an email (Appendix B) to the executive director. To recruit survivors, I emailed (Appendix C) the local sexual assault center to ask if they would be willing to reach out to survivors who were sexually assaulted on campus and ask if they would be willing to be interviewed. I explained that I received IRB approval from their university to conduct a qualitative study regarding sexual violence on campus and the university's response, noting that I would like to utilize one or two staff, administrators, or students within their office for an individual interview. Each individual needed to be able to provide detailed information regarding

the issue of sexual violence on campus and/or the university's response. I included a

copy of the eligibility requirements to participate in the study with the email.

Emails and phone calls were used to recruit individual participants (see

Appendices A, B, and C for email and phone call information). Individuals who were

interested were asked to contact me either through phone or email, and to provide their

name and contact information. I followed up with everyone who contacted me to verify

that they met the criteria to participate. After I verbally confirmed their commitment, I

emailed each potential participant a letter (see Appendix D), a consent form (see

Appendix E) and a confidentiality form (see Appendix F), which included the purpose of

the research and an explanation of the interview process. The informed content was sent

with the letter (see Appendix E; Patton, 2015).

Since I used purposeful sampling, if the initial recruitment process did not provide

all of the participants that I needed, I may have needed to reach out to other participants

within the identified departments on the campus to ensure I had the data I needed to

address my research questions. As noted by Patton (2015), I needed to invite participants

who have knowledge and experience on the phenomenon of study to be interviewed. In

addition, I also reached out to the local sexual assault center that serves the university

campus to recruit staff to interview. When I spoke with each potential participant, I

clarified the participants' voluntary participation (Rubin & Rubin, 2012).

**Instrumentation**

In addition to myself being the primary instrument for data collection, I also used

a short survey at the beginning of the interview to gather demographic information (see

Appendix G). The data collection technique that I used was a semi-structured interview with open-ended questions to individual participants. I asked follow-up questions after the open-ended questions to gain clarification as needed.

I collected the data and interpreted the interviews after recording the interviews to ensure that the data I collected were accurate. I obtained permission from the participants to record the interview. Initially, I was going to have the interviews transcribed by a professional; however I decided to have the interviews transcribed by NVivo. Once the transcriptions were completed, I had to go in and extensively edit the transcriptions due to a lack of accurate transcription. I deleted all personal proof of identity and private data from the transcripts (Hohl, 2014). According to Mojtahed et al. (2014), semi-structured interviews support additional conversations between the researcher and the participant to gather a greater understanding of the phenomenon. Using a semi-structured interview, the researcher may ask additional follow-up questions regarding the phenomenon (Mojtahed et al., 2014).

An instrumental case study uses a case to gain knowledge and information regarding a phenomenon (Crowe, 2011). The instrumental type of case study was chosen due to its characteristics of being able to gain a wide array of information about a given issue or topic (Crowe, 2011). The phenomenon of interest was sexual violence and the university's response. In using an instrumental case study, I was able to use one university setting to gather data from a wide variety of sources within various departments, offices and a local community program that work within the area of sexual

violence. Burkholder et al. (2016) recommended creating a semi-structured interview guide with open-ended questions, to ensure consistency with each interview.

I began my interviews with an introduction explaining the purpose of the study and the interview. I began with questions to help build rapport with each participant. I concluded with asking if the participant would like to add anything else to the interview and discussed the next steps, which involved explaining to the participants that all interviews would be transcribed. I used an interview guide with open ended questions and will record all interviews, as well as take field notes to promote credibility and validity (Anney, 2014).

**Instrument Development**

According to Brod et al. (2009), one way to ensure content validity is to have direct communication with the participant. I personally interviewed each participant using the interview guide I created. I first focused on the research questions I wanted answered. Then I focused on the larger areas of knowledge surrounding sexual violence on college/university campuses that are pertinent to answering the research questions. The areas of knowledge became the key variables/factors for my literature review. Each of the variables/factors were aligned within the levels of the ecological model and I created interview questions under each variable/factor that would assist in answering the research questions. I created interview questions that would be open ended and focused on asking "How" questions and encouraging elaboration. I asked follow up questions when appropriate for clarification or additional information. I began each interview with warm up questions to build rapport. According to Keeley et al. (2013), content validation

can be achieved by individuals and experts in relevant fields acting as informants. Keeley et al. (2013) discusses how patients within their study have insider information and perspective by their lived experiences while experts in the relative field have outsider information and perspectives that provide additional information. Both perspectives create content validation (Keeley et al., 2013). For my study, the participants I interviewed included student survivors of sexual violence as well as other students, faculty, staff, and the local sexual assault center. I had lived experiences from a number of different perspectives that provided for content validation.

**Procedures for Recruitment, Participation, and Data Collection**

Since I needed participants who were knowledgeable about the phenomenon, I contacted each identified department and office either through email or a phone call to enquire about an interested participant to be a part of my study. I obtained verbal or written informed consent at the beginning of the interview after which participants completed a brief demographic questionnaire (Appendix G). After they complete the survey, I explained the purpose of the interviews and provided definitions of "sexual violence," "intervention," and "prevention" that I used in asking the interview questions. I conducted in depth interviews on the phone. I began the interview using a semi-structured interview guide. Semi-structured interviews enable open-ended questions, which allows for flexibility, and follow-up questions can be asked based on the participants' responses (Mojtahed et al., 2014). At the conclusion of the interview, I explained the next steps of my research and let participants know that I would reach back out to them once I have my initial results to get their feedback if needed.

In the current study, the semi-structured interviews contained open ended questions that prompted discussions about factors that affect victims of sexual violence on campus and the university's response to sexual violence. Questions prompted the participants to share their own opinions or experiences and allow them to discuss their perceptions of the values, attitudes, beliefs, and behaviors among students, faculty, and staff at the university as a whole. I started out asking questions to help the participant get comfortable and to gain rapport (see Appendix H for interview questions).

**Data Analysis Plan**

After all interviews were completed, I used NVivo to complete the transcriptions. Once I received the transcribed interviews, I had to go in and edit the transcriptions. A large majority of the interviews were not clearly transcribed. This seemed to be due to the softer the voice the less accurate the transcription. At the beginning of the transcripts, pseudonyms were assigned to each participant to protect their identity.

Content analysis was used to analyze the data. It is defined as a research method in which patterns are identified in recorded communication (Creswell & Poth, 2018). Qualitative researchers often use content analysis to analyze data. The steps for analysis included familiarizing myself with the data, beginning coding, generating themes, reviewing themes, and defining and naming themes (Caulfield, 2020). According to Creswell and Poth (2018), data needed to first be organized, then began reading the data to become familiar with it; next was the coding of the data and then organizing themes and representing and interpreting the data. Data analysis was a continued process from the beginning of the collection through the interpretation and representation of the data.

Once the interviews were transcribed, I first managed and organized the data by creating

a chart with each of the interview questions listed and all of the answers to those

questions together.  The chart allowed me to easily read each question and all of the

answers to each question so I could familiarize myself with the data.  Next, I began

comparing the data for similarities and differences and creating codes from the text.

Once all of the codes were created, I categorized the codes and began identifying themes

throughout the data that were collected.  I continued to reflect on the data I was reading

and the notes I was taking.  Next, I reviewed the themes that I had identified and

determined if any other themes needed to be identified or if current themes needed to be

edited.  Last, I defined and named the various themes that were identified.

Finally, I began my interpretation of the data and related categories, themes and

families of data together.  According to Yates and Legget (2016), the researcher's method

of creating meaning from the themes and classifications is the process of interpreting the

data.  The interpretation of the data was related to the ecological model throughout the

analysis process.  Last, I represented the data.  This representation was through creating a

point of view regarding the data and displaying and reporting the data for future

researchers.

<div style="text-align: center;">**Issues of Trustworthiness**</div>

In qualitative research, trustworthiness allows researchers to explain the benefits

of qualitative research and the explanation of interpretations, which lends to the

credibility of the findings and is used to build trust (Patton, 2015).  According to

Korstjens and Moser (2018), to ensure the quality of a study, trustworthiness is sought

through methods used, degree of confidence in data, and data interpretation. According to Amankwaa (2016), worthiness and consideration by readers are obtained when researchers establish protocols and procedures for each study. Trustworthiness includes credibility, transferability, dependability, confirmability and ethical procedures (Korstjens & Moser, 2018).

**Credibility**

The credibility of a study is the confidence that the findings are true (Creswell & Poth, 2018). I used two sources of data to ensure credibility. One source was the in-depth interviews, and the other data source was data from the university's annual security report. This report included data required under the "Clery Act". I also used member checking. The participants that I recruited had a wide variety of in-depth knowledge of the phenomenon. For member checking, I asked for clarification if needed from each participant based on their responses at the end of the interviews (Creswell & Poth, 2018).

**Transferability**

Transferability is the potential ability of the findings in one study to be used in future studies (Korstjens & Moser, 2018). As the researcher, I cannot determine transferability; instead, that will be up to future researchers and/or readers to determine. I only provided in-depth details of the study. The reader will determine if they can transfer the findings to their setting (Korstjens & Moser, 2018). To support transferability, I collected in-depth data regarding the participants' lived experiences regarding the phenomenon to ensure a detailed description is provided.

**Dependability**

Dependability is the focus on consistency (Korstjens & Moser, 2018). I ensured that the data analysis process followed accepted standards for the case study design (Korstjens & Moser, 2018). According to Kleinheksel et al. (2020), researchers often use content analysis as a well established method for analyzing data within qualitative research which includes case studies. An audit trail can confirm dependability (Korstjens & Moser, 2018). I ensured that an audit trail was created by taking field notes and using an audio recording during the study.

**Confirmability**

Confirmability is when the results from the participants' perspectives are true and believable to establish confidence (Korstjens & Moser, 2018). According to Patton (2015), confidence is established when the data are considered genuine, and the researcher does not create the findings. An audit trail can ensure confirmability (Korstjens & Moser, 2018). I ensured that an audit trail was created by taking field notes and using an audio recording during the study to confirm the participants' perspectives. I also focused continually on the research process known as reflexivity to ensure that I kept in mind the effect I could have had on the study (Creswell & Poth, 2018). I was reflexive by keeping a journal of my thoughts and feelings regarding the research. I was mindful of my demeanor and tried to keep that same demeanor with each participant. I asked each of the interview questions in the same order and used the same tone and manner for each participant. I did not provide any comments or statements in favor or against the responses.

**Ethical Procedures**

I obtained Institutional Review Board approval from Walden University and the university where I conducted my study. I informed the participants regarding the purpose of the study and explained the informed written consent that they signed to be a participant. The participants were made aware that their participation was voluntary, and they could have chosen to stop participating at any time (Rubin & Rubin, 2012). The participants' voluntary participation was included in the informed written consent that they signed before participating (Rubin & Rubin, 2012; Patton, 2015). The participants' interviews and personal information remained confidential. Once I received the transcripts of the interviews, I removed the identifying information for each individual to protect their confidentiality and prevent personal information disclosure. All research material and information, including field notes, transcripts, and audiotapes, was preserved in either a locked safe in my home office or on my computer. My computer was password and virus protected. In addition, I kept the information in my OneDrive file that is also password protected. I will destroy the materials and information after five years. As the researcher, I will be the only person that will have access to the materials and information within the locked safe, computer and OneDrive.

**Summary**

Sexual violence on college campuses is a prevalent problem that frequently is not reported (Office on Women's Health, 2018). The prevalence of sexual violence is higher for college students than in other groups, so it is essential to focus on college students as a population (Sinozich & Langton, 2014). Despite the passage of Title IX, as well as

other protections through federal and state laws, sexual violence and harassment continue to be a barrier to education for too many students (American Association of University Women [AAUW], 2018). An additional concern is that colleges and universities make it challenging for students to report on campus and that schools are not adequately reporting incidents of sexual violence and harassment when they occur (AAUW, 2018).

In this study, my aim was to utilize a case study with an ecological framework to understand the intervention and prevention strategies that exist and were experienced by various stakeholders' in addressing sexual violence on a college campus. Increased understanding of how campuses address this issue is needed to provide consistent and specific support to victims, conduct effective evaluations, and implement changes in policies and procedures that reflect best practices. A purposeful sampling technique was used to recruit participants affiliated with the university I studied. The participants had in-depth knowledge of and experience with sexual violence and how the college or university addresses sexual violence. Each participant met the selection criteria to address the research questions. The participants were provided informed verbal or written consent before the data collection. I used an in-depth qualitative interview that was conducted on the phone.

The results of my study and the additional information from the study will be available for public health services as well as colleges/universities. My study will also be available for further research regarding sexual violence and college/university responses to address sexual violence. In chapter 4, I described the data collection, data analysis,

data coding, and findings.  Last, in chapter 5, I focused on the analysis, conclusions, and

recommendations for future research.

Chapter 4: Results

**Introduction**

The purpose of this study was to explore the factors, intervention/prevention strategies, and policies/procedures used to address sexual violence on a university campus. There is currently not a clear understanding of how sexual violence is addressed on campuses. The research questions focused on participants describing their experiences of how campus sexual violence incidences are addressed, including the university sexual assault response system along with best practices. My research was based on the lived experiences of students, faculty, and staff at the university, as well as staff from the local sexual assault center. All participants had some knowledge of how sexual violence is addressed on their campus, either through intervention, prevention, and/or policies and procedures. For this study, data analysis was conducted on data collected through interviews with 17 participants. There were two self-identified males and 15 self-identified females.

This chapter is divided into several sections to address the research questions. In this chapter, I discuss the setting that was used, as well as the demographics of the participants who participated in the study. Next, this chapter includes the specifics regarding data collection and data analysis. Finally, I address evidence of trustworthiness and the results.

**Setting**

All interviews were conducted over the phone on a recorded line. The times of day for the interviews varied based on the participants' availabilities. I made sure to

recommend to all participants to identify a quiet, private location so that they were not interrupted, as I identified the same type of location. Two of the participants had to hang up and call back due to a bad connection. One of the two participants called back at the very beginning of the call, and the other participant had to call back when we started the interview questions due to a bad connection. Each of the participants appeared to be volunteering as a participant of their own free will. I did not identify any coercion or force used on any participant prior to or during the interviews.

## Demographics

There was a total of 17 participants who engaged in interviews. The participants included students/past students, faculty, and staff/past staff at the university, as well as staff from the local sexual assault center. Participants self-identified their role(s), gender identity, and race/ethnicity. See Table 1 for further demographic details. All the participants had at least some knowledge of sexual violence intervention and/or prevention on this university campus.

**Table 1**

*Participant Demographic Information – Gender and Ethnicity*

| Ethnicity | Female | Male |
|---|---|---|
| Caucasian | 9 | 1 |
| Black | 2 | |
| Caucasian/Hispanic | 1 | |
| Black/Hispanic | 1 | 1 |
| Hispanic/Latino | 2 | |

## Data Collection

Once the study was approved by Walden University and the university that I used to study the phenomenon, I began posting flyers in person on the university campus, as

well as emailing all the departments to ask for participants.  A total of 17 participants

were scheduled for interviews between April and July 2021.  I provided each potential

participant with the IRB approval form from the university study site and flyer with

details regarding the study.  If they agreed to participate in the study, I then sent them the

consent form via email.  Each interview lasted between 45 minutes and 1 hour and 15

minutes.  Seventeen participants were interviewed for this study.  The data collected from

each participant were their responses to interview questions.

The interviews were recorded by a phone application called "TapACall Pro." This

phone application records both incoming and outgoing calls.  This application also

enables the interviewer to start a recording at any point on a phone call, which allows the

interviewer to first get verbal consent from the participant before starting the recording.

After the interview time was scheduled, I sent the consent form to the participants via

email and, if they consented to the interview, to email a response noting this.  I then

called the participant at the designated time.  I introduced myself to the participant, and I

went back over the consent form to make sure they understood and asked if they had any

questions.  I asked them if they consented to being recorded for the interview, and if they

agreed, I started to record our conversation.  Each of the 17 participants consented to the

interview and being recorded.  I explained how the phone call would progress.  I

conversed with each participant at the beginning of the call to help build rapport and

explained the purpose of the study and the interview.  I started the interview by asking

them five demographic questions and then moved into asking the 16 interview questions

to each participant.  I typically would repeat the questions just to make sure they heard

them correctly and to help the participants retain the questions while providing their responses.  I concluded the interview questions with asking if the participant would like to add anything else to the interview and discuss the next steps, which involved explaining about the interviews being transcribed.  I thanked them for their time and asked them what email address I should use to send their $10 gift card.  Then I explained that after the study was completed, I would send each participant the results of the study.  The last thing I asked the participant was if they knew of any other faculty, staff, and/or students who would have experiences and knowledge of sexual violence and the campus that I could interview.

One variation in the data collection process from the plan presented in Chapter 3 was how the interviews were conducted.  I initially stated in Chapter 3 that I would conduct the interviews either in person, on the phone, or through a video platform such as Zoom or GoToMeeting.  Due to the COVID-19 pandemic, the in-person interviews were not a favored option by participants.  Whereas the video platform was an option, all participants chose to do their interview over the phone.  Again, due to the pandemic, participants may have been tired of using video platforms on a regular basis.  The only unusual circumstance that was encountered during the data collection was that at the beginning of one of the interviews, either one or both phones had a bad connection, and we could not hear each other.  We had to hang up and call back a couple of times, then the issue seemed to resolve itself.

**Data Analysis**

Content analysis was used to analyze the data. It is defined as a research method in which patterns are identified in recorded communication (Creswell & Poth, 2018). Qualitative researchers often use content analysis to analyze data. The steps for analysis included familiarizing myself with the data, beginning coding, generating themes, reviewing themes, and defining and naming themes (Caulfield, 2020). According to Creswell and Poth (2018), data need to first be organized. In order to be successful and efficient and decrease the likelihood of mistakes in analyzing the data, data need to be organized in a manner that makes sense to the researcher when beginning the data analysis. This organization could include keeping all data regarding certain topics together in one file. I kept all my data for this study in my One Drive. This included all the responses to each research question, as well as any notes I took during the interview process.

I started organizing the data by creating an Excel spreadsheet with all of the research questions and answers. Each research question was placed across the top of the Excel spreadsheet horizontally, and each participant was listed vertically on the left hand side of the spreadsheet. Each participant's response was placed under each question and corresponding to each participant. This enabled me to be able to compare and contrast the participants' responses within this spreadsheet. My data analysis was a continual process from the beginning of the collection through the interpretation and representation of the data. The following sections present the steps of the content analysis process.

**Step 1: Familiarization**

After I completed each interview, I would go back and listen to process the information that I was just given from each participant. I initially was going to pay a person to transcribe all the data; however, I instead used NVivo's transcription service. When I received the transcribed interviews, there were a lot of errors within the transcribed interviews. I had to go back through each transcribed interview and make corrections to each of the 17 transcribed interviews. The unexpected time that had to be allotted for going through each interview to ensure the data were correct or edited to be correct enabled me to become very familiar with all the data.

Once all the interviews were transcribed and corrected, I created an Excel spreadsheet to begin my analysis, instead of using NVivo for analysis, due to the issues I experienced with NVivo's transcribing service. The Excel spreadsheet listed each of the 16 interview questions from the interview guide across the top horizontally, and I listed each of the participant's responses, along with the participants' first and last name initials, gender, race, position, and length of time with the university vertically along the right-hand side of the Excel spreadsheet. This setup allowed me to compare the responses of all 17 participants for each interview question. While some of the responses from the sexual assault center staff regarding the university reflected responses given by faculty/staff and students, other responses regarding the university's intervention and prevention services and programs, as well as Title IX policies and procedures specific to the university, were not known. I specifically focused on comparing the students'

responses to the faculty/staff responses due to the small number of respondents from the sexual assault center.

I read and reread each interview from beginning to end several times to familiarize myself with the data. I would not look at the data for a couple of days and think about what I had read. I would then go back and read the data again to solidify my familiarity with the data.

**Step 2: Begin Coding**

My initial plan was to read and code the students' responses and then read and code the faculty/staff responses. I read and reread each interview and began writing in codes within each interview when I came upon a word or statement that I thought was significant to the phenomenon of study. As I was reading through each interview again and again, I would again code words and phrases that I identified as significant. I found that sometimes I would code something that I initially had not coded, but once I read it again, the code became apparent. I was going to separately code the students and faculty/staff responses; however, after coding the students' responses and starting to code the faculty/staff responses, the codes were the same. So, I combined the codes from the students and faculty/staff. The codes were given to provide a description of the content. There were 64 codes that emerged from the data. I collected the data into groups based on their identification by code.

**Step 3: Generating Themes**

After reading and rereading the codes and identifying patterns within the codes, I was able to begin generating themes. The themes that were generated were a larger

category than the codes that were generated. There were several instances in which there were codes that had overlapped within various themes. There were initially nine themes generated during this process. After further review, I combined three of the themes together due to similarities within their codes. The themes were generated with the idea that they would help explain the data. Six final themes were generated.

**Step 4: Reviewing and Naming Themes**

I went back through the data with the themes to make sure that the current themes were accurate representations of the data. After further review, I combined three of the themes together due to similarities in the participants' responses between the three themes I combined. The nine original themes were edited to be six themes after reviewing the themes and data again. The names for each theme were created with the thought of helping to understand the data. The participants' responses to the interview questions helped to create the six themes. There were 64 codes and six themes that emerged during the data analysis phase.

**Table 2**

*Themes and Codes*

| Theme | Codes |
|---|---|
| Theme 1: Sexual Violence (SV) Concern on Campus (1-9) | 1. Sexual assault minimized/not taken seriously |
| | 2. Cases not being reported/pressure to not report |
| | 3. Victims feel unsafe/unsure how to proceed |
| | 4. Faculty/staff safety for students & wellbeing |
| | 5. Fraternity house safety |
| | 6. Fraternity treatment of women |
| | 7. Adequate intervention and prevention services and programs |
| | 8. Marginalized populations |
| | Discrepant Response: 9. Not aware of any concerns (stated by one participant) |
| Theme 2: Perpetuating SV on Campus (10-17) | 10. Gender norms/traditional gender roles pressure to remain in role |
| | 11. Fraternities' attitudes, beliefs, behaviors |
| | 12. Fraternities' power/dominance |
| | 13. Jokes/messaging/catcalling/misogynistic statements |
| | 14. Understanding consent |
| | 15. Misconceptions regarding Sexual Violence (SV) responsibilities |
| | 16. Athletes' attitudes, beliefs, behaviors |
| | Discrepant Response: 17: Not aware of things happening that perpetuate SV (from one participant |
| Theme 3: Barriers to Reporting and Intervention Services (18-40) | 18. Victims not aware of their options/if know options, not comfortable with options |
| | 19. Victims not understanding process |
| | 20. Confidentiality |
| | 21. Fear: retaliation, perpetrator will know |
| | 22. Previous experience with university office was negative |
| | 23. How to report/who to report to/website not easy to access information |
| | 24. Having to verbally repeat incident |
| | 25. Not safe space to report |
| | 26. Who are mandated reporters/confidential reporters |
| | 27. Previous victims' experience/Title IX office |
| | 28. Federal changes creating more confusion and less safety |
| | 29. Not being believed |
| | 30. Believing sexual assault myths/stigmas |
| | 31. Perception from others/fraternity and sorority members |
| | 32. Not well marketed |
| | 33. First Year Experience (FYE) info not remembered over time |
| | 34. Faculty/staff not well trained to respond to student's questions |
| | 35. Transportation to sexual assault center |

*(Table continues)*

**Table 3 cont.**

*Themes and Codes*

| Theme | Codes |
|---|---|
| Theme 3: Barriers to Reporting and Intervention Services (18-40) | 36. Limited counselor center sessions/waiting for appointment |
| | 37. Do not have sexual assault center on campus |
| | 38. Recommendations |
| | Discrepant Response: 39: Not aware of any barriers for reporting or intervention services (from one participant) |
| | Discrepant Response: 40: Confidentiality NOT a problem (from six participants) |
| Theme 4: Alcohol, Fraternities, and SV (41-47) | 41. Lack of understanding impact of alcohol on body |
| | 42. Consent |
| | 43. Drinking at Fraternity parties/underage drinking |
| | 44. University's response |
| | 45. Getting sorority girls drunk |
| | 46. Sex and drinking part of Greek Culture |
| | 47. Cultural norms |
| Theme 5: Intervention and Prevention Services and Programs (48-56) | 48. Counseling |
| | 49. Sexual Assault Center |
| | 50. Campus resources |
| | 51. Community resources |
| | 52. Sexual Assault Response Team (SART) |
| | 53. Sexual Assault Student Educators (SASE) |
| | 54. Community Events |
| | 55. Prevention Programs – Everfy, Rape Aggression Defense (RAD) self-defense class, Sex Signals, First Year Experience (FYE) |
| | 56. Recommendations for additional services/programs |
| Theme 6: Title IX Policies and Procedures (57-64) | 57. University's response |
| | 58. Who is mandated reporter and what does that mean |
| | 59. Employees are trained during onboarding process |
| | 60. Annual training for staff |
| | 61. Confusing, unclear |
| | 62. Trump's administration changes in Fall 2020 creating further confusion and safety concerns |
| | 63. Cross examination concerns |
| | 64. Recommendations |

## Discrepancies

Identifying the data that were identified as deviant from the other data is evidence of trustworthiness. There were responses to a few questions that were in opposition to the remainder of the responses from the rest of the participants. I stated the opposing response(s) under each theme and code section that included a discrepant response. I made sure to incorporate all the data, even the data that were considered deviant. Most of the discrepant responses were from the same participant.

## Evidence of Trustworthiness

In qualitative research, trustworthiness allows researchers to explain the benefits of qualitative research and the explanation of interpretations, which lends to the credibility of the findings and is used to build trust (Patton, 2015). According to Korstjens and Moser (2018), to ensure the quality of a study, trustworthiness is sought through methods used, degree of confidence in data, and data interpretation. According to Amankwaa (2016), worthiness and consideration by readers are obtained when researchers establish protocols and procedures for each study. Trustworthiness includes credibility, transferability, dependability, confirmability and ethical procedures (Korstjens & Moser, 2018). I utilized these principles throughout the duration of this study and provided detailed information for each principle below.

### Credibility

As mentioned in chapter 3, I used two sources of data to ensure credibility. One source was the in-depth interviews, and the other source was the 2021 security report for the university. Each participant had a wide variety of in-depth knowledge of the

phenomenon. The in-depth knowledge requirement was a part of the inclusion criteria during the recruitment process. I originally stated in chapter 3 that I would send the preliminary results to the participants and ask for feedback; however, the length of time it took to recruit, schedule interviews, and conduct interviews did not allow time for follow up after the interviews were completed. I did make sure to ask follow up questions or ask for clarification during an interview if a participant said something that I thought was unclear or did not understand. In addition, I would ask for an example from the participants about the topic we were discussion.

**Transferability**

Transferability is the potential ability of the findings in one study to be used in future studies (Korstjens & Moser, 2018). To support transferability, I provided details of the recruitment, data collection, analysis, and results to provide another researcher with as much information as possible for future studies. I also provided information regarding the setting for the interviews as well as steps I implemented to maintain participants' confidentiality.

**Dependability**

Dependability is the focus on consistency (Korstjens & Moser, 2018). I kept a journal to ensure I had a trail of my reflections as well as what I was doing to maintain consistency throughout the study. In addition, the interview guide helped to maintain consistency since the same initial questions were asked of each participant. Based on the participants response, I may have asked a follow-up question(s). Last, I also recorded

each participant's interview after asking for their permission to record. All participants

agreed to the recording. The recordings are additional support to ensure dependability.

**Confirmability**

Confirmability is when the results from the participants' perspectives are true and

believable to establish confidence (Korstjens & Moser, 2018). I maintained a journal

during my study to support not only consistency and dependability but also

confirmability. The field notes I took supports confirmability as well as the audio

recording of each interview. I was also mindful of my demeanor during each of my

interviews and be thoughtful regarding the effects that I can have on the study. My

thoughts and feelings were listed in a journal along with the field notes.

## Results

The interview protocol contained open-ended questions and, if appropriate, I

asked additional follow-up questions for clarification or more information. I collected

data from 17 participants to address the two research questions.

RQ1: How do students, administrators, Title IX coordinators, health promotion

staff, victim advocates, and survivors describe their experience of campus sexual

violence and the college/university sexual assault response system?

RQ2: How do students, administrators, Title IX coordinators, health promotion

staff, victim advocates, and survivors describe best practices at a college/university

campus in the southeastern United States addressing sexual violence?

**Theme 1: Sexual Violence (SV) Concerns on Campus**

In the first theme of Sexual Violence concerns on campus, the participants discussed the concerns of sexual violence on campus based on their personal experiences. Some of the participants had specifically worked with a survivor(s) on campus or are a part of a group working to address sexual violence while other participants had heard from students, faculty, and staff of incidences of sexual violence toward students. All student participants thought there were concerns of sexual violence on campus while 88% of faculty and staff participants thought there were issues. The concerns ranged from the university minimizing sexual assaults and not taking them seriously to victims not feeling safe and unsure of how to report an assault. Other participants discussed issues regarding fraternities' treatment of women, inadequate intervention and prevention services and programs and inadequately servicing marginalized populations. There was one faculty/staff participant who did not think that there were concerns regarding sexual violence on campus; however, all of the other student and faculty/staff participants thought there were concerns by students as well as faculty/staff. SP1 stated, "There is a lack of support from some university offices." This response was based on experience with other offices on campus. SP2 stated, "The university covers up the number of sexual assaults that occur." SP4 stated, "The university minimizes sexual assault on campus." FSP8 stated, "There are concerns that cases are not being reported by faculty, staff and students as well as victims not feeling comfortable reporting, so they are not getting the resources and help that they need." There were also concerns for marginalized and by marginalized populations on campus about how they are treated. FSP15 said

Yes, there are concerns by everyone except administration.  I feel like there are

concerns by marginalized genders, folks.  Just the way we tell our students, you

know, where you'll have marginalized gender staff or faculty or even other

students if it's a night class, so be careful walking to your car and we're not

worried about being mugged, right?

Other participants discussed the misogynistic issues related to fraternities and how

that perpetuates sexual violence on campus.  Some of the fraternities have even discussed

their concerns of how other fraternities treat women.  FSP10 said

I've had a lot of women either ask me to potentially report for them or

fraternities come out and express their dismay at other fraternities that they treat

women poorly or horribly or something along those lines from a staff and

student perspective, mainly from the women.

Other participants discussed victims not wanting to report and then if they do

report sexual violence their victimization will not be taken seriously by the university.

FSP12 said

Some of those concerns are that they don't feel comfortable in reporting any

potential situation that they or someone they know may have experienced.  But

also, once it's reported, another concern is that it's not, um, it's not taken

seriously, in essence, perhaps because the outcome is not something they

expected.

There were also participants who discussed the university had concerns regarding

sexual violence and wanted to address this concern. SP6 stated, "university has concerns

regarding prevention and awareness programs and services."

**Theme 2: Perpetuating SV on Campus**

In the perpetuating sexual violence on campus, participants discussed issues that

they believe through their lived experience supported sexual violence on campus. Eighty

three percent of the student participants agreed that there were attitudes, beliefs and

behaviors that perpetuate sexual violence on campus and 88% of faculty and staff agreed.

Participants addressed traditional gender norms, fraternities and athletes' attitudes, beliefs

and behaviors, understanding consent as well as misconceptions regarding sexual

violence responsibilities. Fraternities seemed to be an ongoing theme in discussions

regarding gender norms and sexual violence. There was one student and one faculty/staff

who did not think that there were attitudes, beliefs or behaviors on campus that

perpetuates sexual violence. SP2 stated, "Gender roles supported by Greek Life can

perpetuate sexual assaults." SP1 stated, "Socially constructed gender norms support

incidences of sexual violence. We have had to address attitudes and behaviors within my

fraternity that are problematic." SP4 stated, "There have been inappropriate jokes and

touching that support incidences of sexual violence." SP6 stated, "I am aware

of jokes and messages that have occurred that support incidences of sexual violence."

In addition to issues with fraternities' participants did not think that students overall

understood what consent means even though consent is discussed within their current

prevention programming. FSP9 said

Yeah, inappropriate jokes, jokes of a sexual nature, cat calling. And then I think

another thing that I would say comes up sometimes is maybe students just not

fully understanding what consent means. And that comes both from complainants

and respondents since these are often young people.

SP1 stated, "There is a stigma regarding getting consent for sexual interaction.

The thought is that you are supposed to be able to read it." Another participant discussed

students, faculty and staff that may make comments or behave inappropriately toward a

person or populations that do not fit into traditional gender roles. FSP15 stated, "bias by

students and faculty and staff when campus community member doesn't fit in the gender

binary. Laughing, making comments regarding dress or hair, pressure to get back into

your role." Participants discussed the power dynamic that is associated with athletes,

fraternities and sororities. FS14 stated, "We get complaints every semester from females

being catcalled from a particular housing unit that houses athletes." SP1 stated, "There is

power and influence which creates social credibility for athletes, fraternities, and

sororities."

**Theme 3: Barriers to Reporting and Intervention Services**

Under the barriers for reporting and intervention services 100% of student

participants said there were barriers to reporting and 66% of student participants said

there were barriers to intervention services. Eighty eight percent of the faculty

staff participants said that there were barriers to reporting and intervention services.

There were some barriers that were mentioned for both reporting and intervention

services, however, there were certain barriers which were specific to reporting and

intervention services. Participants discussed several barriers that include not knowing

how to report or who to report to, and lack of transportation to the community based

sexual assault center.  There were also recommendations that were discussed to address

the barriers that were mentioned.  There was one faculty/staff participant who did not

think that there were barriers to reporting or intervention services.  The remaining student

and faculty/staff participants did think that there were barriers to either reporting an

incident of sexual violence, accessing intervention services or both.

### *Barriers to Reporting*

Participants discussed barriers to report, which included not reporting to a

university office because the case will not go anywhere, or they are not sure how to begin

the process of reporting.  SP1 stated, "They [the student] possibly dealt with certain

office before and their concern did not go anywhere.  Students talk to each other and will

tell another student to not bother going to an office because they didn't help them." SP2

stated, "Students don't know how or who to report to on campus and not being believed

is a barrier." Other barriers to reporting discussed by participants were that faculty and

staff are not trained on how to appropriately respond if a student approaches them and the

faculty and staff are not aware of who within the university are deemed mandated

reporters.

FSP15 said

> One of the biggest barriers is that generally on campus, faculty and staff are
>
> not properly aware of who are mandated reporters and who are not and how that
>
> works and they are not well trained in how to respond if a student comes to
>
> them.  Awareness of whether faculty/staff are mandated reporters is not given to

students initially by those that don't really know, this may cause student to not want to report.

Participants also thought another barrier was that students were not aware of which university offices were mandated reporters even though there is training and education for the students on this. Other barriers discussed by participants includes the fear of not being believed, ongoing questions the victim will have to answer, victim blaming by others and experiences other victims have had when they reported, stigma of mental health, and federal Title IX guidelines making it less safe to report. FS14 said

> My office educates on this, the students are still not sure and understand the differences on which offices are mandated reporters, which offices are not mandated reporters and confidential reporters. Fear that they won't be believed, consistently questioned, victim blaming, hearing experiences from other survivors about Title IX not going in their favor or feeling as if they weren't protected and believed. I think there is some level of knowing that Title IX law has recently changed to the Trump administration and Betsy DeVos, but not truly understanding how and just knowing that it made it less safe for them to report. So, you know, having that fear also. We are seeing that with mental health that it continues to be a target population that isn't accessing any services, including mental health, like in particular mental health. There's a lot obviously of stigma and cultural barriers with regard to mental health, but there's the same kind of threat and theme that you see with interpersonal violence, too.

Other participants discussed the information that Freshman students are given during their First Year Experience (FYE) which creates an overload and the students do not remember the information. Other barriers are having to repeat the incident, the perpetrator finding out that the incident was reported, fear of retaliation, myths regarding SV, not a safe space to report and worried about what people will think of them if they report. FSP13 said

> I think that understanding the Title IX process and what that looks like, they get Title IX info at their FYE, however due to information overload they don't remember. If a victim believes justice won't be served, they don't want to go through the process.

FSP11 said

> I think our reporting structure is a little obscure in this in the sense that students don't necessarily know how to find it or how to report it., hard to find info about reporting on our website, knowing how to report, or where to report.

> SP3 stated "the number of times a student would have to repeat their victimization before it is in the Title IX office and hesitant to report because worried that perpetrator will find out and then fear of retaliation". SP4 stated, "Myths surrounding sexual assault creates a barrier for victims to report and not a safe space." SP5 stated, "stigma around sexual assault, victims are scared to report and what people would think of them for reporting." Other concerns discussed by the participants was confidentiality and having to confront their perpetrator as well as the entire school knowing what happened to them if they report. FSP12 said

No guarantee on confidentially, victims do not want to confront the perpetrator.

So, for a lot of these complainants or victims, they're reluctant or they see that as

a barrier to reporting they'd rather not report versus having to either confront.

You know, they're the person they're accusing or for that person to know that

they were the one who reported it.

FSP15 stated, "The students are so scared that if they report, then the whole

school's going to know." Another barrier to reporting is with regard to sororities. There

are women within sororities that will convince another sister to not report an incident

regarding a fraternity because that sorority will be blacklisted by the fraternities. FSP10

said

A lot of the times they (victims) choose not to report because their friends will

bully them into not doing it or believing that it wasn't necessarily that. And it

was more of consensual specifically, because either the organization when I say

organization, I'm talking about fraternity and sorority life. If a sorority is and this

is like a sorority woman as a woman who was sexually assaulted by a fraternity

man, her sorority sisters will ask her not to report because it will blacklist them as

an organization from the fraternity.

Another participant discussed the grueling task of a victim having to speak to

several offices if they choose to report. Other concerns focus on students not being aware

of Title IX or resources, they provide. FSP9 stated, "daunting for victims to report to

various offices." FSP8 said

There's information out there and there is a Title IX office and they're working to

get their image out there.  But I don't know that all students are aware of it.  I

know they [students] get talked to about it Title IX in our orientation program,

which is called First Year Experience (FYE), but I don't think they retain that

information.  Don't know that all faculty and staff understand what happens after

they [faculty/staff] report a sexual assault.

FSP15 stated, "The students are so scared that if they report, then the whole

school's going to know." While faculty and staff are provided information regarding Title

IX and their role when they first start as an employee of the university, participants

discussed needing additional training for faculty/staff regarding their role as well as

wanting to support the survivor when they do not want to report to the university.  FSP13

said

And so, I think that's a big problem in educating faculty and staff members about

their role as a responsible reporter that they do have to tell the university.  But I

also think that is a barrier to students receiving help.  Sometimes the students

don't necessarily want the university to know.  So, then the people that are in a

position to help them, they might not be as willing to tell.  So, I think that's kind

of a double edged sword because you want accurate reporting numbers at the

same time.  I wonder if that doesn't keep some students from seeking help.

### Recommendations to Address Reporting Barriers

Participants were asked about their recommendations to address the reporting

barriers at the university.  One participant stated that there needed to be a comprehensive

review of the policies and procedures that include input and feedback from students, faculty and staff.  This participant wants to use the barriers that have been identified through this study to inform the review.  SP1 said

> Marketing. Comprehensive review of policies and practices.  Do current policies and practices serve us best?  Don't think current processes work for now, have to be willing to examine current processes.  Comprehensive review of policies and procedures informed by faculty, staff, and students.  Should use barriers to inform the review and overhaul of policies and procedures.

> Other participants stated that the current programs should continue as well as increasing promotions, adding additional resources and ensuring people are attending the trainings.  SP2 stated, "continue providing seminars within Freshman First Year Experience (FYE) class that is required.  We also would send how to report slides to professors.  Giving info to friends so they can help victims report if they choose to." SP4 stated, "provide reassurance." SP5 stated, "trainings that are available.  Getting people to those trainings.  "Sex Signals" program is a good educational program." SP6 stated, "Increase promotion on campus.  If more common topic on campus students may feel more comfortable coming forward." FSP15 said

> Training on campus.  Need same type of training for SA like safe space training to teach faculty and staff how to work with survivors.  So, we need to train our faculty and our staff on how to properly deal when a student discloses and to be able to indicate that in some way so that students know who is safe to go to and who isn't.

Participants discussed having an advocacy center on campus at included on-site advocates. The university currently collaborates with the local community sexual assault center. Another recommendation was to reconsider the faculty and staff that are mandated reporters since some students would feel more comfortable going to their professor they see on a regular basis. FSP14 said

> So, I would love to see a true advocacy center on campus. So, I think it would be more helpful because of access, transportation, having like a closer arm to us.

> Many institutions have certified victims' advocates working at the university.

FSP13 said

> Wish whole process was more survivor focused and thinking more about how to support survivors. I don't necessarily love the role that faculty and staff are mandated reporters. I don't think they know that they are and that gets them in trouble. Students are more likely to speak to their professors versus going to Title IX office since they see them every day.

> Another participant's recommendation focused on ensuring that there are clear expectations regarding reporting an incident and a safe environment to report. FSP12 said

> Clear expectations, ensure a safe environment for students to report, students can trust that there are resources, other people they can go to, for faculty and staff to recognize fears exist with students not coming forward, for faculty and staff to become available, resourceful and knowledgeable for students who want to come forward.

Education continued to be a constant area of discussion for participants when discussing intervention and prevention strategies as well as Title IX policies and procedures. FSP11 stated, "Education, I think is really important." There was discussion about the lack of participation by some fraternity members regarding sexual violence. This participant spoke at length about requirements for Greek Life. Specifically, the fraternity men to increase their engagement and require trainings for them. The training would include follow up sessions and ongoing trainings until they graduate. FSP10 said

> Title IX specific requirements, Specific requirements from Greek Life office, opportunities for fraternity men to be more engaged and required to go to mandatory trainings. And I feel like there's not necessarily good follow up from various departments. And so, I think if there was more if there were more follow ups, it would be ideal or potentially like training instead of just hitting them when they're fresh and incoming, we need to consistently do it until they graduate.

This participant was specifically focused on providing support and resources for those survivors who want to report and letting them decide what they want to do. FSP9 said

> So, I think in terms of overcoming those barriers, I tried to come at it from a support and resources angle, and I'm giving you options and I'm wanting you to lead where this goes to the extent that you can so that I'm not just another person telling them what to do. So, I think that that would be my strategy there.

Another recommendation was to make sure the survivor understands that if they report, it doesn't mean that they have to go through with all of the steps after the initial report. FSP8 said

I think we need to make it available what reporting means and how to market that. And so just because you report something doesn't mean that it has to go through with everything but reporting it helps to track and provide trends and data.

Another recommendation focused on the topic of consent being provided on an ongoing basis during training. FSP7 said

We always talk about bystander intervention. We always talk about all those things. Consent has to be done to death. Every time not just once. Um there's no assumed consent we talked about and toxication we talked about all of that but then we started adding in what do you do if you show that okay somewhere that helps break the barrier of them not coming forward or not getting the resources they need.

### *Barriers to Intervention Services*

When asked about barriers for intervention services this participant focused on lack of support within the counseling center due to cultural difference between students and counselors within the counseling center. SP1 said

Barriers within the counseling center for multicultural students who often do not feel supported due to cultural differences. There are very few counselors that are Black, Indigenous, People of Color (BIPOC) within the counseling center. Counseling Center does not reflect the BIPOC student body.

Participants also discussed the length of time a student has to wait before they are able to see a counselor and the limited number of sessions as barriers. SP2 stated, "Campus counseling center very booked, may take months to see a counselor." FSP9 said

I guess we do have some practical concerns that that there is eventually a limit when we talk about like counseling at the counseling center. There is a cap on the number of sessions that students are permitted per year.

FSP13 stated, "Counseling center can be really busy; victims may have to wait for a counseling session for 3 to 4 weeks." The following two participants discussed barriers within intervention services that students do not have knowledge of resources or that they can receive resources without having to report. SP5 stated, "Lack of knowledge of resources. Students may not realize they can get resources without reporting." SP6 stated, "They [students] are not aware of resources." The following participants discussed barriers to include: the lack of transportation to the sexual assault center, having to be transported by the police to the sexual assault center and thinking if they talk to the police then they must report, Title IX office is only open eight to five, students and in particular marginalized students having to utilize the police for transportation to the sexual assault center. FSP8 said

Typically, these [sexual assaults] happen at night or early morning hours and are off campus. And so, if a student doesn't have a way to get there, [sexual assault center] it's hard for them to get to the sexual assault center. Police transporting victims to rape crisis center. However, if they talk to the police, the police can take them to the center. However, students are afraid to talk to the police because of the fact that then they think they have to report it and that the police are going to get involved. Our Title IX office is only open eight to five.

FSP15 said

Transportation for students.  But mostly they put them in the back of a cop car and that's going to make a lot of marginalized gender folks or just marginalized identity folks feel unsafe and then they end up not reporting.

FSP13 stated, "rape crisis center is not on campus, finding transportation to community rape crisis center." FSP11 stated, "no public transportation to rape crisis center." Other barriers included: lack of staff and frequent programming as resources, no sexual assault center on campus and victims [within Greek Life] think they have to deal with their victimization themselves due to negative response by Greek Life.  FSP12 stated, "While there are resources, victims may not be able to use immediately due to lack of staff, not frequent programming." FSP11 stated ,"don't have a space on campus like a sexual assault center on campus." FSP10 stated, "Victims think they have to deal with it [sexual assault] by themselves internally because it would look bad to their fraternity brothers or sorority sisters if they need extra help." Other barriers focused on lack of privacy and confidentiality due to the media as well as the police parking outside of the dorms where everyone can see, and students can determine the name of the victim. SP5 stated , "yes, from the media.  If students, see a police car at dorm and police at dorm room and then media posts an incident; people will figure out who the victim is." FSP9 said

I think that we also have students have concerns that the student newspaper will

find out about their report and print information and if they're coming forward and wanting their situation to remain private, they certainly don't want it printed in the student newspaper or even in the local newspaper.

FSP11 stated, "confidentially concerns from local newspaper." The following participant discussed the national laws and the lack of protection they provide for victims. FSP15 stated, "I think our national laws are not built to protect victims. I think a lot of people don't understand [our national laws]. The need for confidentiality and or the choice in reporting, and you can see that displayed in our laws."

### Recommendations to Address Victim Focused Interventions

The following are recommendations of victim focused interventions from participants. This participant focused on recommending not only diversifying staff but also, diversity training for current staff. SP1 stated, "diversity competency and diversifying staff to be reflective of diverse student population. Diversity among counselors. Diversity training for current staff not just incoming doctoral students." Other recommendations included: adding group therapy as an option within the counseling department as well as community resources to include pamphlets and brochures, and promoting services. SP2 stated, "group therapy and community resources." SP5 stated, "a bag of pamphlets, brochures and materials like what sorority receives as well as information regarding the sexual assault center." SP6 stated, "Campus wide promotion of services for victims." This participant discussed a sexual assault center located closer to campus and to not have the police transport victims to the sexual assault center. FSP8 stated, "rape crisis center closer to campus and not have university

police transport victims to rape crisis center.  Have victim call Title IX office and

directed to the rape crisis center as well as resources." Additional recommendations

include increased communication and presentations, as well as adding the option for the

sexual assault center staff coming to the campus if students want services and an exam on

campus.  FSP10 stated, "more communication, more presentations without using

additional resources if possible." FSP11 stated, "evolve partnership with RCC. Can RCC

staff come to campus health services for students who cannot come to their center and

want a sexual assault exam?"

**Theme 4: Alcohol, Fraternities, and Sexual Violence**

In the alcohol, fraternities and sexual violence theme, participants discussed

through their lived experiences the connection between alcohol and sexual violence as

well as a relationship between fraternities and sexual violence.  One hundred percent of

both the student participants and the faculty/staff participants stated that there is a

connection between alcohol and sexual violence.  When looking at a relationship between

fraternities and sexual violence, 83% of the students and 88% of the faculty/staff stated

that there was a relationship.  Both groups discussed the connection that alcohol and

fraternities have in relation to parties.  There were some participants who mentioned a

concern in specifically discussing fraternity members in relation to sexual assault versus

other students in general; however other participants could specifically recall incidences

that involved fraternity members.

*Alcohol*

The following participants discussed the connection between alcohol and sexual

violence.  Consent and how alcohol affects the body is not understood by students as well as alcohol being used at fraternity parties to intoxicate girls and then sexually assault them.  The participants also discussed the prevalence of alcohol on this campus even though the university limits alcohol and their response are punitive.  SP1 stated

> Alcohol is part of the college culture.  There is a lack of understanding how alcohol impairs the body.  They don't understand consent under the influence and what it means to be incapacitated and not be able to provide consent.  The response from the university is punitive.  No real restorative justice.

SP2 states

> I have witnessed alcohol at frat parties and girls being drugged or just drink too much and they would be preyed upon.  Hear from girls being assaulted and drugged.  At this university the drinking culture is pretty high and prevalent.
>
> SP3 stated, "The office of student conduct has processed cases involving alcohol.

Can't give consent when under the influence of alcohol. There is a lot of alcohol use. There is education and outreach regarding alcohol within student population." SP4 stated, "people having girls hanging out, getting drunk. People see a green light for sex. University limits alcohol." SP5 stated, "Approximately 80 percent of reported sexual assaults involve some type of alcohol substance from my experience." SP6 states

> In most cases of sexual violence alcohol was involved.  University has no tolerance for underage drinking.  Get into a lot of trouble if you have alcohol on campus.  Not sure if there was an underage victim of sexual violence if they would get in trouble for drinking.

FSP8 stated, "So yes, I do believe alcohol is connected to sexual assault, not the whole thing that happens, but I believe it is a part of what happens at times." The following participants discussed the connection between alcohol and sexual assault and training students about the difference between intoxication and incapacitation as well as consent and prevention.  FSP9 said

> We certainly receive reports that involve alcohol.  And so, we talk to them about intoxication versus incapacitation and that it's the responsibility of the person initiating to be sure the other person has consented.  We try to talk about intoxication versus incapacitation and consent before the fact and include that in our programming and training.

> FSP10 stated, "university intervenes – trainings, university intervention – specific trainings on sexual assault." FSP11 said

> You know, they are taking things that are altering their state of mind and their consciousness.  So those kinds of situations do lead to sexual assault happening easier, unfortunately.  I would say prevention efforts are definitely there from university.

FSP12 said

> Yes, I do believe there is a connection when there's alcohol or even drugs involved.  We all know that our judgment, we may have a lapse in judgment.  And when we have a lapse in judgment, things like that, things like this may happen.  In addition, you know, cases that we have seen come through our office, more often.  I would say we do have an office of Student Wellness and Health

Promotion, which is responsible for the education of our students on alcohol or

other drugs, other substances and overall wellness.

This participant specifically stated that they believe alcohol is used to perpetrate

sexual assaults and the victim blaming that accompanies these types of assaults.  In

addition to focusing on prevention training which includes consent and bystander

intervention. FS14 said

So, yes, I believe it's happening.  I believe it's being used. I know it's being used

as drug inducing, sexual assault.  And the other layer of that that is problematic is

the victim blaming message attached to it.  When we educate on substance use.  It

is a risk reduction model.  When it is sexual assault or interpersonal violence, it is

true primary prevention.  It focuses on teaching consent, bystander intervention,

etc.

### Fraternities

The following participants were asked if they thought there was a relationship

between fraternities and sexual assaults.  There was a discussion that sex and alcohol

was a part of the fraternity culture, however, it is not a part of the fraternities and

sororities mission, vision and goals.  They discussed girls talking about being drugged at

the fraternity parties and fraternities breeding sexual violence however, sexual assaults

involving Greek Life are underreported. SP1 said

It is a large part of fraternity culture. Sex and alcohol are a large part of that

culture. Sex and alcohol are not part of fraternities and sororities mission, vision,

and goals. When alcohol and sex are mixed, there are often incidences of sexual assault and misconduct.

SP2 stated, "Fraternities on campus can definitely breed sexual violence." SP5 stated, "Fraternities and sororities have more access to partying and events that involve alcohol as a cultural norm. A lot more incidences of sexual assault that involve Greek Life are underreported than reported." SP6 stated, "I have heard of stories of girls saying that certain frat guys have tried to drug them at parties and take advantage of them." FSP9 stated, "definitely there are reports that involve some members of Greek life." FSP14 said

> I believe there is a relationship specifically on this campus, and I believe that a high prevalence of sexual assaults coming out of Greek organizations are perpetrated by fraternity members and a large demographic of victims are sorority members.

This participant discusses that there are certain fraternity houses and students who have more instances of sexual assault associated with them [fraternity houses]. FSP10 said

> So, what I've heard from Title IX and having been a few of those meetings, is there are quite a few fraternity houses that are, say, known as more of the common area or the common house that would have those instances. And so there's definitely a sign or like a let's say, like a line that ties X fraternity house to a lot of the victims of sexual assault. In talking with Title IX specifically, that

there are definitely statistics that showcase the line between fraternities and

fraternity members and sexual assault victims.

This participant discussed the rule in place for sororities that does not allow

women to have parties within their sorority houses.  This participant stated that if they

have to go to the fraternity house to drink that this puts the women at risk.  FSP13 said

Women are not allowed to have parties in their own homes, which means they're

not as in control of their alcohol consumption.  And that puts them at risk.  I think

that they're going into fraternity houses to drink, to drink and have fun and hang

out like they're going into those environments.  And I can speak firsthand from

being a sorority woman on this campus now.

**Theme 5: Intervention and Prevention Services and Programs**

Under this theme all participants agreed that there are intervention and prevention

programs and services available on campus or through the community sexual assault

center.  Intervention services are services provided to a victim of sexual assault and

prevention programs would include primary prevention activities to prevent first time

perpetration and first-time victimization.  The university uses two online educational

programs called "Alcohol Awareness and Prevention Training for College Students"

("AlcoholEDU") and "Sexual Assault Prevention", both provided by EverFi.  EverFi is

an education technology company providing various trainings and support on numerous

topics for students that was bought by Vector Solutions (a similar company to EverFi) in

July 2021.  While all the participants agreed that there are intervention and prevention

services and programs provided, not all the participants were clear on what activities would be considered intervention and those that would be considered prevention.

*Intervention Services*

These participants discussed the intervention services that they were aware are available to victims of sexual violence. Those services include counseling services, support groups, orientations, events, Title IX, Dean of Students and the sexual assault center. SP4 stated, "counseling service, support groups, orientations, events." SP3 stated, "Title IX provides accommodations for those victims who report." SP5 stated, "sexual assault response team, sexual assault center, Title IX, Dean of Students." This participant discussed the specific process that is involved once the student has met with the Title IX Office. FSP8 said

> Once that student has met with the Title IX Office, they are referred to the Dean
> of Students Office to be able and only one person gets that email to be able to
> reach out to them and say, how can we help you academically? Um, not to
> say like we're here to discuss what happened, but to say, like, we know that this
> could lead to something that has impacted your academics. And so, we try to
> reach out to them to say, like, these are the options that we have to help you
> through this situation that you're experiencing and help you through the process.

This participant spoke specifically about the events that the university hosts in addressing sexual violence. FSP8 said

> We do some of the things called take back the night where we do a march and
> then allow students to come forward and speak. We've done other events were

students are able to come forward to speak.  We do walk a mile in her shoes,

which is a great program for just educational things.  And a lot of times victims

or, people who have victims and or other people are seeing this information and

being able to comprehend it.  We also do the clothesline project, which I think is a

very empowering program that helps with our students to understand what is

going on.

This participant discussed that they offer the student the opportunity to speak with

them [their university office] to learn more information.  FSP9 said

Offers them the opportunity to talk with us if they would like to know more about

our policies and processes and resources and also shares kind of the general basic

resources.  Like we go ahead and list counseling center, Dean of Students Health

Services, the live safe at the University Police Students Disability Resource

Center.

### Prevention Programs

The participants discussed the various prevention programs that the students at

this university are involved in on this campus.  SP1 stated, "sexual assault student

educators (SASE), Walk a Mile event more well known and sex signals which is an

educational training." The following participants spoke specifically about the prevention

education that is required to be taken by football players, and Greek Life as well as other

programs such as "Sex Signals" and other programs provided by Student Wellness and

Health Promotion, sexual assault student educators (SASE) and the sexual assault

response team (SART) which is chaired by the counseling center and provides various prevention programs. SP4 said

> Seminars and hub events talking about sexual assault. Football players, fraternity and sorority life have to go to a required session on sexual assault. So, it's kind of like this is just something I have to do not something I want to do. Teachers offer extra credit if you participate in a sexual assault event or program.

> SP5 stated, "Rape Aggression Defense System (RAD), housing will do programming around sexual assault, putting information on bulletin boards, sexual assault student educators (SASE) will do events and have flyers up around regarding statistics and breaking myths." SP2 stated, "SASE to bring awareness, programs, clubs, jobs and teams set up on campus to combat this. I'm on the sexual assault response team (SART) and I help educate, fundraisers, tabling events to bring awareness of campus resources." This participant spoke specifically about the online prevention program being long and dry for sexual violence topics. FSP9 said

> I think our programming is good. I do think that I'll probably echo at least one thing that you probably hear from other coaches that I'm not sure our on line module is the most student friendly introduction to these topics. It's kind of long. It's kind of dry, in my personal opinion. That is a system level decision. But they are aware of our concerns. And so hopefully when it's time to reconsider what to do moving forward, they will consider that.

This participant mentioned a program called "Sex Signals" which they stated is great and was created by Catharsis Productions. FSP15 said

So, they do "Sex Signals" every year, the beginning of the year for the incoming

freshmen, which is a really great it's like a presentation. It's done by two people

who are usually closer to college age. And it does a great job explaining it goes

beyond no means no, like it explains what consent really is. It gives them

examples. It's kind of like skits and it's kind of funny, but it's also serious. So

that's a big one every year we're starting to do bystander intervention programs.

*Recommendations*

The participants were asked to provide recommendations regarding intervention

and prevention services and programs for this university. The participants discussed

including education regarding sexual assault while providing other programs, having

focus groups on certain topics, university addressing the drinking and increase outreach

and education for alcohol and sexual violence as well as bystander intervention. SP1 said

Be strategic in embedding sexual assault into other programming that is already

occurring. University thinks too linear. If a student walks away from a program

and is given new information regarding sexual assault within another program,

they may walk away and remember. There is intersectionality.

SP2 stated, "Counseling center has groups on certain topics that students can use

their free sessions to attend. Cracking down on drinking". SP3 said

Increase outreach and education for alcohol and sexual violence and their

intersection. A lot of alcohol training continued online trainings for students.

Have representatives come speak to student organizations, incentivize students

within organizations for participating in smaller group talks. This will increase

engagement. How to intervene as a bystander, have someone come and talk about what resources are available.

This participant discussed having a safe space. This space would be free from judgement and blame and enable the student to have their voice heard and are taken seriously. SP4 said

Solidify safe space. This is a place of no judgement, a place of acknowledgement and even if you don't understand, not making it wrong because you don't understand not a place of blame, just a place where their voice can be heard and they can be taken seriously.

This participant discussed the recommendation that training, and reinforcement need to occur each year until graduation and not just the first year. SP6 stated, "reinforce and provide trainings for each class sophomore, junior and senior each year for information received during FYE. I am a junior and am starting to forget things, I was told as a freshman." This participant recommends focusing on making sure that students understand that they can speak to the police and that does not mean that they have to report the incident. FSP8 said

I think our intervention methods that we have in place are well thought out and there's a great team that is there. But getting the students there is the hard part. Trying to find a way that students understand that it's OK to talk to university police and that they don't have to report the incident there. I think sometimes universal police have a bad stigma that they're automatically think students are

going to as students, automatically have to report.  So, trying to change that

stigma would probably be something that I recommend.

This participant wants to replace the current online educational programs EverFi

["AlcoholEDU" & "Sexual Assault Prevention"] with "U Got This" developed by

Catharsis Productions.  FSP13 stated, "I wish we would replace EverFi ["AlcoholEDU"

& "Sexual Assault Prevention"] with "U Got This " and there would be teeth in it.  They

all would have to do it." This participant discusses the program EverFi ["AlcoholEDU"

& "Sexual Assault Prevention"] and why they believe it is ineffective.  They discussed

instead to focus on bystander intervention training, supporting survivors, dispelling

myths, mental health and diversity inclusion.  This participant thinks that this training

["U Got This"] should be a requirement for faculty and staff as well.  This participant

also discussed comparing the EverFi ["AlcoholEDU" & "Sexual Assault Prevention"]

program to the "Sex Signals" program.  The majority of students thought that the "Sex

Signals" program was better and they [students] were more likely to change their

behavior after watching it ["Sex Signals'].  FSP14 said

> I have never liked EverFi ["AlcoholEDU" & "Sexual Assault Prevention"].  I
>
> think that it is not a good modality in educating our students.  Our system office
>
> requires for our students, to all complete.  So, there's multiple problems with this
>
> one.  It's not very effective curriculum because it's the presentation of the
>
> information.  Students can click through it and go into the details of the neuro
>
> neurodiversity of a trauma survivor.  And instead of really focusing in on what

these kids need, which is bystander intervention training and, you know,

supporting survivors, you know, dispelling myths, etc. So, it's not very good

curriculum to begin with. So, I do think if we included mental health and

diversity inclusion, that these would enhance interpersonal violence prevalence on

campus. So, I think those need to be included. We also have nothing required for

faculty and staff, nothing. EverFi even has a module. We just don't pay for it.

Right. So, something needs to be added as a requirement for faculty staff. And if

we can require faculty staff to do like cyber training every year online, then

there's no reason why we can't require them to do a stalking, healthy

relationships, consent, sexual harassment module. We looked at students

comparing two different competitors, which was Catharsis Productions ["U Got

This"], and then everybody else unanimously. It was like 92% of students said

this ["U Got This"] is better curriculum and I'm more likely to change my

behavior after watching this.

This participant discussed more training for the police department regarding why

victims choose not to report so that students do not feel pressure to report by the police as

well as sensitivity training. FSP15 said

I think everything we're currently doing definitely needs to continue. But I would

like to see maybe some more education around why victims choose not to report

or what the laws even are around that. Because most folks don't know that you

have 12 months to decide. I feel like there could be more training for the

University Police Department so that they don't pressure students right to file so

that they understand that that's just taking control from the victim again.

Definitely some sensitivity training.

**Theme 6: Title IX Policies and Procedures**

Title IX at this university drives what intervention and prevention services and programs are provided on campus. There have been various federal changes over the years as to what specific things universities by law can do and should do to support students at their universities during their student careers. Participants were asked to discuss the current universities policies and procedures under Title IX that are in place to address sexual violence. Participants were also asked if they thought the polices and procedures were adequate. This participant thinks that the policies and procedures are not adequate and there is uncertainty about advising students and staff who are not in the Title IX Office. SP1 stated, "not adequate. Uncertainty around advising those students and staff not in the Title IX Office. Not a secure feeling." Another participant discussing the Title IX language can be very confusing for freshman students. SP2 stated, "makes sense, but language used can be very confusing. Confusing for Freshman students. And when you're already in this very high stress and high trauma situation, it doesn't help."

*Interpersonal Level*

SP3 stated, "yes, but concern with underreporting and so while the policies and procedures are there are student's taking advantage of what policies and procedures have created." SP4 stated, "I feel like there is just something to check the box to say that they

did." This participant discussed that they do think the university addressing sexual assault appropriately, however they have concerns with the regulations from the Department of Education at the National level. One specific concern is that the victim can be cross examined by opposing advisors and if a victim chooses to not be cross-examined then the panel cannot rely on any of their statements. FSP8 said

> Yes, I do believe they address sexual assault appropriately from my lens. I have concerns about some of the regulations that come from the Department of Education…...hopeful with the new presidential administration some of those more burdensome requirements will be revised out of the rules. One of them is that students have to have advisers for their hearings and the advisers cross-examine the opposing students. That should not be how our process is. There's also the rule under the new regs that says that if a student does not if a party does not participate or if a party does not submit to cross-examination at the hearing, then the panel cannot rely on any of their statements. I think that students should have the opportunity to participate as much or as little at every step of the process as they're comfortable.

This participant also discussed the concerns regarding victims being cross examined. FSP13 said

> I do feel like one thing that our process could do without to better serve our students and not have such a chilling environment for our complainants and respondents to is removing the classic combination piece. OK? I am still giving you your right to an adviser and that adviser can be anybody you want - lawyer,

mom, dad, siblings, friends, whoever. I'm still giving you the opportunity to bring witnesses. I'm giving you the opportunity to ask questions of witnesses and ask questions of your accuser or you're the person you are accusing. But the cross-examination, because it's really frightening for our students, primarily for our complainants' victims, which is another could be another barrier to reporting and participating in a process. Yes, that [cross examination] came down Fall of 2020. That was part of Betsy DeVos plan and all of that. So, because it's federal guidelines, we have federal guidelines that came down and then our university system came down. This is now law on making sure that we're incorporating this into our process.

This participant discussed that the policies and procedures are adequate however staffing could be better and provide more resources or showcase their resources to students. FSP9 said

I would say it is adequate, but I feel like it's very similar to mental health officers, like they could always be better staffed or provided more resources or opportunity to showcase their resources to students, as well as giving more of a spotlight in general.

This participant discussed that what they may want to do to support students may not be within the policy from the state which is their authority. FSP12 said

Our Title IX policies and procedures, which is what would address and how you would report sexual violence for our university, a lot of that is tied to the state policy because we're a public institution that is mandated and operated by the

state.  So sometimes what we would like to do as educators and people are working on the front lines with our students is not really what we're getting as far as what our policy is from higher up.

This participant discusses the changes that need to take place with the national Title IX regulations.  They mention undertones of gender norms and stereotyping within the Title IX regulations.  They discuss it [Title IX regulations] not supporting survivors, not effective and does not prevent sexual assault.  FSP14 said

Nationally Title IX is not where it should be. It needs rethinking and we need new guidance because I don't like what happened under Betsy Ross (Betsy DeVos) at all.  So that is very inadequate.  I will say, our university still maintained a lot of its previous policy and procedures, which were better.  So, I think there's always room to grow. I  also wish that a lot of the policy procedures with more inclusive. I think that even though maybe it doesn't have gendered language in it, per say, or doesn't have language that designates race and ethnicity, I think a lot of the way it's written has undertones of gender norms and stereotyping, or I think that the absence of it, the kind of blindness of not addressing how sexual violence impacts everyone but in different ways and to different extents, I think is a disservice. And I don't think that's just a silly thing by no means.  I think that. It's kind of it's all written with like a kind of broad strokes approach.  They follow the letter of the law.  They uphold what, you know, legally Title IX is supposed to do.  But that being said, I don't think it supports survivors, is effective or prevents sexual assault at all.

This participant discussed the university hiding sexual assaults that happen because they are worried that parents will not want to send their students to this university instead of acknowledging that sexual assaults happen on this university campus. FSP15 said

> I think the administration tries to hide it too entirely much because they're so afraid that if they admit the sexual assault happens and happens regularly on this campus, then no one will want to send their students here instead of realizing it happens.

### *Recommendations*

Participants were asked to provide recommendations for additions or changes to the policies and procedures to ensure best practices are being followed with intervention and prevention strategies on this university campus. This participant discussed being better aware of individuals that need support. This would include those with different identities that were not included in the process. SP1 stated, "Better awareness of people we support [students, faculty, staff]. Current policies and procedures do not account for differences in identities. Especially when these folks are not represented in that process." This participant discussed adding more information about confidentiality for students which may make students likely to report. SP2 stated, "adding more about how students' information will be kept confidential. Victims may feel more confident and secure in reporting." Other recommendations include greater education, aware of resources and letting students see the people who work in the Title IX and Dean of Student's Office. SP3 stated, "greater education. Making people aware of the resources available, putting

faces to that as well. Faces within Title IX and Dean of Student's Office and more outreach." This participant discussed having more interactive opportunities with discussion as well as engaging everyone.  SP4 stated, "more interactive, video with discussion.  Try to engage everyone." FSP7 stated, "needs to be more done with fraternities and sororities." This participant recommended continuing with trainings as well as professional development sessions for the trainers.  This participant hopes that there are new rules that come out from the new federal administration.  FSP8 said

> I would say that the making sure that we get to continue training that we need, but also making sure those that are responsible for training us are having the opportunities to attend those professional development sessions, making sure they're up to date on reading anything that comes out.  My hope would be that when we get new rules from the new administration, that they'll pull back on some of those requirements and then we can advocate to the system office to pull back on those in our system policy.

This participant recommends support for primary prevention where the university can easily allocate resources, funding and capital to make a difference.  FSP14 stated, "going back to more support for primary prevention, that's really where we can easily allocate resources and funding and capital too in order to try and make a dent." This participant recommends the university being open and honest about sexual assaults that occur on campus so that more folks will feel safe coming forward.  FSP15 stated, "if the

administration let folks know [about sexual assault] and we're open and honest about it. We would have more folks who feel safe coming forward."

**Summary**

In this study, I focused on the phenomenon of sexual violence on a university campus. The purpose of this study was to understand the factors, intervention and prevention strategies and policies and procedures that exist regarding sexual violence and were experienced by various stakeholders in addressing sexual violence on a university campus. This chapter addressed the study setting, participants' demographic information, data collection, analysis, evidence of trustworthiness and the results.

This study addressed RQ1 by showing through the lived experiences of the participants that sexual violence is still prevalent on this university campus. Participants discussed victims feeling unsafe and/or unsure of how to report or seek services. Participants also described concerns for fraternities' attitudes, beliefs and behaviors toward women, fraternity house safety as well as fraternities' power/dominance within the university and the role that plays in victims not reporting. There were also discussions regarding pressure to remain in traditional gender role(s) as well as jokes, messaging, catcalling and other misogynistic statements on campus. Then there were responses regarding students' misconceptions regarding sexual violence and responsibilities as well as understanding consent.

The second part of RQ1 was addressed by discussing the universities response system. There is a response system on the university campus; however, depending on if the victim reports or just wants to receive services will determine the specific response.

Some participants stated that sexual assaults are minimized and not taken seriously.

Participants stated that some victims do not understand the process of reporting or

receiving services and other victims are not aware of their options. Two major concerns

for several of the participants were the response system in regard to transportation from

student housing to the local sexual assault center and the lack of confidentiality due to

law enforcement transporting a student to the local sexual assault center.

Best practices were discussed by the participants in addressing RQ2 by stating

that they thought it was a good idea to have a sexual assault center on the campus as an

option for victims. Another best practice mentioned was a decrease in the amount of time

to wait for a counseling appointment as well as culturally representative counseling staff

available. Continued prevention programing with the fraternities, sororities and athletes

as well as the FYE programs. Participants wanted to see the addition of various programs

each year for sophomores, juniors and seniors. Participants discussed replacing EverFi

with another program. Annual training for employees regarding Title IX was also

discussed.

The hope is that best practice recommendations are supported by the university

administration as well as the board of regents for state schools which is the governing

body for this university. The final chapter includes interpretation of the findings,

limitations of the study, recommendations, implications regarding positive social change

and a conclusion.

Chapter 5: Discussion, Conclusions, and Recommendations

**Introduction**

The purpose of this study was to understand the intervention and prevention strategies that existed and were experienced by various stakeholders in addressing sexual violence on a university campus.  There is currently not a clear understanding of how sexual violence is addressed on university campuses. Increased understanding of how campuses address this issue is needed to provide consistent and specific support to victims, conduct effective evaluations, and implement changes in policies and procedures that reflect best practices.

The nature of this study was a qualitative case study, which was chosen because to enable me to best capture the participants' experiences regarding the way in which the college addresses sexual violence.  Since qualitative methods are exploratory in nature and are mainly concerned with gaining insights and understanding of underlying reasons and motivations (Corbin & Strauss, 2015), this method is in line with the type of study conducted.  Qualitative research was consistent with exploring, describing, and interpreting the campus's response to sexual violence.

This study was conducted to understand sexual violence as the phenomenon through lived experiences, as well as how it is handled on this university campus.  In addition, results from this study may help to guide the creation of successful best practice intervention and prevention programs and services, as well as Title IX policies and procedures addressing sexual violence.  Through this study, I identified successful

factors, as well as factors that should be addressed within this university campus to create a system that meaningfully supports a safe campus for everyone.

## Key Findings

In this study, I identified four key findings from the data analysis. The first key finding was that sexual violence is still a concern on this university campus. Sexual violence still being a concern was based on the participants' responses. Participants either heard instances of sexual violence that occurred on campus or have worked with survivors on campus. The second key finding is that there are barriers to reporting and accessing intervention services. One barrier to reporting key finding was that survivors were either not comfortable reporting and did not feel safe, or they were worried about retaliation from perpetrators. Barriers to services included transportation to the community sexual assault center. This transportation barrier includes issues of privacy and confidentiality. The third key finding is that the current online programs required by the state and by this university are inadequate. The online programs "AlcohEDU" and "SAP" are not adequate to provide knowledge to students that will translate into useful skills and abilities in addressing sexual violence as a survivor, advocate, support person, or general student, according to study participants. The fourth key finding is that Title IX policies and procedures are not clear for students, faculty, or staff. Faculty and staff are not sure how to help a student that approaches them who has been victimized and students are not sure who they can talk to without having to file a report. In addition, students are not clear on their ability to access services without having to file an official report.

**Interpretation of the Findings**

The study found that participants were concerned about sexual violence on this campus.  The participants' concerns focused on behaviors that perpetuated sexual violence, barriers to reporting, and intervention services, as well as intervention and prevention programs, services, policies, and procedures addressing Title IX.  These concerns were from either working directly with a survivor, or in working with others on campus regarding issues surrounding sexual violence.  There were several findings that confirmed and/or extended the knowledge regarding sexual violence on a university campus.

**Theme 1: Sexual Violence on Campus**

This study's findings support the research within the peer reviewed literature regarding sexual violence on college and university campuses.  Research from The Best Schools (2020) identified that sexual assault on a college/university campus affects everyone and is a serious public health, safety, and social issue.  Reynolds-Tylus et al. (2019) identified an increased risk of sexual violence for young individuals attending postsecondary institutions of education.

**Theme 2: Perpetuating Sexual Violence on Campus**

This study identified how group attitudes can influence survivors' attitudes and beliefs.  According to Burrus and Carney (2015), everyday events are strongly influenced by social attitudes and beliefs.  Relyea and Ullman (2015) found that social reactions toward survivors had an impact on survivors.  This same factor was found within this study, identifying sorority sisters that encourage their sorority sister survivors to not

report sexual violence because their sorority would be blacklisted with the fraternity involved.  Caron and Mitchell (2021) found that college women who did not disclose their assaults to anyone discussed harsh judgements or feeling shut down by comments if they attempted to tell a sorority sister, friend, or family member.  The responses from the survivors were to not report the incident due to peer pressure, which extends the findings from attitudes and beliefs to behaviors.

Another finding within the literature review was the support of traditional gender roles.  Martinez (2018) found that stereotypes and perpetrator rape myths were more supported by Greek-affiliated students and men than non-Greek affiliated students and women.  The findings from this study confirmed the support of traditional gender roles, particularly within Greek Life, and inappropriate behaviors including comments towards those not identified within the binary system.  According to Canan et al. (2016) perpetration and victimization within sexual assault cases were overrepresented by fraternity men and sorority women.  Inappropriate behaviors exhibited by students include misogynistic statements, as well as jokes and messaging that occur have been experienced, witnessed or confided in by a student(s).  According to the Association of American Universities (2020), 41.8 percent of students identified at least one type of sexually harassing behavior that they had experienced since at college.  The behaviors that were most common included "heard insulting or offensive remarks or jokes," (27.0%) and "heard inappropriate or offensive comments about someone's body, appearance, or sexual activities" (33.7%).

Another inappropriate behavior from my study included cat calling by male athletes from a particular housing unit. According to a participant, there are complaints each semester from students who walk by this housing unit and are exposed to this inappropriate behavior.

Last, while this study did not specifically focus on law enforcement and their treatment of survivors, participants did discuss training for law enforcement that focused on survivor sensitivity. This is consistent with findings by Sleath and Bull (2017) who noted that there are still significant issues regarding the treatment of rape victims in investigating rape cases. Sleath and Bull (2017) found that law enforcement consistently engages in victim blaming and the primary indicator of how much blame is attributed to the victim is based on the victim's level of intoxication when sexually assaulted.

## Theme 3: Barriers to Reporting and Intervention Services

In the literature review, I discussed the barriers that exist that prevent survivors from reporting as well as seeking intervention services. This study included barriers not included within the literature review. One issue is sororities creating a barrier for their sorority sister survivors to report. This study identified how group attitudes can influence survivors' attitudes and beliefs. According to Burrus and Carney (2015), everyday events are strongly influenced by social attitudes and beliefs. Relyea and Ullman (2015) found that social reactions toward survivors had an impact on survivors. This same factor was found within this study identifying sorority sisters that encourage their sorority sister survivors to not report sexual violence because their sorority would be blacklisted with the fraternity involved. Caron and Mitchell (2021) found that college women who did

not disclose their assaults to anyone discussed harsh judgements or feeling shut down by comments if they attempted to tell a sorority sister, friend or family member.  The response from the survivors were to not report the incident due to peer pressure which extends the findings from attitudes and beliefs to then behaviors that occur.

Another barrier to reporting found both within the literature review and this study was an unclear reporting process; this includes who to report to and where to report. Bellis et al. (2018) found that, after federal changes from OCR with the "Dear Colleague Letter" offering guidance on Title IX, institutions' responses varied widely in responding to sexual violence.  Participants identified an additional barrier to reporting as students being unclear as to which faculty and staff are considered mandated reporters.  Schwarz et al. (2017) found that college students may question their college or university's ability to respond to sexual assault reports effectively to protect victims and respect them.

Another barrier to reporting and intervention within the literature review which was also identified within this study was victim confidentially.  According to Munro-Kramer et al. (2017), participants stated that victims fear the loss of confidentiality if they seek resources.  Under the Title IX guidelines that were disseminated in 2020, there is a concern that the rules make it more difficult for victims to report instances of sexual violence (Anderson, 2020).

Some participants discussed that survivors worried about the entire university finding out about their victimization.  Barriers discussed within participant interviews for both reporting and intervention services included survivors not being believed, victim blaming, fear of retaliation from the perpetrator, survivors worried that family and friends

will not support them if they find out, and the first year experience training was not remembered over time.

Another finding from the peer reviewed literature is that the LGBTQ+ communities had a higher rate of victimization than other populations. According to Nightingale (2022), sexual and gender minority identified students are disproportionately impacted by sexual violence on college campuses. Klein et at. (2021) discussed the higher risk of sexual assault victimization for students who identified as lesbian, gay, bisexual, transgender, and queer (LGBTQ+) than their peers who consider themselves cisgender, heterosexual. Coulter et al. (2017) also found there were almost three times the sexual victimization prevalence for gay and bisexual college/university males compared with heterosexual men. Edwards et al. (2022) identified numerous barriers for sexual and gender minority victims when deciding to disclose their assault. In this study I also found inadequate support for marginalized students including transgender, genderqueer, and nonconforming (TGQN) college students as well as black, indigenous people of color (BIPOC). This finding was based on participants discussing inappropriate comments made by students, faculty, and staff regarding marginalized students; also, that faculty and staff are not reflective of the student body. The faculty and staff not being reflective of the student body was discussed by participants in relation to the counseling center. Participants shared that the majority of the counseling center staff were white, and students did not feel comfortable accessing counseling services when they did not see anyone other than a white person to serve them.

I also found that if victims thought that sexual assault was either minimized or not taken seriously the likelihood of them reporting would be decreased.  Stoner and Cramer (2019) identified that if victims believe that the college condones rape myths and victim-blaming ideas, then the victim will be less likely to make a formal report.  If victims believe that sexual assault is their fault, they are less likely to report (Stoner & Cramer, 2019).  Victims who were worried about being believed were less likely to report their victimization.

A barrier to accessing services found through this study include lack of transportation to the local sexual assault center.  This barrier was discussed by several participants as concerns regarding the survivor's privacy as well as their confidentiality when a police car parks outside of a survivor's dorm to transport them to the sexual assault center, everyone that can see the police car and the student getting into the car. Another barrier identified within this study was the length of time to wait for a counseling appointment at the counseling center and the limited number of counseling sessions per student.  While there is a limited number of sessions, one participant stated that the counseling center would work with a student if needed.  Another barrier stated was the lack of a sexual assault center on the university campus.  While the university has a good relationship with the local sexual assault center several participants discussed the benefits of having the sexual assault center local on the campus.

## Theme 4: Alcohol, Fraternities, and Sexual Violence

According to Alcohol.org (2020), sexual assaults that involve alcohol account for 50% of the assaults; when an acquaintance of the victim is the perpetrator, 90% of those

assaults involve alcohol. One of the participants stated that 80% of their sexual assault cases involved alcohol. Toxic gender norms, in addition to alcohol being served at fraternity parties, contribute to an increase in the incidences of sexual violence (Barnes, 2021).

According to Ray and Parkhill (2021), there is extensive support for the association between sexual aggression and hostile masculinity. Rigid traditional masculinity provides acceptance of sexual assault by men (McDermott et al., 2017). According to Martinez et al. (2018), fraternity men who affirm more traditional gender roles are more supportive of rape myths, participate in behaviors that are more sexually aggressive, and more strongly affirm hostility toward women. Seabrook et al. (2018) identified three characteristics that were found to be a channel connecting fraternity membership and accepting sexual violence: conforming to masculine norms is expected, all fraternity members are expected to uphold those norms, and the objectification of women was to be accepted. Seabrook et al. (2016) found that the pressure to uphold masculine gender norms (e.g., having several sexual partners, displaying dominance) explains the relationship between fraternity membership and sexual aggression. According to Seabrook et al. (2018), victims are blamed more, and fraternity members are blamed less for sexual assault than when the perpetrators are non-fraternity members. It is important to identify that individual are responsible for their behaviors and actions at all times, whether alcohol is involved or not. One of the participants discussed that part of Greek Life's culture is sex and drinking.

Attitudes, beliefs, and behaviors were addressed under the theme of perpetuating sexual violence are also addressed here, in that fraternities uphold toxic masculine gender norms that include the objectification of women. One participant explained that there were times when a fraternity would complain about another fraternity's treatment of women. Another participant discussed how the sorority houses were not allowed to have alcohol. This participant went on to explain how this rule allows for less control of what you are drinking when you are not the host and know what drinks are being served. Further, sorority sisters may be more likely to attend the fraternity parties since they cannot have alcohol on their premises. A couple of participants discussed students' lack of understanding of how alcohol can impact the body. Other participants discussed the lack of understanding of what consent means, especially when alcohol is involved.

**Theme 5: Intervention and Prevention Services and Programs**

This study confirms the literature review findings with regards to intervention and prevention services and programs. Campuses may provide a variety of programs and services and may choose a variety of ways to implement them (Know Your IX, n.d.). Campuses must have a well-rounded program that includes intervention programs and services for survivors as well as prevention programs for all students, staff, and administrators. Conley et al. (2017) identified the importance of prevention and intervention programming in addressing sexual violence.

There may be several factors that exist to determine what intervention and prevention programs and services are offered on a campus and those that are offered by community partners. Services can be provided in many ways, including on-campus or

off-campus, by a local sexual assault center or victim advocacy program via a memorandum of understanding (The White House Task Force, 2014). This study found that this university campus provides both intervention services and resources as well as prevention programs and resources. In addition, this university has a partnership with the local sexual assault center to provide additional services and resources for students. This university has a counseling center which provides free counseling for all students that includes survivors of sexual violence. While counseling is offered, many participants in the study described the length of time to wait for an appointment. The counseling center oversees the sexual assault response team (SART) that focuses on the various intervention services, programs and resources as well as the sexual assault student educators (SASE) that provide various trainings and programs throughout the campus.

Under prevention, the five components that were developed by the White House "Think Tank" were comprehensive prevention, audience, infrastructure, partnerships and sustainability, and evaluation (Dills et al., 2016). Along with the five components, there was guidance in promoting best practices in prevention planning and implementation of sexual violence initiatives for college campuses and within the community (Dills et al., 2016). This university also has the Office of Student Wellness & Health Promotion which provide evidence-based programs and best practices related to public health. Since sexual violence is considered a public health issue, it is included in issues this office addresses. This university mandates on online program that the participants discussed as "not effective" and boring. The online programs that the participants were referring to are "Alcohol Awareness and Prevention Training for College Students" ("AlcoholEDU")

and "Sexual Assault Prevention Training for College Students" (SAP), both provided by EverFi.  Other prevention programs mentioned by participants are Rape Aggression Defense (RAD) self-defense class, Sex Signals, and First Year Experience (FYE).

**Theme 6: Title IX Policies and Procedures**

The literature review focused on the confusion and lack of consistency with procedures various universities follow to comply with Title IX.  According to Stader and Williams-Cunningham (2017), factors such as unclear reporting methods, punitive policies, and victim-blaming lead to devaluing the victim's traumatic experience and institutional betrayal.  There needs to be clarification on some issues, which include how to file a complaint, the timeframe for a university to investigate the complaint, and the potential disciplinary outcome if the complaint is substantiated (Smith, 2016).  This same confusion was also apparent when participants were discussing students' lack of knowledge regarding the policies and procedures surrounds Title IX.  In addition, participants discussed the confusion of faculty and staff with the current policies and procedures.  Some of the participants themselves stated that they were not totally clear as to how some of the Title IX policies and procedures should be implemented.

**Analyze and Interpret Findings**

The theory I used to analyze and interpret the findings was the ecological model. The ecological model has been used in various fields to study the relationships between organisms and their environments.  Bronfenbrenner (1977) identified the well-being of individuals as being based on the complex relations of their immediate settings.  Various kinds of violence have been studied using the ecological model as well as a variation of

the ecological model known as the socioecological model (Bhochhibhoya et al., 2019).

For my study, I used the ecological model which contains five levels. Those levels are

intrapersonal, interpersonal, institutional, community, and public policy level. The

intrapersonal level focused on an individual's attitudes, beliefs and behaviors regarding

sexual violence. An example within the intrapersonal level would be the student and the

student's general attitudes and values. The interpersonal level focused on the

connections and relationships that individuals had within groups of friends and well as

athletic teams, fraternity and sororities and how that affects an individual's attitudes,

beliefs and behaviors. An example within the interpersonal level is the fraternities on a

college campus. The institutional level addressed how the university addresses sexual

violence through intervention and prevention services and programs as well as the

creation and implementation of policies and procedures. An example of interactions

within the institutional level includes the university's implementation of institutional

policies and procedures. The community level focuses on the relationships among

campuses and non-campus organizations, institutions, networks, and associations

(ACHA, 2020). An example within the community level would be the sexual assault

center. The last level is the public policy level. Within this level are laws and policies

that are developed and implemented locally, statewide, nationally, and globally (ACHA,

2020). An example within this level would be the Title IX office on a college campus.

Since this office addresses Title IX complaints and Title IX is a federal law, this office

could be considered within the public policy level of the ecological model.

*Intrapersonal Level*

Within the intrapersonal level, participants discussed survivors' limited knowledge to access services and resources and how to report.  All freshmen participate in the first year experience (FYE) which includes education and information regarding sexual violence.  This education and information is not mandated for the general student population each year after the initial FYE, which may impede a student's ability to remember information received regarding accessing services and resources or how to report.  Ongoing mandated education and training each year for all students would enable students to maintain knowledge and skills for themselves as well as for their friends and peers.  Participants also identified that victims do not feel safe reporting or seeking services.  Holland and Cortina (2017) found that survivors' likelihood of accessing help from on campus support was related to the survivors' perception of if their assault would be considered acceptable or justified to use the on campus support services.

Factors that were discussed included marginalized students not having faculty and staff that represent them as well as a lack of cultural sensitivity from some students, faculty and staff.  Participants discussed a lack of diversity among campus service providers as well as a lack of diversity among faculty and staff prevent some students from accessing services and/or reporting the assault.  Other factors included perpetrator retaliation, not being believed, previous experience with a university office was negative, and negative perceptions of victim by peers.  According to participants, some victims who understand that if they go forward with an official report that the perpetrator will be notified decide that they do not want to proceed.  These victims may seek out services

through the on-campus counseling center or the local sexual assault center.  One point to mention here is that victims often think that they must report an assault before they can access services on campus or off campus; however, this thought is not accurate.  This example should be added to the ongoing mandated yearly trainings that are recommended so students are clear that filing a report and accessing services are two different things and you do not have file a report to access services.  Other victims may never come forward to report or seek services because they are worried about not being believed or negative perceptions from peers and friends.  Sexual assault myths and stigmas are the foundation for individuals' beliefs and negative perceptions related to sexual assault. Students should be well educated on myths and stigmas as a part of their ongoing education and training.  While sexual assault response team members and peer educators are well educated and trained on myths and stigmas, the student population in general seems to need continued education and training.

### *Interpersonal Level*

The interpersonal level includes fraternities, sororities, and athletes.  This study found that some fraternity members treatment of women was inappropriate even though according to Seabrook (2021) residents of fraternity houses may participate in training regarding intimate partner violence and have knowledge of related resources.  Findings identified attitudes, beliefs and behaviors that support traditional gender roles and perpetuate sexual violence.  Fraternity parties were identified as a hub for alcohol and sex.  According to Foubert et al. (2020), alcohol involved sexual assaults were significantly more likely to be committed by fraternity men and student athletes than

other men on campus.  One participant described that alcohol is not allowed in the

sorority houses but is allowed in the fraternity houses which puts the sorority women at a

disadvantage in controlling what alcohol is served, how much, and if there is anything

else in the alcohol being served at fraternity parties.  Participants discussed misogynistic

statements as well as jokes and incident of cat calling from a group of athletes as

examples of inappropriate behaviors.  There were complaints made to faculty and staff

from other fraternity houses regarding a specific fraternity house's treatment of women.

This incident made the fraternity house that reported the incident re-evaluate its own

attitudes and behaviors toward women.  The act of collectively working through

discussion of groups attitudes and behaviors make this finding appropriate for the

interpersonal level, however, in looking at each individual fraternity member's attitudes

and behaviors would also overlap with the intrapersonal level as well.  There are both

intervention and prevention programs that are specifically provided for Greek Life and

athletes.  While groups are increasing their knowledge and skills regarding sexual

violence intervention and prevention within this level there is also an overlap with the

intrapersonal level with an increase of individual knowledge and skills due to their

participation in educational programs.

Lastly, consent was a finding that was closely linked to alcohol and sex.

Participants discussed students lack of understanding regarding the impact of alcohol on

their bodies and when that is combined with not understanding what consent means

creates issues for students as well as the university.  The subject of consent continued to

be a discussion point for participants.  Consent needs to be a larger focus going forward within student education.

### *Institutional Level*

The institutional level within the ecological model factors includes the university's policies and procedures based on the Title IX regulations and guidance.  The university uses the policies and procedures to implement intervention services and resources as well as prevention programs and resources.  This level would also include how the university handles collecting sexual violence data and how that data is reported.  Findings from this study identified that sexual assaults are minimized and are not taken seriously.  There were also findings that determined that cases were not being reported to officials (this could be due to survivors not wanting to report or not feeling comfortable or safe to report).  Schwarz et al. (2017) found that college students may question their college or university's ability to respond to sexual assault reports effectively to protect victims and respect them.  Findings also identified concerns from students, faculty and staff with regard to adequate intervention and prevention programs and services.

Moyan's (2016) study participants were concerned about the quality of the programs, services, and resources if compliance by the college or university was the only priority.  Additional findings were that faculty and staff are not culturally reflective of the student population.  Bloom et al. (2021) found it harmful when a campus's response and prevention for sexual violence and sexual harassment were lacking an intersectional approach.  Students have a variety of social identities that overlap.  This overlapping can create various challenges and discrimination.  Social identities include, gender identity,

nationality, sexual orientation, disability, and race as examples. This may increase the belief that the university is not focused on cultural representation of students or care about supporting culturally diverse survivors.

Another finding was that while reporting and services are available to all survivors, this does not automatically mean that every survivor will want to report or seek services or have access to report or seek services. According to findings, survivors may not know who to report to or where to report or how to access services. Participants stated that survivors were confused and unclear with the reporting procedures and how to access services. In addition, there is confusion as to who is considered a mandated reporter (responsible reporter). Participants also shared that students are not aware that they can make an official report without having to file a campus police report if they choose not to report to police.

Another factor within the institutional level is transportation to the sexual assault center based on the university's policies and procedures. Currently the campus police transport to the sexual assault center and this creates a lack of privacy for the survivors and concerns regarding confidentiality. Findings also identified that employees are trained on Title IX and the universities policies and procedures when they first start working at the university. Participants stated that additional yearly training for faculty and staff is recommended. Intervention and prevention programs and services under Title IX are currently provided on campus for students within their first year experience (FYE) as well as for Greek Life and athletes. Findings also found that the current programs "AlcoholEDU" and "SAP" are not interactive and engaging and need to be

replaced by other more engaging programs such as "Sex Signals" and "U Got This".

Another program identified that is currently being provided is the Rape Aggression

Defense (RAD) self-defense class provided by the police department. This program is

implemented infrequently due to lack of funding and staff. Participants discussed lack of

funding and/or staff to provide the programs "Sex Signals" and "U Got This". Findings

identified that "Sex Signal" and "U Got This" were rated by the students as better

programs and more likely to change behavior than "AlcoholEDU" and "SAP". Findings

identified that the university provides a counseling center to support students which

includes survivors. Participants reported that the counseling center did not provide

culturally diverse staff to support culturally diverse students. In addition, while the

counseling center is free to attend, there is usually a long wait for an appointment. The

counseling center oversees the sexual assault response team who review intervention

activities and sexual assault student educators who provide various educational trainings

across campus. The Office of Student Wellness and Health Promotion focuses on

prevention through the socioecological model through a public health lens and the Office

of Equal Opportunity and Title IX provide various trainings and resources regarding the

federal guidelines and the university's policies and procedures to students as well as

faculty and staff to support students.

### *Community Level*

Within the community level this study focused on the university's interaction with

the local sexual assault center that provides intervention services and resources to

survivors and their loved ones affected by sexual violence. Participants discussed that if

survivors want services from the local sexual assault center, they can either call the crisis

line operating 24/7 or they can come in person to the center for services and resources.

Participants discussed the option of having the sexual assault center staff come to the

university campus to provide services or the option of the university having its own

sexual assault center on campus.  Concerns regarding transportation to the local sexual

assault center is also under the institutional level because it is part of the universities

policies and procedures.  Transportation is under community level since transportation is

to the community level partner which is the sexual assault center.  The transportation

concern includes concerns for the survivor's privacy as well as their confidentially.  This

concern is because transportation is provided by the police department who comes to the

dorm and the survivor if she/he/they choose to go with them is seen being escorted to the

police car and taken to the sexual assault center.  Everyone that is within viewing

distance can figure out what happened.

### *Public Policy Level*

The last level of the ecological model is the public policy level.  This level

includes laws and policies at the local state and national levels.  Findings identified that

the federal changes that occurred in Fall of 2020 were not victim centered, caused a lot of

confusion, and created situations in which survivors were less likely to report assaults.

Findings identified that the process addressing cross examinations were harmful to the

survivors and created a chilling effect for survivors who then may have chosen to not

follow through with an incident.  Another concern from the findings is that faculty and

staff who are considered mandated reporters (responsible reporters) may not know that

they are mandated reporters or if they know that they are mandated reporters, they may not know what they are supposed to do in this role. Findings identified the current programs "AlcoholEdu" and "SAP" by EverFi (bought by Vector Solutions) that is supported by the university system for the state as stale, boring and not creating changes with students.

## Limitations of the Study

I originally stated in chapter 3 that I would send the preliminary results to the participants and ask for feedback; however, the length of time it took to recruit, schedule interviews, and conduct interviews did not support time for follow up after the interviews were completed. I asked follow up questions or asked for clarification during an interview if a participant said something that I thought was unclear or I did not understand. In addition, I asked for examples from the participants about the topic we were discussing.

A second limitation that arose was that the community based sexual assault center staff were unable to answer some of the interview questions regarding the university's policies, procedures, and practices on campus.

Since this was a case study, the results will not be able to be generalized to the broader college population. The university that was the focus of this study should be able to use the findings to strengthen their sexual violence prevention and intervention strategies.

**Recommendations**

Findings from this study demonstrated that sexual violence is still an issue on this university campus. While this was a case study that focused on sexual violence as the phenomenon, future researchers may want to consider conducting a study with this university that focuses on specific populations (LGBTQ+, IBPOC) lived experiences with regards to sexual violence prevention and intervention.

Participants discussed the potential of creating a sexual assault center on campus since currently survivors must travel off campus to the local community sexual assault center which was considered a major barrier to receiving in person services, although crisis line services are available 24/7 over the phone. Future researchers may want to consider studying services provided by a sexual assault center that currently is on a university campus versus services provided by a sexual assault center that is community based. In this study one participant disclosed as being a survivor, however other survivors may have participated. Future researchers may want to consider a study that solely focuses on survivors as participants and their experiences on campuses regarding sexual violence. Future researchers may want to consider a case study that focuses on LGBTQ+ students and BIPOC students.

Several participants mentioned concerns regarding the current educational programs that are used for students which are "AlcoholEDU" and "SAP" through EverFi and their recommendations to replace these with programs provided by Catharsis. Two of their programs are called "Sex Signals" and "U Got This". Future researchers may

want to conduct a study in which current programs utilized by universities are evaluated for effectiveness.

## Implications

### Social Change

Positive social change is defined as "a deliberate process of creating and applying ideas, strategies, and actions to promote the worth, dignity, and development of individuals, communities, organizations, institutions, cultures, and societies" (Walden University, 2022, para.1). While the issue of sexual violence is still a concern for this university campus, there are opportunities to improve the university's response to and prevention of sexual violence.

### *Intrapersonal Level*

Within the intrapersonal level, if changes are made to ensure that survivors have the knowledge to access services and resources and how to report then survivors will feel more comfortable reporting and seeking services and resources. In addition, survivors' attitudes towards themselves and their views of themselves will more positive. This university may want to consider increasing their efforts starting with the president's office and engaging all other offices as well to ensure that there is ongoing education for students, faculty and staff as to the resources and support that is available and the steps to access resources and support.

Within this level if the fraternities, sororities and athletes were trained on intervention efforts, prevention efforts, bystander intervention and how to influence and address negative attitudes and behaviors of friends and acquaintances there may be a

decrease in attitudes and behaviors that perpetuate sexual violence. In addition, there could be an increase in support of friends and acquaintances who are survivors. There may also be an increase in support for sorority sisters who are victimized as well as fraternity brothers holding each other accountable when inappropriate behaviors are witnessed.

**Institutional Level**

The university uses the policies and procedures to implement intervention services and resources as well as prevention programs and resources. This level would also include how the university handles collecting sexual violence data and how that data is reported. According to Office of Justice Programs (2020) success of the Title IX Office is essential to institutional leadership support. Changes in policies and procedures within the university should support a survivor centered approach. Moylan (2016) identified that sexual assault policy implementation is determined by administrators and may not benefit survivors. These changes can also ensure faculty and staff are culturally reflective of the student population which may increase the belief that the university cares about supporting survivors. Genuine collaboration among the university's committees within the different colleges may increase the success of intervention and prevention programs and services as well as increase the likelihood that a survivor will feel comfortable reporting and/or seeking services. Olomi (2019) found that colleges and universities that implemented a multi-disciplinary team (MDT) approach that included participants on and off the campus may increase collaborative efforts in addressing sexual violence on campuses. In addition to a multidisciplinary team, inclusive participation on

all committees and groups within the university setting may support a more inclusive environment for all students.  Coulter and Rankin (2020) identified that if there was a greater inclusion of sexual and gender minority individuals on campus then there was lower incidences of sexual assault among these populations.  This finding supports the importance of inclusive participation with all discussions and decisions that are implemented within the university.  According to Coulter and Rankin (2020) an increase in the inclusion of sexual and gender minority students may reduce sexual assault in college among these vulnerable and marginalized populations.

Another factor within the institutional level is transportation to the sexual assault center based on the university's policies and procedures.  Currently the campus police transport to the sexual assault center and this creates a lack of privacy for the survivors and concerns regarding confidentiality.  An updated procedure for transportation of survivors that supports privacy and ensure confidentially will create a positive social change.  This study provides data that may help clarify what aspects of intervention and prevention strategies are working and those strategies that are not working in addressing sexual violence on campus.  The data may lead to changes in legislation, policies, and procedures in combating sexual violence on college campuses.

**Community Level**

Within the community level this study focused on the university's interaction with the local sexual assault center that provides services and resources to survivors and their loved ones affected by sexual violence.  One positive social change based on the participants responses would be if the sexual assault center staff would be willing to

provide services on the university campus. Currently survivors must go to the sexual assault center for in person services and resources. Another factor that may have a positive outcome is a transportation agreement made with a community partner such as the sexual assault center or other community partner and the university to ensure privacy and confidently in transporting the survivor from the campus to the sexual assault center. Other community factors may include partnering with community counseling centers to help with the current wait list for survivors to be seen at the university's counseling center.

### *Public Policy Level*

This level includes laws and policies at the local state and national levels. Within this study the positive social change that can occur is if the national Title IX guidance document based on the federal regulations are edited to provide a survivor centered approach to addressing Title IX on a university campus. A couple of those changes include removing the cross-examination process and addressing who is considered a responsible reporter on the university campus. Another change that can support a social justice change will be replacing the programs "AlcoholEdu" and "SAP" by EverFi that is supported by the university system for the state with programs through Catharsis.

### Conclusion

This study confirmed that sexual violence is still an issue on this university campus. In addition, there are still barriers to reporting and accessing services as well as barriers with the current mandated curriculum and the Title IX policies and procedures. There are opportunities to create and strengthen current policies and procedures to ensure

that best practice guidelines are followed. These policies and procedures will be the foundation for guiding and implementing best practice intervention and prevention programs, services, and resources. All students should be provided the knowledge, skills, and abilities to feel confident in supporting each other as well as themselves in addressing sexual violence. All survivors should safely and confidently be able to access all services and resources. Last, it is essential that the university's leadership is on board and engaged in providing financial, personnel and genuine support through their values and beliefs for intervention and prevention strategies to ensure sexual violence is not tolerated and survivors will be supported throughout their healing process. Everyone deserves a safe and supportive educational experience.

References

Alcohol.org. (2020). *Sexual assaults on college campuses involving alcohol.*

https://www.alcohol.org/effects/sexual-assault-college-

campus/#:~:text=At%20least%2050%20percent%20of,alcohol%20use%20by%20

the%20perpetrator.

Ali, R. (2011). Dear colleague letter: Sexual violence. Washington, DC: U.S. Department

of Education, Office for Civil Rights.

Alteristic. (n.d.). *GreenDot.* https://alteristic.org/services/green-dot/

Amar, A. F., Strout, T. D., Simpson, S., Cardiello, M., & Beckford, S. (2014).

Administrators' perceptions of college campus protocols, response, and student

prevention efforts for sexual assault. *Violence and Victims, 29*(4),

https://doi.org/10.1891/0886-6708.VV-D-12-00154  T

American Association of University Women. (2018). *Title IX.*

https://www.aauw.org/issues/education/title-ix/

American College Health Association. (2016). *ACHA guidelines: Addressing sexual and*

*relationship violence on college and university campuses.*

https://www.acha.org/documents/resources/guidelines/Addressing_Sexual_Violen

ce.pdf

American College Health Association (2018). *Addressing sexual and relationship*

*violence: A trauma informed approach.*

https://www.acha.org/documents/resources/Addressing_Sexual_and_Relationship

_Violence_A_Trauma_Informed_Approach.pdf

American College Health Association. (2018). *Healthy campus 2020. Ecological model*.

https://www.acha.org/HealthyCampus/HealthyCampus/Ecological_Model.aspx

American College Health Association. (2020). *Ecological Model*.

https://www.acha.org/HealthyCampus/HealthyCampus/Ecological_Model.aspx

Anderson, Greta. (2020, May 7). *U.S. publishes new regulations on campus sexual*

*assault.* Inside Higher Education.

https://www.insidehighered.com/news/2020/05/07/education-department-

releases-final-title-ix-regulations.

Anney, V. N. (2014). Ensuring the quality of the findings of qualitative research:

Looking at trustworthiness criteria. *Journal of Emerging Trends in Educational*

*Research and Policy Studies*, *5*(2) 272-281.

http://jeteraps.scholarlinkresearch.com/

Association of American Universities (2020). Report on the AAU campus climate survey

on sexual assault and misconduct. https://www.aau.edu/sites/default/files/AAU-

Files/Key-Issues/Campus-Safety/Revised%20Aggregate%20report

%20%20and%20appendices%201-7_(01-16-2020_FINAL).pdf

Bach, M. H., Beck Hansen, N., Ahrens, C., Nielsen, C. R., Walshe, C., & Hansen, M.

(2021). Underserved survivors of sexual assault: a systematic scoping

review. *European Journal of Psychotraumatology*, *12*(1), 1895516.

https://doi.org/10.1080/20008198.2021.1895516

Balcázar H, Wise S, Rosenthal EL, Ochoa C, Rodriguez J, Hastings D, et al. (2012). An

ecological model using promotores de salud to prevent cardiovascular disease on

the US-Mexico border: the HEART Project. *Preventing Chronic Disease.*

http://dx.doi.org/10.5888/pcd9.110100

Barnes, Melissa L.; Adams-Clark, Alexis; Rosenthal, Marina N.; Smith, Carly P.; and

Freyd, Jennifer J. (2021). Pledged into harm: Sorority and fraternity members face

increased risk of sexual assault and sexual harassment. *Dignity: A Journal of

Analysis of Exploitation and Violence*, *6*(1), Article 9.

https://doi.org/10.23860/dignity.2021.06.01.09

Barnes, M. L., Freyd, J. J. (2017, April). *Who would you tell? Student perspectives

regarding sexual violence reporting on campus*. Bridging the Gap: Interpersonal

Violence Research Symposium, University of Oregon, Eugene, OR, United

States.

Basile, K. C., Smith, S. G., Breiding, M. J., Black, M. C., & Mahendra, R. (2014). *Sexual

violence surveillance: Uniform definitions and recommended data elements.*

Center for Disease Control and Prevention.

https://www.cdc.gov/violenceprevention/pdf/sv_surveillance_definitionsl-2009-

a.pdf

Bellis, Alexander L., Schipani-McLaughlin, Anne Marie, Salazar, Laura F., Swartout,

Kevin, M., & Swahn, M., H. (2018). Sexual misconduct policies and

administrator perceptions among 4-year colleges and universities in Georgia.

*Journal of American College Health, 66*(7), 570-578.

https://doi.org/10.1080/07448481.2018.1432624

Berg, B. (2007). *Qualitative research methods for the social sciences*. (7thed.). Pearson

Education

Best Colleges.com. (2020). *The realities of sexual assault on campus*.

https://www.bestcolleges.com/resources/sexual-assault-on-campus/

Bhochhibhoya, S., Maness, S. B., Cheney, M., Larson, D. (2019). Risk factors for sexual

violence among college students in dating relationships: An ecological approach

*Journal of Interpersonal Violence*. https://doi.org/10.1177/0886260519835875

Bloom, B.E., Sorin, C.R., Wagman, J.A. *et al.(2021)* Employees, advisees, and emerging

scholars: A qualitative analysis of graduate students' roles and experiences of

sexual violence and sexual harassment on college campuses. *Sexuality &*

*Culture 25,* 1653–1672. https://doi.org/10.1007/s12119-021-09841-w

Bourassa C., Bendig M., Oleson E. J., Ozog C. A., Billan J. L., Owl N., & Ross-Hopley

K. (2017). Campus violence, Indigenous women, and the policy void. In Quinlan

E., Quinlan A., Fogel C. & Taylor G. (Eds.), *Sexual violence at Canadian*

*universities: Activism, institutional responses, and strategies for change* (pp. 45–

59).

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

Brod, M., Tesler, L.E, Christensen, T.L. (2009). Qualitative research and content validity:

developing best practices based on science and experience. *Quality of Life*

*Research. 18*(9), 1263–1278.

Bronfenbrenner, U. (1977). Toward an experimental ecology of human development.

*American Psychologist, 32,* 513-531.

Burkholder, G. J., Cox, K. A., & Crawford, L. M. (Eds.). (2016). *The scholar-practitioner's guide to research design.* Baltimore, MD: Laureate Publishing. Chapter 14, "Case Study Research" (pp. 227–244).

Burrus, J., & Carney, L. C. (2015). Social belief and attitudes: Personality and the isms. In J. Wright (Ed.), International Encyclopedia of the Social & Behavioral Sciences (Second Edition) (pp. 162-167). Amsterdam, NL: Elsevier.

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*.

Canan, S. N., Jozkowski, K. N., Wiersma-Mosley, J. D., Bradley, M., & Blunt-Vinti, H. (2021). Differences in Lesbian, Bisexual, and Heterosexual Women's Experiences of Sexual Assault and Rape in a National U.S. Sample. *Journal of Interpersonal Violence*, *36*(19–20), 9100–9120. https://doi.org/10.1177/0886260519863725

Cantalupo, N. C. (2014). Institution-specific victimization surveys: Addressing legal and practical disincentives to gender-based violence reporting on college campuses. *Trauma, Violence & Abuse. 15*(3), https://doi.org/10.1177/1524838014521323

Cantor D, Fisher B, Chibnall S, Bruce C, Townsend R, Thomas G. (2020). *Report on the AAU campus climate survey on sexual assault and sexual misconduct.* The Association of American Universities.

https://www.aau.edu/sites/default/files/AAU-Files/Key-Issues/Campus-Safety/Revised%20Aggregate%20report%20%20and%20appendices%201-7_(01-16-2020_FINAL).pdf

Caron, S. L. and Mitchell, D. (2021) ""I've Never Told Anyone": A Qualitative Analysis of Interviews With College Women Who Experienced Sexual Assault and Remained Silent". *Social Justice: Diversity, Equity, & Inclusion*. https://digitalcommons.library.umaine.edu/social_justice/406

Caulfield, J. (2020, September 6). *How to do thematic analysis.* Scribbr, https://www.scribbr.com/methodology/thematic-analysis/#:~:text=Thematic%20analysis%20is%20a%20method,meaning%20that%20come%20up%20repeatedly.

Center for Disease Control and Prevention. (2016). *Sexual Violence on Campus: Strategies for Prevention.* Center for Disease Control and Prevention. https://www.cdc.gov/violenceprevention/pdf/campussvprevention.pdf

Centers for Disease Control and Prevention. (2019). *Prevention strategies.* https://www.cdc.gov/violenceprevention/sexualviolence/prevention.html

Centers for Disease Control and Prevention. (2020). *Preventing sexual violence.* https://www.cdc.gov/violenceprevention/sexualviolence/index.html

Centers for Disease Control and Prevention. (2020). *The Social-Ecological Model: A Framework for Prevention.* Centers for Disease Control and Prevention. https://www.cdc.gov/violenceprevention/publichealthissue/social-ecologicalmodel.html

Center for Disease Control and Prevention. (2020). *Violence Prevention: Prevention Strategies*. Centers for Disease Control and Prevention. https://www.cdc.gov/violenceprevention/sexualviolence/prevention.html

Clery Center. (2019). *Summary of the Jeanne Clery Act.* https://clerycenter.org/policy-resources/the-clery-act/

Coker, A. L., Fisher, B. S., Bush, H. M., Swan, S. C., Williams, C. M., Clear, E. R., & DeGue, S. (2015). Evaluation of the Green Dot bystander intervention to reduce interpersonal violence among college students across three campuses. *Violence Against Women, 12,* 1507-1527.

Cole, J.P. & Back, C.J. (2019). *Title IX and Sexual Harassment:*

*Private Rights of Action, Administrative Enforcement, and Proposed Regulations.* Congressional Research Services. https://fas.org/sgp/crs/misc/R45685.pdf

Conley, A., Overstreet, C., Hawn, S., Kendler, K., Dick, D., Amstadter, A. (2017). Prevalence and predictors of sexual assault among a college sample. *Journal of American College Health, 65*, 41-49.

Coulter, R. W., Mair, C., Miller, E., Blosnich, J. R., Matthews, D. D., McCauley, H. L. (2017). Prevalence of past-year sexual assault victimization among undergraduate students: Exploring differences by and intersections of gender identity, sexual identity, and race/ethnicity. *Prevention Science, 18*, 726-736.

Coulter RWS, Rankin SR. (2020). College Sexual Assault and Campus Climate for Sexual- and Gender-Minority Undergraduate Students. *Journal of Interpersonal Violence*, *35*(5-6):1351-1366. http://doi.10.1177/0886260517696870.

Corbin, J.M., & Strauss, A.L. 2015. *Basics of qualitative research: Techniques and procedures for developing grounded theory (4th ed).* Los Angeles, CA: Sage Publications.

Cowley, A. D. (2014). Let's get drunk and have sex": The complex relationship of alcohol, gender, and sexual victimization. *Journal of Interpersonal Violence, 29* (7). https://doi.org/10.1177/0886260513506289

Creswell & Poth, (2018). *Qualitative inquiry and research design: Choosing among five traditions.* Thousand Oaks, CA: Sage.

Crowe, S., Cresswell, K., & Robertson, A. (2011). The case study approach. *BioMed Central Medical Research Methodology, 11*(100), https://doi.org/10.1186/1471-2288-11-100

Cruz, J. (2021) The constraints of fear and neutrality in title IX administrators' responses to sexual violence. *The Journal of Higher Education, 92*:3, 363-384, DOI: 10.1080/00221546.2020.1809268

Cypress, B. (2017). Rigor, reliability and validity in qualitative research: Perspectives, strategies, re-conceptualization and recommendations. *Dimensions of Critical Care Nursing, 36*, 253 - 263.

Dawtry, R. J., Cozzolino, P. J., Callan, M. J. (2019). I blame therefore it was: Rape myth acceptance, victim blaming, and memory reconstruction. *Personality and Social Psychology Bulletin, 45*(8), 1269-1282. https://doi.org/10.1177/0146167218818475.

DeLoveh, H. L. M., Cattaneo, L. B. (2017). Deciding where to turn: A qualitative

investigation of college students' help seeking decisions after sexual assault.
*American Journal of Community Psychology, 59*(1-2), 65-79.
https://doi.org/10.1002/ajcp.12125

DePoy, E. & Gitlin, L. N. (2015). *Introduction to research: Understanding and applying multiple strategies.* Elsevier Health Sciences.

Dills J, Fowler D, Payne G. (2016). *Sexual Violence on Campus: Strategies for Prevention.* National Center for Injury Prevention and Control, Centers for Disease Control and Prevention.
https://www.cdc.gov/violenceprevention/pdf/campussvprevention.pdf

Dion, J., Boisvert, S., Paquette, G., Bergeron, M., Hébert, M., & Daigneault, I. (2022). Sexual Violence at University: Are Indigenous Students More at Risk? *Journal of interpersonal violence*, *37*(17-18), https://doi.org/10.1177/08862605211021990

Dworkin, E. R., Pittenger, S. L., Allen, N. E. (2016). Disclosing sexual assault within social networks: A mixed-method investigation. *American Journal of Community Psychology, 57*(1–2), 216–228.

Eaton, A.A., Matamala, A. (2014). The relationship between heteronormative beliefs and verbal sexual coercion in college students. *Archives of Sexual Behavior 43*, 1443–1457 https://doi.org/10.1007/s10508-014-0284-4

Edwards, K. M., Mauer, V. A., Huff, M., Farquhar-Leicester, A., Sutton, T. E., & Ullman, S. E. (2022). Disclosure of Sexual Assault Among Sexual and Gender Minorities: A Systematic Literature Review. *Trauma, Violence, & Abuse*. https://doi.org/10.1177/15248380211073842

Elmore, K. C., Scull, T. M., Malik, C. V., & Kupersmidt, J. B. (2021). Rape Myth

 Acceptance Reflects Perceptions of Media Portrayals as Similar to Others, but

 Not the Self. *Violence Against Women*, *27*(3–4), 529–

 551. https://doi.org/10.1177/1077801220908335

End Rape on Campus. (n.d.). End Rape on Campus. https://endrapeoncampus.org/

Flowe, H. D., Takarangi, M. K. T., Humphries, J. E., & Wright, D. S. (2016). Alcohol

 and remembering a hypothetical sexual assault: Can people who were under the

 influence of alcohol during the event provide accurate testimony? *Memory, 24,*

 1042–1061. https://doi.org/10.1080/09658211.2015.10645.

Foubert, John D., Clark-Taylor, A., Wall, A.F. (2020). Is campus rape primarily a serial

 or one-time problem? Evidence from a multi campus study. *Violence Against*

 *Women. 26*(3–4), 296–311.

 https://doi-org.ezp.waldenulibrary.org/10.1177/1077801219833820

Fulu, Emma, Miedema, Stephanie. (2015). Violence Against Women: Globalizing the

 Integrated Ecological Model. *Violence Against Women, 21*(12).

 https://doi.org/10.1177/1077801215596244

Gelinas L., Largent, E.A., Cohen, I.G., Kornetsky, S., Bierer, B.E., Fernandez, L. H.

 (2018). A framework for ethical payment to research participants. *New England*

 *Journal of Medicine, 378*(8),766–771.

Gilmore, A. K., Lewis, M. A., George, W. H. (2015). A randomized controlled trial

 targeting alcohol use and sexual assault risk among college women at high risk

 for victimization. *Behavior Research and Therapy, 74,* 38-49.

https://doi.org/10.1016/j.brat.2015.08.007

Giuffre, Andrea and Gunnison, Elaine (2022) Sorority women's perceptions of survivors'

services and justice on an urban campus, *Dignity: A Journal of Analysis of*

*Exploitation and Violence*, *7*(1), Article 3.

https://doi.org/10.23860/dignity.2022.07.01.03

Gómez, J. M. (2022). Gender, Campus Sexual Violence, Cultural Betrayal, Institutional

Betrayal, and Institutional Support in U.S. Ethnic Minority College Students: A

Descriptive Study. *Violence Against Women*, *28*(1), 93–

106. https://doi.org/10.1177/1077801221998757

Green, L.W., Richard, L., & Potvin, L. (1996). Ecological foundation of health

promotion. *American Journal Health Promotions, 10*: 270–81

Harper, S., Maskaly, J., Kirkner, A., Lorenz, K. (2017). Enhancing title IX due process

standards in campus sexual assault adjudication: considering the roles of

distributive, procedural, and restorative justice. *Journal of School Violence, 16*

(3), 302-316.  https://doi.org/10.1080/15388220.2017.1318578

Harrison, H., Birks, M., Franklin, R., & Mills, J. (2017). Case study research:

Foundations and methodological orientations. *Forum: Qualitative Social*

*Research, 18(1)*. https://doi.org/10.17169/fqs-18.1.2655

Hohl, S., Gonzalez, D., Carosso, E., Ibarra, G., & Thompson, B. (2014). "I did it for us

and I would do it again". Perspectives of rural Latinos on providing biospecimens

for research. *American Journal of Public Health, 104,* 911-916. https://doi

10.2105/AJPH.2013.301726

Holland K. J., Cortina L. M. (2017). "It happens to girls all the time": Examining sexual
assault survivors' reasons for not using campus supports. *American Journal of Community Psychology*, *59,* 50–64.

Holland, K. J., Cortina, L. M., Freyd, J. J. (2018). Compelled disclosure of college sexual
assault. *American Psychologist, 73*(3), *256–268.*

Javorka, M., & Campbell, R. (2019). Advocacy services for college victims of sexual
assault: Navigating complicated confidentiality concerns. *Journal of trauma & dissociation: the official journal of the International Society for the Study of Dissociation (ISSD)*, *20*(3), 304–323.
https://doi.org/10.1080/15299732.2019.1571889

Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act
(Clery Act). (1990). 20 U.S.C. § 1092(f). *Summary of the Jeanne Clery Act.*
https://clerycenter.org/policy-resources/the-clery-act/

Jozkowski, Kristen, Wiersma-Mosley, Jacquelyn D. (2017). The Greek system: How
gender inequality and class privilege perpetuate rape culture. *Family Relations: An Interdisciplinary Journal of Applied Family Studies, 66*(1), 89-103.

Keeley, T., Al-Janabi, H., Lorgelly, P., and Coast, J. (2013). *A Qualitative assessment of
the content validity of the ICECAP-A and EQ-5D-5L and their appropriateness for use in health research*. National Institute of Health. doi:
10.1371/journal.pone.0085287

Klein, L.B., Graham, L. M., Treves-Kagan, S., Deck, P. G., DeLong, S. M., & Martin, S.
L. (2018). Leveraging data to strengthen campus sexual assault policies. *Journal*

*of Interpersonal Violence, 33*(21),

https://doi.org/10.1177/0886260518798351

Klein, L.B., Rebecca C. Woofter, Elliot Ruggles, Rachel Stewart, Taylan T. Stulting,

Andrew J. Rizzo & Lee E. H. Cherry (2021) Prevention Educator Perspectives on

LGBTQ+ Exclusion in Alcohol-Facilitated Campus Sexual Assault

Education, *American Journal of Sexuality Education, 16:*3, 394-

414, http://doi.10.1080/15546128.2021.1932654

Kleinheksel, A. J., Rockich-Winston, N., Tawfik, H., & Wyatt, T. R. (2020).

Demystifying Content Analysis. *American Journal of Pharmaceutical

Education*, *84*(1), 7113. https://doi.org/10.5688/ajpe7113

Know Your IX. (n.d.). *Title IX.* Know Your IX. https://www.knowyourix.org/college-

resources/title-ix/

Korstjens, I. & Moser, A. (2018) Series: Practical guidance to qualitative

research. Part 4: Trustworthiness and publishing, European *Journal of General

Practice, 24*(1), *120-124.* http://doi.10.1080/13814788.2017.1375092

Koss, M. P. (2014). The RESTORE program of restorative justice for sex crimes: Vision,

process, and outcomes. *Journal of Interpersonal Violence. 29*(9*).*

https://doi.org/10.1177/0886260513511537

Krebs, C., Lindquist, C., Berzofsky, M., Shook-Sa, B., & Peterson, K. (2016). *Campus

Climate Survey Validation Study Final Technical Report.* Bureau of Justice

Statistics, United States Department of Justice.

https://www.bjs.gov/content/pub/pdf/ccsvsftr.pdf

Leung, L. (2015). Validity, reliability, and generalizability in qualitative research. *Journal of Family Medicine and Primary Care, 4*(3), 324–327.

Lieberwitz, R. (2016, March 25). New AAUP Report: "*The History, Uses, and Abuses of Title IX*", Academe Blog, Academe Magazine, https://academeblog.org/2016/03/25/new-aaup-report-the-history-uses-and-abuses-of-title-ix/

Marshall University. (2020). Women's center. https://www.marshall.edu/wcenter/sexual-assault/rape-culture/

Martin, D. S., Donovan, S. B., Volpe, M. J., Gotfried, A. B. (2020, May 21). First lawsuit filed challenging DOE's Title IX final regulations. https://www.venable.com/insights/publications/2020/05/first-lawsuit-filed-challenging-does-title-ix

Martinez T, Wiersma-Mosley JD, Jozkowski KN, Becnel J. (2018). "Good guys don't rape": greek and non-greek college student perpetrator rape myths. *Behavioral Sciences, 27*;8(7):60. http://doi.10.3390/bs8070060.

McCray, K. L. (2015). Intercollegiate athletes and sexual violence: A review of literature and recommendations for future study. *Trauma, Violence and Abuse. 16*(4). https://doi.org/10.1177/1524838014537907

McDermott, R. C., Kilmartin, C., McKelvey, D. K., & Kridel, M. M. (2017). College male sexual assault of women and the psychology of men: Past, present, and future directions for research. *Psychology of Men & Masculinity, 16*(4), *355–366.* https://doi.org/10.1037/a0039544

McLeroy, K.R., Bibeau, D., Steckler, A., & Glanz, K. (1988). An ecological perspective on health promotion programs. *Health Education*, *15*, 351-377

Mellins, C.A., Walsh, K., Sarvet, A.L., Wall, M., Gilbert, L., Santelli, J.S., & Hirsch, J.S. (2017). Sexual assault incidents among college undergraduates: Prevalence and factors associated with risk. *PLoS One*. *8*(12), 11

Mennicke, A., Bowling, J., Gromer, J., & Ryan, C. (2019). Factors associated with and barriers to disclosure of a sexual assault to formal on-campus resources among college students. *Violence Against Women*. https://doi.org/10.1177/1077801219889173

Mennicke, A., Bowling, J., Gromer, J., & Ryan, C. (2021). Factors associated with and barriers to disclosure of a sexual assault to formal on-campus resources among college students. *Violence Against Women*, *27*(2), 255–273. https://doi.org/10.1177/1077801219889173

Mojtahed, R., Nunes, M. B., Martins, J. T., & Peng, A. (2014). Equipping the constructivist researcher: The combined use of semi structured interviews and decision-making maps. *Electronic Journal of Business Research Methods, 12*(2), 87-95.

Molstad, T. D., Weinhardt, J. M., & Jones, R. (2023). Sexual Assault as a Contributor to Academic Outcomes in University: A Systematic Review. *Trauma, violence & abuse*, *24*(1), 218–230. https://doi.org/10.1177/15248380211030247

Moylan C. A. (2016). "I fear I'm a checkbox": College and university victim advocates' perspectives of campus rape reforms. *Violence Against Women*, *23*, 1122–1139.

Moylan, C.; Javorka, M.; Bybee, D.; Stotzer, R., & Carlson, M. (2019). Campus-level

variation in the prevalence of student experiences of sexual assault and intimate

partner Violence. *Journal of the Society for Social Work and Research*.

*10*(3*):397-421.* http://doi.10.1086/704543.

Moynihan, M. M., Banyard, V. L., Cares, A. C., Potter, S. J., Williams, L. M., &

Stapleton, J. G. (2015). Encouraging responses in sexual and relationship violence

prevention: what program effects remain 1 year later? *Journal of Interpersonal*

*Violence, 30*(1), *110-132.*

Munro-Kramer, M. L., Dulin, A. C. & Gaither, C. (2017) What survivors want:

Understanding the needs of sexual assault survivors. *Journal of American College*

*Health, 65*:5, 297-305*,* http://doi.10.1080/07448481.2017.1312409

Namy, S., Carlson, C., O'Hara, K., Nakuti, J., Bukuluki, P., Lwanyaaga, J., & Michaua,

L. (2017). Towards a feminist understanding of intersecting violence against

women and children in the family. *Social Science & Medicine*, *184*: 40–48. http://

doi: 10.1016/j.socscimed.2017.04.042

National Geographic. (2020). *Ecology*. National Geographic.

https://www.nationalgeographic.org/encyclopedia/ecology/

National Sexual Violence Resource Center. (2018). *Sexual assault response teams.*

https://www.nsvrc.org/sarts

National Sexual Violence Resource Center. (2016). *The impact of sexual violence*.

https://www.nsvrc.org/sites/default/files/2016-01/saam_2016_impact-of-sexual-

violence.pdf

Nesbitt, S., Carson, S. (n.d.). *The cost of reporting: perpetrator retaliation, institutional betrayal and student survivor pushout.* KnowYourIX.org. https://www.knowyourix.org/wp-content/uploads/2021/03/Know-Your-IX-2021-Report-Final-Copy.pdf

Network for Victim Recovery of DC (n.d.) *Campus Sexual Assault Laws & Regulations Timeline*.

http://www.assaultservicesknowledge.org/docs/librariesprovider8/default-document-library/sa-ed-laws-timeline.pdf?sfvrsn=0

Nightingale, S.D. (2022). The role of trust in perceptions of the sexual assault reporting climate for LGBTQ college students. *Journal of Diversity in Higher Education, 15*(6), 790-800. http://doi.org/10.1037/dhe0000317

Nyangweso, M.A. (2017). Intersectionality, education, and advocacy against sexual violence. *Journal of Feminist Studies in Religion 33*(1), *180-182.* https://www.muse.jhu.edu/article/653665.

Office of Justice Programs, Office for Victims of Crime Training and Technical Assistance Center. (2019). *Sexual assault advocate/counselor training.* https://www.ovcttac.gov/saact/index.cfm

Office on Women's Health. (2018). *Sexual Assault on College Campuses.* https://www.womenshealth.gov/relationships-and-safety/sexual-assault-and-rape/college-sexual-assault

Olomi, J. M.; DePrince, A. P.; Gagnon, K. L. (2019). Institutional responses to campus sexual assault: Examining the development and work of a multidisciplinary team.

*Journal of Trauma & Dissociation, 20*(3), 324-339.

http://doi.10.1080/15299732.2019.1571886

Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful Sampling for Qualitative Data Collection and Analysis in Mixed Method Implementation Research. *Administration and policy in mental health, 42*(5), 533–544. https://doi.org/10.1007/s10488-013-0528-y

Patton, M. Q. (2015). *Qualitative research & evaluation methods:* Integrating theory and practice (4th Ed.). Thousand Oaks, CA: SAGE.

Perrin, N., Marsh, M., Clough, A. (2019). Social norms and beliefs about gender based violence scale: a measure for use with gender based violence prevention programs in low-resource and humanitarian settings. *Conflict and Health ,13*, 6. https://doi.org/10.1186/s13031-019-0189-x

Peterson, C., DeGue, S., Florence, C., & Lokey, C. N. (2017). Lifetime economic burden of rape among U.S. adults. *American Journal of Preventive Medicine*, *52*, 691-701. https://doi.ajpmonline.org/article/S0749-3797(16)30615-8/pdf

Powers, R. A., Leili, J. (2016). "Yeah, we serve alcohol, but … we are here to help": A qualitative analysis of bar staff's perceptions of sexual violence. *Violence & Victims, 31*(4), 692-707. DOI: 10.1891/0886-6708.VV-D-14-00047.

Prina, F., & Schatz-Stevens, J. N. (2020). Sexism and rape myth acceptance: The impact of culture, education, and religiosity. *Psychological Reports, 123*(3), 929–951. https://doi.org/10.1177/0033294119826896

Rape, Abuse & Incest National Network (RAINN). (2016). *Campus sexual violence:*

*Statistics.* RAINN.org. https://www.rainn.org/statistics/campus-sexual-violence

Rape, Abuse Incest National Network (RAINN). (2019). *The campus (save) act.*

https://www.rainn.org/articles/campus-save-act

Rape, Abuse & Incest National Network (RAINN). (2020). *Bringing in the bystander.*

RAINN.org. https://preventionnavigator.rainn.org/program/bringing-in-the-

bystander/details/

Ravitch, S. M., & Carl, N. M. (2016). *Qualitative research: Bridging the conceptual,*

*theoretical, and methodological.* Thousand Oaks, CA: Sage.

Ray, T. N., & Parkhill, M. R. (2021). Components of hostile masculinity and their

associations with male-perpetrated sexual aggression toward women: A

systematic review. *Trauma, Violence, & Abuse.*

https://doi.org/10.1177/15248380211030224

Relyea, M., and Ullman, S. E. (2015). Unsupported or turned against: Understanding how

two types of negative social reactions to sexual assault relate to post assault

outcomes. *Psychology of Women Quarterly, 39,* 37–52.

doi:10.1177/0361684313512610.

Reynolds-Tylus, T., Lukacena, K. M., & Quick, B. L. (2019). An application of the

theory of normative social behavior to bystander intervention for sexual

assault. *Journal of American College Health*, *67*(6), 551–559.

https://doi.org/10.1080/07448481.2018.1499648

Rich, B. (2020, March 23). *Sexual Assault on Campus: Awareness and Prevention.* The

Bestschools.com. https://thebestschools.org/magazine/sexual-assault-on-campus/

Richards, T. N. (2019). An updated review of institutions of higher education's responses

    to sexual assault: results from a nationally representative sample. *Journal of*

    *Interpersonal Violence, 34*(10). https://doi.org/10.1177%2F0886260516658757

Ridder, H. (2017). The theory contribution of case study research designs. *Business*

    *Research 10,* 281–305. https://doi.org/10.1007/s40685-017-0045-z

Roberts, T. (2013). Understanding the research methodology of interpretive

phenomenological analysis. *British Journal of Midwifery, 21*(3), *215-218.*

Rollero, C., Tartaglia, S. The effect of sexism and rape myths on victim blame. (2019).

    *Sexuality & Culture 23,* 209–219. https://doi.org/10.1007/s12119-018-9549-8

Rosenthal, M. N. and Freyd, J. J. (2018). Sexual Violence on Campus: No Evidence that

    Studies Are Biased Due to Self-Selection, Dignity. *Journal on Sexual*

    *Exploitation and Violence, 3*(1), *Article 7.*DOI: 10.23860/dignity.2018.03.01.07

Rubin, H. J., & Rubin, I. S. (2012). *Qualitative interviewing: The art of hearing data (3rd*

*ed.).* Thousand Oaks, CA: SAGE.

Sabbah, E. A., Chang, Y., Campbell-Heider, N. (2016). Understanding intimate partner

    violence in Jordan: Application of the ecological model. *Perspectives in*

    *Psychiatric Care.* https://doi.org/10.1111/ppc.12157

Sabina, C., Ho, L. Y. (2014). Campus and college victim responses to sexual assault and

    dating violence: Disclosure, service utilization, and service provision. *Trauma,*

    *Violence and Abuse.* https://doi.org/10.1177/1524838014521322

Saul, S. & Goldstein, D. (2017, September, 7). Betsy DeVos Says She Will Rewrite

    Rules on Campus Sex Assault. New York Times.

https://www.nytimes.com/2017/09/07/us/devos-campus-

rape.html?action=click&module=RelatedCoverage&pgtype=Article&region=Foot

er

Schwarz, J., Gibson, S., Lewis-Arévalo, C. (2017). Sexual assault on college campuses:

Substance use, victim status, awareness, and barriers to reporting. *Building*

*Healthy Academic Communities Journal, 1*(2).

Seabrook, R. C. (2021). Examining attitudes towards sexual violence and IPV prevention

activities among fraternity members with official and unofficial houses. *Journal*

*of American College Health*, *69*(4), 390–395.

https://doi.org/10.1080/07448481.2019.1679153

Seabrook, R. C., McMahon, S., O'Connor, J. (2018). A longitudinal study of interest and

membership in a fraternity, rape myth acceptance, and proclivity to perpetrate

sexual assault. *Journal of American College Health, 66*(6), 510-518.

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,* 3-13. http://doi.10.1037/men0000076

Seabrook, R. C., Ward, L. M., Reed, L., Manago, A., Giaccardi, S., Lippman, J. R.

(2016). Our scripted sexuality: The development and validation of a measure of

the heterosexual script and its relation to television consumption. *Emerging*

*Adulthood. 4*(5). https://doi.org/10.1177/2167696815623686

Senn, C. Y., Eliasziw, M., Barata, P. C., Thurston, W. E., Newby-Clark, I. R., Radtke, H.

L., & Hobden, K. L. (2015). Efficacy of a sexual assault resistance program for

    university women. *New England Journal of Medicine, 372*(24), 2326-2335.

Shibley, R. (2014, December 1). Time to call the cops: Title IX has failed campus sexual

    assault. Time. http://time.com/3612667/campus-sexual-assault-uva-rape-title-ix/

Siefkes-Andrew, A. J. & Alexopoulos, C. (2018). Framing blame in sexual assault: An

    analysis of attribution in news stories about sexual assault on college campuses.

    *Violence Against Women, 25*(6). https://doi.org/10.1177/1077801218801111

Sinozich, S., & Langton, L. (2014). *Rape and Sexual Assault Victimization Among*

    *College-Age Females, 1995–2013.* U.S. Department of Justice, Office of Justice

    Programs, Bureau of Justice Statistics.

    https://www.bjs.gov/content/pub/pdf/rsavcaf9513.pdf

Sleath, E. and Bull, R. (2017) Police perceptions of rape victims and the impact on case

    decision making: A systematic review. *Aggression and Violent Behavior, 34*(102).

    http://doi.10.1016/j.avb.2017.02.003

Smith, K. (2016). Title IX and sexual violence on college campuses: The need for

    uniform on-campus reporting, investigation, and disciplinary procedures. *St. Louis*

    *University Public Law Review, 35*, 157-178. http://law.slu.edu/journals/public-

    law-review

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: 2015 data

    brief – updated release. Centers for Disease Control and Prevention.

    https://www.cdc.gov/violenceprevention/pdf/2015data-brief508.pdf

Stader, D. L. & Williams-Cunningham, J. L. (2017). Campus sexual assault, institutional

    betrayal, and Title IX. the clearing house. *Journal of Educational Strategies,*

    *Issues and Ideas,* 198-202. https://doi.org/10.1080/00098655.2017.1361287

Stake, R. (2003). Case studies. *Strategies of qualitative inquiry* (2nd Ed.) (pp. 134 - 164).

    Thousand Oaks, CA: Sage.

Stoner, J. E., Cramer, R. J. (2017). Cramer sexual violence victimization among college

    females: A systematic review of rates, barriers, and facilitators of health service

    utilization on campus. *Trauma, Violence and Abuse.20*(4). https://doi-

    org.ezp.waldenulibrary.org/10.1177/1524838017721245

Sutton, J. & Austin, Z. (2015). Qualitative Research: Data Collection, Analysis, and

    Management. *Canadian Journal of Hospital Pharmacy, 68*(3), 226–231.

The Second Report of the White House Task Force to Protect Students from Sexual

    Assault. (2017). *The Second Report of the White House Task Force to Protect*

    *Students from Sexual Assault.*

    https://obamawhitehouse.archives.gov/sites/obamawhitehouse.archives.gov/files/i

    mages/Documents/1.4.17.VAW%20Event.TF%20Report.PDF

Tull, M. (2022, February 7). *Understanding PTSD after sexual assault.*

    https://www.verywellmind.com/symptoms-of-ptsd-after-a-rape-2797203

United States Department of Education. (2017). *United States Department of Education,*

    *Office For Civil Rights.*

    https://www2.ed.gov/about/offices/list/ocr/letters/colleague-title-ix-201709.pdf

United States Department of Education. (2018). *Nondiscrimination on the Basis of Sex in*

*Education Programs or Activities Receiving Federal Financial Assistance.*

https://www.govinfo.gov/content/pkg/FR-2018-11-29/pdf/2018-25314.pdf

United States Department of Education. (2020). *Title IX and sex discrimination.*

https://www2.ed.gov/about/offices/list/ocr/docs/tix_dis.html

United States Department of Education (n.d.). *Department of education issues new*

*interim guidance on campus sexual misconduct.*https://www.ed.gov/news/press-

releases/department-education-issues-new-interim-guidance-campus-sexual-

misconduct

United States Department of Justice. (2015). *Overview of title IX of the education*

*amendments of 1972, 20 U.S.C. A§ 1681 ET. SEQ.*

https://www.justice.gov/crt/overview-title-ix-education-amendments-1972-20-

usc-1681-et-seq

United States Department of Justice. (2017). *Protecting students from sexual assault.*

https://www.justice.gov/ovw/protecting-students-sexual-assault

United States Department of Education. (2020, May, 6). *Secretary DeVos takes historic*

*action to strengthen Title IX protections for all students: New regulation defines*

*sexual harassment, requires supportive measures for survivors, restores due*

*process on campus.* https://www.ed.gov/news/press-releases/secretary-devos-

takes-historic-action-strengthen-title-ix-protections-all-students

Wadsworth, P., Krahe, E., & Searing, K. (2018). An ecological model of well-being after

sexual assault: The voices of victims and survivors. *Family & Community Health,*

*41*(1), 37–46. https://doi.org/10.1097/FCH.0000000000000168

Walden University. (2022). *Center for Social Change.*

https://academicguides.waldenu.edu/social-change/mission

White House Task Force to Protect Students from Sexual Assault. (2017). Preventing and

addressing campus sexual misconduct: A guide for university and college

presidents, chancellors, and senior administrators.

https://www.whitehouse.gov/sites/whitehouse.gov/files/images/Documents/1.4.17

.VAW%20Event.Guide%20for%20College%20Presidents.PDF

World Health Organization. (2019). *Violence and injury prevention*. Sexual violence:

strengthening the health sector response.

https://www.who.int/violence_injury_prevention/violence/activities/sexual_violen

ce/en/

World Health Organization. (2020). *Violence prevention alliance.* World Health

Organization. https://www.who.int/violenceprevention/approach/ecology/en/

Yates, J., & Legget, T. (2016). Qualitative research: An introduction. *Radiologic

Technology, 88,* 225-231. Retrieved from

https://ezp.waldenulibrary.org/login?url=https://search.ebscohost.com/login.aspx?

direct=true&db=rzh&AN=119047675&site=ehost-live&scope=site

Yin, R. K. (2016). *Qualitative research from start to finish (2nd ed.).* New York, NY:

Young, B.R., Desmarais, S. L., Baldwin, J. A., and Chandler, R. (2016). Sexual coercion

practices among undergraduate male recreational athletes, intercollegiate athletes,

and non-athletes. *Violence Against Women,* 1 –18. http://doi.

10.1177/1077801216651339

Appendix A: Email and/or Phone Call to the Departments/Offices

Dear XXXXXXX

My name is Jennifer Bivins and I am a student at Walden University within the College of Health Sciences working on my PhD in Public Health. I have received IRB approval from Walden University as well as this institution. My study will be focused on sexual violence on this college campus and how this violence is addressed. I would appreciate the opportunity to interview one of the staff, administrators or students within your department/office who works with incidents of sexual violence. The interview will take one hour or less and I can conduct this interview while social distancing by setting up a video for the interview, or if the individual prefers, I can conduct the interview in person following social distance guidelines. All interviews will be confidential and I will extract any personal identifying information from the interview. Please feel free to contact me with any questions regarding my study. My email is Jennifer.bivins@waldenu.edu or ████████

If you support allowing your staff, administrators or students to participate, please forward this email to those individuals who may be interested in being interviewed. I have attached the eligibility criteria for the interview participants.

For those that are interested please either email me or call me and let me know that you are interested in participating in this study and I will respond with the next steps. I appreciate your time and thank you for your participation.

Appendix B: Letter of Recruitment to Local Sexual Assault Center

Dear XXXX

My name is Jennifer Bivins and I am a student at Walden University within the College of Health Sciences working on my PhD in Public Health. I have received IRB approval from Walden University as well as this institution. My study will be focused on sexual violence on this college campus and how this violence is addressed. I would appreciate the opportunity to interview one of the staff within your organization who works with survivors of sexual violence that occur on the university campus. The interview will take one hour or less and I can conduct this interview while social distancing by setting up a video for the interview, or if the individual prefers, I can conduct the interview in person following social distance guidelines. All interviews will be confidential and I will extract any personal identifying information from the interview. Please feel free to contact me with any questions regarding my study. My email is Jennifer.bivins@waldenu.edu or

If you support allowing your staff participate can you please forward this email to those individuals who may be interested in being interviewed. I have attached the eligibility criteria for the interview participants. For those who are interested, please either email me or call me and let me know that you are interested in participating in this study and I will respond with the next steps. I appreciate your time and thank you for your participation.

Appendix C: Letter of Recruitment to Sexual Assault Center for Survivors to Participate

in Research

Dear XXX,

My name is Jennifer Bivins and I am a student at Walden University within the College of Health Sciences working on my PhD in Public Health. I have received IRB approval from Walden University as well as the university. My study will be focused on sexual violence on this college campus and how this violence is addressed. I would like to interview survivors who are interested in being interviewed. I wanted to ask you if your organization would be willing to reach out to survivors that you currently work with who were assaulted on the university's campus to see if they would be interested in being interviewed by me. This interview would be one on one. The interview will take one hour or less and I can conduct this interview while social distancing by setting up a video for the interview, or if the individual prefers, I can conduct the interview in person following social distance guidelines. All interviews will be confidential and I will extract any personal identifying information from the interview. Please feel free to contact me with any questions regarding my study. My email is Jennifer.bivins@waldenu.edu or ▮▮▮▮▮▮ ▮▮▮

If you are willing to reach out to those survivors, you can just forward this email to those survivors who may be interested in being interviewed. If survivors would rather reach me by phone, please make sure they have my phone number listed above.

Thank you for your assistance.

Appendix D: Letter of Invitation to Participate in Research

Date: _____

To:

From: Jennifer Bivins, PhD Student

Dear Participant:

Thank you for your interest in participating in this study. The primary focus of my research is to obtain further insight on how this college is addressing sexual violence from an intervention and prevention perspective.

At no time will you be asked to divulge any confidential information regarding others. It is my intention to gain insight into how sexual violence is addressed on this campus by conducting in depth interviews with students, faculty, and staff as well as the local sexual assault center. My hope is that the data that are gathered will provide information that can be used to enhance and/or implement intervention and prevention services and programs on college campuses.

To move forward in the research process, I am soliciting your assistance by inviting you to participate in this strictly voluntary research study.

 Eligible participants include:

  a) Those who are willing to share their intervention and/or prevention lived
     experiences regarding how the university addresses sexual violence;
  b) Those who can provide in-depth knowledge and information regarding sexual
     violence on the university campus
  c) Have to either be a student or work for the university or local sexual assault center
  d) Ability to read and write in English.

For those who meet the criteria and are interested in participating, please contact me at either ███████████████████████ or ███████████.

In all sincerity, thank you in advance for your consideration and future participation in this research study. The results of this study have the potential to produce valuable information necessary to create and implement best practices in addressing sexual violence on college campuses.

Sincerely,

Appendix E: Consent Form

You are invited to take part in a research study about sexual violence and the university response to sexual violence. I am inviting individuals who have knowledge of sexual violence on the college campus and the university response to sexual violence to be in the study. This form is part of a process called "informed consent" to allow you to understand this study before deciding whether to take part.

This study is being conducted by a researcher named Jennifer Bivins, who is a doctoral student at Walden University.

**Background Information:**
The purpose of this study is to understand the factors, intervention and prevention strategies and policies and procedures that exist regarding sexual violence and were experienced by various stakeholders in addressing sexual violence on a college/university campus.

**Procedures:**
This study involves the following steps:

- complete an online demographic survey (3 minutes)
- take part in a confidential, audio recorded interview (through phone, zoom or some other online device) (approximately1 hour)
- review a typed transcript of your interview to make corrections if needed (email option available) (10 minutes)
- the researcher will email the participant after the interview to hear the researcher's interpretations and share your feedback (this is called member checking) and it takes 20-30 minutes or longer if needed.

**Here are some sample questions:**

Is there a concern(s) by students regarding sexual violence on this campus? If so, can you describe the concern? Can you provide an example?

Are there barriers that exist for victims who want to report an incident of sexual violence? If so, please describe them. Do you have any examples of barriers to reporting?

Are there any concerns regarding victim confidentiality or lack of confidentiality for victims if they choose to report their victimization? Accessing services?

Are there intervention services available for victims on this campus? What services are available for victims? Do you think students are aware of these services? Can you

describe the university's response mechanism when an incident of sexual violence occurs?

**Voluntary Nature of the Study:**

Research should only be done with those who freely volunteer. Everyone involved will respect your decision to join or not. You will not be treated any differently at Georgia Southern University whether or not you join the study. If you decide to join the study now, you can still change your mind later. You may stop at any time.

**Risks and Benefits of Being in the Study:**

Being in this study could involve some risk of minor discomforts that can be encountered in daily life, such as stress or revealing things that are personal. With the protections in place, this study would pose minimal risk to your wellbeing. Since this study involves a sensitive topic, participants may need resources. I have included the contact information for the university's counseling center which is available 24/7 at 912-478-5541 for free services and resources. If you need to speak to an advocate at the local sexual assault center (Teal House) that serves students attending the college/university, please call their crisis number 24/7 at 1-866-489-2225 or their office number during regular office hours at 912-489-6060 for free services and resources.

This study offers no direct benefits to individual volunteers. The aim of this study is to benefit the university's geographic area by increasing knowledge regarding sexual violence on campus and how a university addresses sexual violence through intervention and prevention programs, policies and procedures and services. The benefit is that the findings can be used to further explore how campuses address sexual violence and may help to create and or develop new and or innovative strategies to focus on best practices to address sexual violence on campus therefore making campuses safer for all students.

**Payment:**

As a gift for volunteering your time to be interviewed, I will mail you a $10 gift card to the address you provide.

**Privacy:**

As the researcher, I am required to protect your privacy. Your identity will be kept confidential within the limits of the law. The researcher is only allowed to share your identity or contact information as needed with Walden University supervisors (who are also required to protect your privacy). I will not use your personal information for any purposes outside of this research project. Also, I will not include your name or anything else that could identify you in the study reports. If I were to share this dataset with another researcher in the future, I am required to remove all names and identifying details before sharing; this would not involve another round of obtaining informed consent. Data will be kept secure. All research material and information, including field notes, transcripts, and audiotapes, will be preserved in either a locked safe in my home office or

on my computer. My computer will be password and virus protected. In addition, I will keep the information in my OneDrive file that is also password protected. I will destroy the materials and information after five years. As the researcher, I will be the only person that will have access to the materials and information within the locked safe, computer and OneDrive. Data will be kept for a period of at least 5 years, as required by the university.

**Contacts and Questions:**
You can ask questions of the researcher by email or phone. My email address is ██████████████████████ and my phone number is ███████████. If you want to talk privately about your rights as a participant, you can call Walden University's Research Participant Advocate at 612-312-1210. Walden University's approval number for this study is **IRB will enter approval number here** and it expires on **IRB will enter expiration date.**

You might wish to retain this consent form for your records. You may ask the researcher for a copy at any time using the contact info above.

**Obtaining Your Consent**

If you feel you understand the study and wish to volunteer, please indicate your consent by replying to this email with the words, "I consent".

Printed Name of Participant

_____

Date of consent

_____

Participant's Signature

_____

Appendix F: Confidentiality Statement

**Name of Signer:** Jennifer Bivins – Researcher

During the course of my activity in collecting data for this research: "University Campus Response to Sexual Violence", I will have access to information which is confidential and should not be disclosed. I acknowledge that the information must remain confidential, and that improper disclosure of confidential information can be damaging to the participant.

**By signing this Confidentiality Agreement, I acknowledge and agree that:**

1. I will not disclose or discuss any confidential information with others, including friends or family.

2. I have the duty to report any criminal activity or issues of child/elder abuse to legal authorities.

3. I will not in any way divulge, copy, release, sell, loan, alter or destroy any confidential information except as properly authorized.

4. I will not discuss confidential information where others can overhear the conversation. I understand that it is not acceptable to discuss confidential information even if the participant's name is not used.

5. I will not make any unauthorized transmissions, inquiries, modification or purging of confidential information.

6. I agree that my obligations under this agreement will continue after termination of the job that I will perform.

7. I understand that violation of this agreement will have legal implications.

8. I will only access or use systems or devices I'm officially authorized to access, and I will not demonstrate the operation or function of systems or devices to unauthorized individuals.

**Signing this document, I acknowledge that I have read the agreement and I agree to comply with all the terms and conditions stated above.**

_____          _____

Signature                                                                    Date

Appendix G: Demographic Questionnaire

Please circle your answer to each question.

1. **What is your gender identity?**

   Female    Male    Other    Prefer not to Answer

2. **What is your race/ethnicity?**
   Alaska Native   Asian American   Black or African American   Native American

   Native Hawaiian   Other Pacific Islander   Hispanic and Latino (of any race)

   White American    Prefer not to Answer

3. **What is your current role/position?**

   Student at University    Faculty at University   Staff at University

   Staff/Volunteer at Sexual Assault Center

   Other _____

4. **With what department or office within the university are you affiliated?**

   Written response

5. **How long have you been with the university or local sexual assault center?**

   1-2 years    3- 4 years    5- 6 years    7-8 years    9-10 years

   More than 10 years

Appendix H: Interview Guide Students

**Research Question 1**

How do students, administrators, faculty, staff, Title IX coordinators, health promtion staff, victim advocates and survivors describe their experince of campus sexual violence and the college/university sexual assault response system?

**Research Question 2**

How do students, adminstrators, faculty, staff, Title IX coordinators, health promition staff, victim advocates and survivors describe best pracrices at a college/university campus in the south eastern United States addressing sexual violence?

(Warmup Questions/Building Rapport)

I will introduce myself and tell each participant my role as the researcher.

I will first ask if they have had a good day.

Then in using the demographic survey I will ask each participant about their current status as a student(if a student) (what year are they currently in, major, year they plan on graduating, what they plan on doing after they graduate),
For those with a job or position (what are their main duties, are there others that do the job too, does it keep you busy),

Then department or organization that they are affiliated (how many staff or faculty in their department or organization).
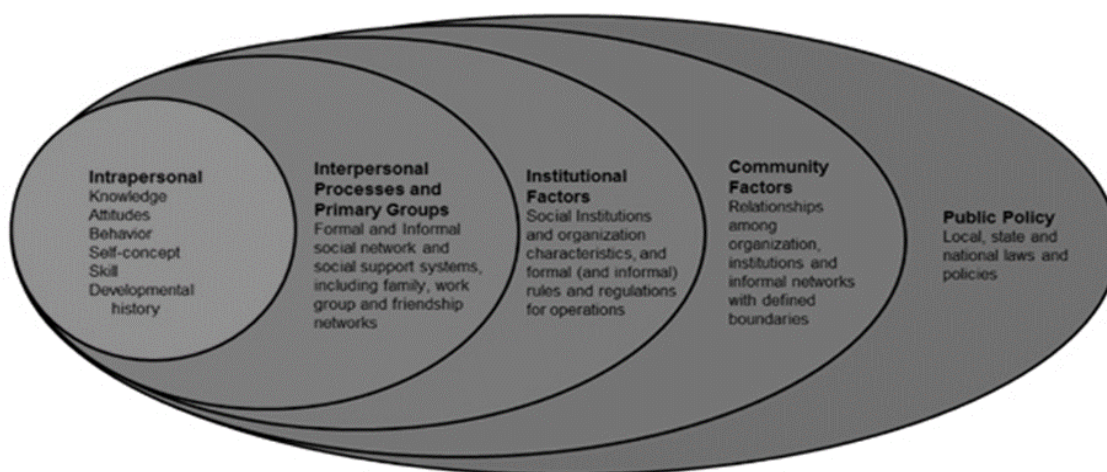
I will explain that I will be having a conversation with them about their lived experiences and in-depth knowledge about sexual violence on the university campus and the university's response. I will clarify that there are no right or wrong answers! Then I will provide definitions for the following terms so that the participatns are clear about the terms during the interview.

**Definitions**

*Sexual Violence*- The ACHA (2016) recognizes sexual and relationship violence affecting college and university campuses as a serious public health. Sexual and relationship violence comprise a continuum of behaviors, including but not limited to sexual/gender harassment, sexual coercion, sexual abuse, stalking, sexual assault, rape, dating violence, and domestic violence. A wide concept that encompasses any form of unwanted sexual interaction (ACHA, 2016). This interaction can be verbal, non-verbal, written, or physical contact (ACHA, 2016).

*Intervention* - Services and resources provided to support a victim/survivor of sexual violence. This intervention could be in the form of in-person advocacy, crisis line advocacy, hospital accompaniment, online resources, referrals for counseling, pamphlets, brochures (OJP, 2019.)

*Prevention* - The act of preventing sexual violence from occurring. The CDC (2018) identifies three prevention focuses. Primary prevention prevents first-time perpetration and victimization. Secondary prevention is immediate intervention and tertiary prevention is long term intervention (Centers for Disease Control and Prevention, 2019).



## Ecological Level - Intrapersonal

**Factor - Attitudes, Beliefs and Behaviors regarding Sexual Violence**

**Interview Question 1 –** Is there a concern(s) by students regarding sexual violence on this campus? If so, can you describe the concerns. Can you provide an example?

**Interview Question 2 –** Is there a concern(s) by staff/administrators regarding sexual violence on this campus? If so, can you describe the concerns. Can you provide an example?

**Interview Question 3 –** Do you see, hear or are you aware of attitudes, beliefs, or behaviors on campus that would support incidences of sexual violence? Those attitudes, beliefs, or behaviors could include: negative feelings toward girls, thinking that males and females should remain within defined gender roles, inappropriate jokes regarding women and girls, yelling out at females walking by, etc. Can you describe the attitudes, beliefs, or behaviors? Can you give an example?

## Ecological Levels - **Intrapersonal, Interpersonal, Institutional, Community**

**Factor - Barriers to Reporting on College Campus**

**Interview Question 4 –** Are there barriers that exist for victims who want to report an incident of sexual violence? If so, please describe them. Do you have any examples of barriers to reporting that you are aware of?

**Interveiw Question 5** – Do you have a recommendaion to address the barriers that exist for those victims who want to report an incident of sexual violence?

## Ecological Levels - **Intrapersonal, Interpersonal, Institutional, Community**

**Factor - Barriers to Accessing Services on College Campuses**

**Interview Question 6 –** Are there barriers that exist for victims who want to access services after an incident of sexual violence? If so, please describe them. Do you have any examples of barriers to accessing services that you are aware of?

**Interview Question 7 –** Do you have a recommendaion to address the barriers that exist for those victims who want to access services after an incident of sexual violence?

## Ecological Level - **Institutional**

**Factor - Lack of Victim Confidentiality**

**Interview Question 8 –** Are there any concerns regarding victim confidentiality or lack of confidentialtiy for victims if they choose to report their victimization? Accessing services?

## Ecological Levels - **Intrapersonal, Interpersonal, Institutional, Community**

**Factor - Alcohol and Victimization on College Campuses**

**Interview Question 9 –** Is there a connection between alcohol use on campus and sexual violence? If so, can you describe. How does this univeristy intervene?

## Ecological Levels - **Interpersonal, Institutional, Community**

**Factor - Fraternities and College Athletes on College Campuses**

**Interview Question 10 –** Is there a relationship between faternities and incidences of sexual violence on this campus? Can you describe the relationship? Can you give an example?

**Interview Questions 11 –** Is there a relationship between college athletes and incidences of sexual violence on this campus? Can you describe the relationship? Can you give an example?

# Ecological Levels - Institutional, Community

**Factor - Internvention and Prevention programs on college campuses**

**Interview Question 12 –** Are there intervention services available for victims on this campus? What services are available for victims? Do you think students are aware of these services?Can you describe the college's response mechanism when an incident of sexual violence occurs?

**Interview Question 13 –** Are there prevention programs and services on this campus? If so, what are those progams and services? Do you think students are aware of these programs and services?

**Interview Quesiton 14 –** In your opionion, what intervention and prevention services and programs do you think the university should provide to best support victims and prevent future incidences of sexual violence?

# Ecological Levels - Institutional Factors and Public Policy

**Factor - Policies and procedures regarding Sexual Violence on College Campuses**

**Interview Question 15 –** Are you aware of the policies and procedures regarding Title IX/Sexual Harssment at this institution? If so, how were you made aware of the policies and procedures?

**Interview Question 16 –** How would you describe the universities policies and procedures that are currently in place to address sexual violence on this campus? Can you provide other policies, procedures or recommendations that should be added or addressed to ensure best practices in sexual violence intervention and prevention on this campus?

**Interview Question 17 -** Is there anything else you would like to share

Appendix I: Interview Guide University Staff

**Research Question 1**

How do students, administrators, faculty, staff, Title IX coordinators, health promtion staff, victim advocates and survivors describe their experince of campus sexual violence and the college/university sexual assault response system?

**Research Question 2**

How do students, adminstrators, faculty, staff, Title IX coordinators, health promition staff, victim advocates and survivors describe best pracrices at a college/university campus in the south eastern United States addressing sexual violence?

(Warmup Questions/Building Rapport)

I will introduce myself and tell each participant my role as the researcher.

I will first ask if they have had a good day.

Then in using the demographic survey I will ask each participant about their current

status as a student(if a student) (what year are they currently in, major, year they plan on graduating, what they plan on doing after they graduate),
For those with a job or position (what are their main duties, are there others that do the job too, does it keep you busy),

Then department or organization that they are affiliated (how many staff or faculty in their department or organization).
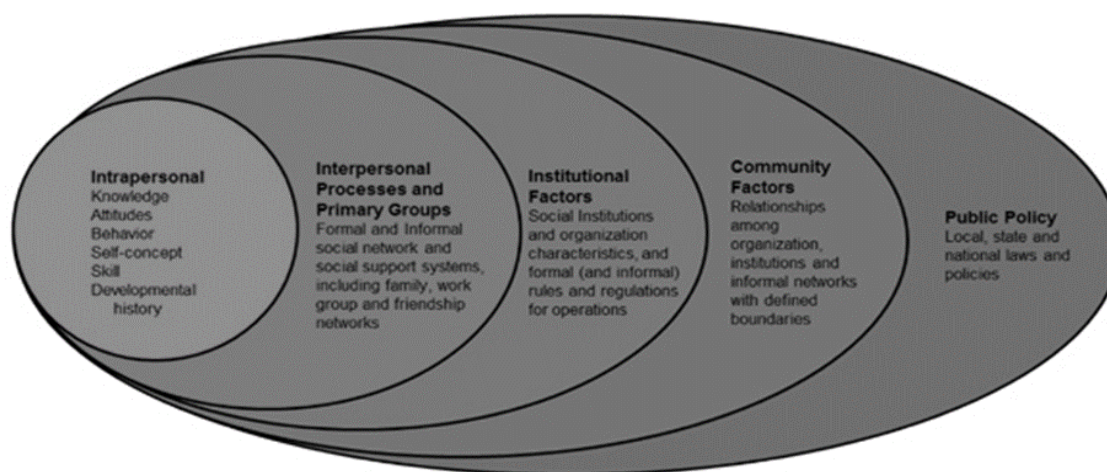
I will explain that I will be having a conversation with them about their lived experiences and in-depth knowledge about sexual violence on the university campus and the university's response. I will clarify that there are no right or wrong answers! Then I will provide definitions for the following terms so that the participatns are clear about the terms during the interview.

**Definitions**

*Sexual Violence*- The ACHA (2016) recognizes sexual and relationship violence affecting college and university campuses as a serious public health. Sexual and relationship violence comprise a continuum of behaviors, including but not limited to sexual/gender harassment, sexual coercion, sexual abuse, stalking, sexual assault, rape, dating violence, and domestic violence. A wide concept that encompasses any form of unwanted sexual interaction (ACHA, 2016). This interaction can be verbal, non-verbal, written, or physical contact (ACHA, 2016).

*Intervention* - Services and resources provided to support a victim/survivor of sexual violence. This intervention could be in the form of in-person advocacy, crisis line advocacy, hospital accompaniment, online resources, referrals for counseling, pamphlets, brochures (OJP, 2019.)

*Prevention* - The act of preventing sexual violence from occurring. The CDC (2018) identifies three prevention focuses. Primary prevention prevents first-time perpetration and victimization. Secondary prevention is immediate intervention and tertiary prevention is long term intervention (Centers for Disease Control and Prevention, 2019).



## Ecological Level - **Intrapersonal**

**Factor - Attitudes, Beliefs and Behaviors regarding Sexual Violence**

**Interview Question 1 –** Is there a concern(s) by students regarding sexual violence on this campus? If so, can you describe the concerns. Can you provide an example?

**Interview Question 2** – Is there a concern(s) by staff/administrators regarding sexual violence on this campus? If so, can you describe the concerns. Can you provide an example?

**Interview Question 3 –** Do you see, hear or are you aware of attitudes, beliefs, or behaviors on campus that would support incidences of sexual violence? Those attitudes, beliefs, or behaviors could include: negative feelings toward girls, thinking that males and females should remain within defined gender roles, inappropriate jokes regarding women and girls, yelling out at females walking by, etc. Can you describe the attitudes, beliefs, or behaviors? Can you give an example?

## Ecological Levels - **Intrapersonal, Interpersonal, Institutional, Community**

**Factor - Barriers to Reporting on College Campus**

**Interview Question 4 –** Are there barriers that exist for victims who want to report an incident of sexual violence? If so, please describe them. Do you have any examples of barriers to reporting that you are aware of?

**Interveiw Question 5** – Do you have a recommendaion to address the barriers that exist for those victims who want to report an incident of sexual violence?

## Ecological Levels - **Intrapersonal, Interpersonal, Institutional, Community**

**Factor - Barriers to Accessing Services on College Campuses**

**Interview Question 6 –** Are there barriers that exist for victims who want to access services after an incident of sexual violence? If so, please describe them. Do you have any examples of barriers to accessing services that you are aware of?

**Interview Question 7 –** Do you have a recommendaion to address the barriers that exist for those victims who want to access services after an incident of sexual violence?

## Ecological Level - **Institutional**

**Factor - Lack of Victim Confidentiality**

**Interview Question 8 –** Are there any concerns regarding victim confidentiality or lack of confidentialtiy for victims if they choose to report their victimization? Accessing services?

## Ecological Levels - **Intrapersonal, Interpersonal, Institutional, Community**

**Factor - Alcohol and Victimization on College Campuses**

**Interview Question 9 –** Is there a connection between alcohol use on campus and sexual violence? If so, can you describe. How does this univeristy intervene?

## Ecological Levels - **Interpersonal, Institutional, Community**

**Factor - Fraternities and College Athletes on College Campuses**

**Interview Question 10** – Is there a relationship between faternities and incidences of sexual violence on this campus? Can you describe the relationship? Can you give an example?

**Interview Questions 11** – Is there a relationship between college athletes and incidences of sexual violence on this campus? Can you describe the relationship? Can you give an example?

# Ecological Levels - Institutional, Community

**Factor - Internvention and Prevention programs on college campuses**

**Interview Question 12** – Are there intervention services available for victims on this campus? What services are available for victims? Do you think students are aware of these services?Can you describe the college's response mechanism when an incident of sexual violence occurs?

**Interview Question 13** – Are there prevention programs and services on this campus? If so, what are those progams and services? Do you think students are aware of these programs and services?

**Interview Quesiton 14** – In your opionion, what intervention and prevention services and programs do you think the university should provide to best support victims and prevent future incidences of sexual violence?

# Ecological Levels - Institutional Factors and Public Policy

**Factor - Policies and procedures regarding Sexual Violence on College Campuses**

**Interview Question 15** – Are you aware of the policies and procedures regarding Title IX/Sexual Harssment at this institution? If so, how were you made aware of the policies and procedures?

**Interview Question 16** – How would you describe the universities policies and procedures that are currently in place to address sexual violence on this campus? Can you provide other policies, procedures or recommendations that should be added or addressed to ensure best practices in sexual violence intervention and prevention on this campus?

**Interview Question 17** - Is there anything else you would like to share?

Appendix J: Interview Guide Sexual Assault Center Staff

**Research Question 1**

How do students, administrators, faculty, staff, Title IX coordinators, health promtion staff, victim advocates and survivors describe their experince of campus sexual violence and the college/university sexual assault response system?

**Research Question 2**

How do students, adminstrators, faculty, staff, Title IX coordinators, health promition staff, victim advocates and survivors describe best pracrices at a college/university campus in the south eastern United States addressing sexual violence?

(Warmup Questions/Building Rapport)

I will introduce myself and tell each participant my role as the researcher.

I will first ask if they have had a good day.

Then in using the demographic survey I will ask each participant about their current status as a student(if a student) (what year are they currently in, major, year they plan on graduating, what they plan on doing after they graduate),
For those with a job or position (what are their main duties, are there others that do the job too, does it keep you busy),

Then department or organization that they are affiliated (how many staff or faculty in their department or organization).
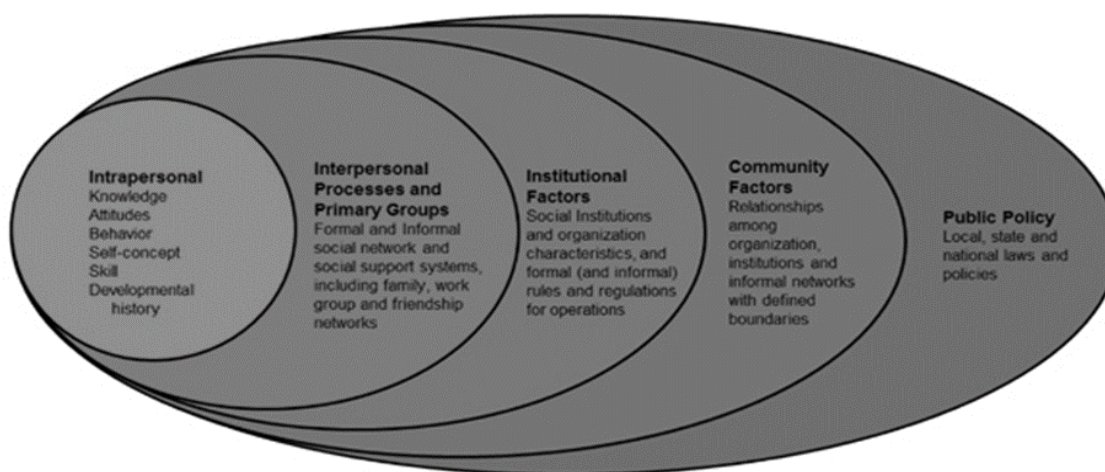
I will explain that I will be having a conversation with them about their lived experiences and in-depth knowledge about sexual violence on the university campus and the university's response. I will clarify that there are no right or wrong answers! Then I will provide definitions for the following terms so that the participatns are clear about the terms during the interview.

**Definitions**

*Sexual Violence*- The ACHA (2016) recognizes sexual and relationship violence affecting college and university campuses as a serious public health. Sexual and relationship violence comprise a continuum of behaviors, including but not limited to sexual/gender harassment, sexual coercion, sexual abuse, stalking, sexual assault, rape, dating violence, and domestic violence. A wide concept that encompasses any form of unwanted sexual interaction (ACHA, 2016). This interaction can be verbal, non-verbal, written, or physical contact (ACHA, 2016).

*Intervention* - Services and resources provided to support a victim/survivor of sexual violence. This intervention could be in the form of in-person advocacy, crisis line advocacy, hospital accompaniment, online resources, referrals for counseling, pamphlets, brochures (OJP, 2019.)

*Prevention* - The act of preventing sexual violence from occurring. The CDC (2018) identifies three prevention focuses. Primary prevention prevents first-time perpetration and victimization. Secondary prevention is immediate intervention and tertiary prevention is long term intervention (Centers for Disease Control and Prevention, 2019).



## Ecological Level - **Intrapersonal**

### Factor - Attitudes, Beliefs and Behaviors regarding Sexual Violence

**Interview Question 1** – Is there a concern(s) by students regarding sexual violence on this campus? If so, can you describe the concerns. Can you provide an example?

**Interview Question 2** – Is there a concern(s) by staff/administrators regarding sexual violence on this campus? If so, can you describe the concerns. Can you provide an example?

**Interview Question 3** – Do you see, hear or are you aware of attitudes, beliefs, or behaviors on campus that would support incidences of sexual violence? Those attitudes, beliefs, or behaviors could include: negative feelings toward girls, thinking that males and females should remain within defined gender roles, inappropriate jokes regarding women and girls, yelling out at females walking by, etc. Can you describe the attitudes, beliefs, or behaviors? Can you give an example?

## Ecological Levels - Intrapersonal, Interpersonal, Institutional, Community

**Factor - Barriers to Reporting on College Campus**

**Interview Question 4 –** Are there barriers that exist for victims who want to report an incident of sexual violence? If so, please describe them. Do you have any examples of barriers to reporting that you are aware of?

**Interveiw Question 5** – Do you have a recommendaion to address the barriers that exist for those victims who want to report an incident of sexual violence?

## Ecological Levels - Intrapersonal, Interpersonal, Institutional, Community

**Factor - Barriers to Accessing Services on College Campuses**

**Interview Question 6 –** Are there barriers that exist for victims who want to access services after an incident of sexual violence? If so, please describe them. Do you have any examples of barriers to accessing services that you are aware of?

**Interview Question 7 –** Do you have a recommendaion to address the barriers that exist for those victims who want to access services after an incident of sexual violence?

## Ecological Level - Institutional

**Factor - Lack of Victim Confidentiality**

**Interview Question 8 –** Are there any concerns regarding victim confidentiality or lack of confidentialtiy for victims if they choose to report their victimization? Accessing services?

## Ecological Levels - Intrapersonal, Interpersonal, Institutional, Community

**Factor - Alcohol and Victimization on College Campuses**

**Interview Question 9 –** Is there a connection between alcohol use on campus and sexual violence? If so, can you describe. How does this univeristy intervene?

## Ecological Levels - Interpersonal, Institutional, Community

**Factor - Fraternities and College Athletes on College Campuses**

**Interview Question 10 –** Is there a relationship between faternities and incidences of sexual violence on this campus? Can you describe the relationship? Can you give an example?

**Interview Questions 11 –** Is there a relationship between college athletes and incidences of sexual violence on this campus? Can you describe the relationship? Can you give an example?

## Ecological Levels **- Institutional, Community**

**Factor - Internvention and Prevention programs on college campuses**

**Interview Question 12 –** Are there intervention services available for victims on this campus? What services are available for victims? Do you think students are aware of these services?Can you describe the college's response mechanism when an incident of sexual violence occurs?

**Interview Question 13 –** Are there prevention programs and services on this campus? If so, what are those progams and services? Do you think students are aware of these programs and services?

**Interview Quesiton 14 –** In your opionion, what intervention and prevention services and programs do you think the university should provide to best support victims and prevent future incidences of sexual violence?

## Ecological Levels - **Institutional Factors and Public Policy**

**Factor - Policies and procedures regarding Sexual Violence on College Campuses**

**Interview Question 15 –** Are you aware of the policies and procedures regarding Title IX/Sexual Harssment at this institution? If so, how were you made aware of the policies and procedures?

**Interview Question 16 –** How would you describe the universities policies and procedures that are currently in place to address sexual violence on this campus? Can you provide other policies, procedures or recommendations that should be added or addressed to ensure best practices in sexual violence intervention and prevention on this campus?

**Interview Question 17** - Is there anything else you would like to share?