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Understanding College Staff's Experiences in Responding to Student Domestic Violence Victims

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Understanding College Staff's Experiences in Responding to Student Domestic

Violence Victims

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MSW Clinical Research Paper

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Abstract

The purpose of this study was to explore campus violence from the perspective of the campus staff members who work with directly with domestic violence victims. Current research that focuses on the experiences that campus staff members have in working with student domestic violence victims is limited. A qualitative approach using exploratory and inductive research was used to analyze seven interviews from campus staff who had personal experience working with student domestic violence victims. Participants were asked to describe their thoughts about campus violence and their thoughts on ways to improve existing campus policies, procedures, and programs to continue reducing violence on campus. Participants identified key themes and ideas that could improve campus safety, such as continuing using Green Dot and having a more collaborative campus message that does not tolerate violence towards women. Participants also mentioned services such as anonymous reporting or confidential reporting was important to help increase reporting of domestic violence. These themes demonstrate an importance for understanding college staff perspectives as these staff have an intimate working knowledge of the campus and how to improve safety measures for all students.

Keywords: Domestic violence, college campus, campus staff, campus violence, qualitative research, exploratory research.

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Victims

Perry (2002) conducted a project that showcased how domestic and dating violence
occurs on college campuses. The partial quote and story below has been taken from <u>Raising
Voices</u>, the program brochure that describes Perry's project at the University of Wisconsin
Madison.

> "Claire, a UW–Madison graduate, was involved in an abusive relationship that began in
>
> high school and continued through her undergraduate years. Claire first identified the
>
> abuse in her partner's extreme jealousy. She noticed he always needed to know where she
>
> was and who she was with. Gradually, Claire's partner became more physically abusive.
>
> "The emotional abuse started first, and I would have run for the hills if the physical abuse
>
> had started first," she says. Her partner consistently blamed her for his own abusive
>
> behaviors. "It was always manipulation that I was the one that was causing the physical
>
> or psychological abuse to occur. He wouldn't take responsibility for anything.… He
>
> would turn it around. It was always something I did," Claire says. At the time, she had
>
> difficulty distinguishing the abusive behavior from her feelings for him. "Any other
>
> person I'd been with before hadn't acted that way, but… I've never been in love like this
>
> before with someone either. So that was always hard for me to distinguish, thinking, well
>
> this was what true love was about—real intense emotion." The abuse in the relationship
>
> caused Claire's grades to plummet. Her partner expected her to spend a lot of time with
>
> him, and this took her away from her studies. He would pick a fight the night before she
>
> had an exam to purposely sabotage her academics. Claire also felt that he tried to
>
> sabotage her social interactions. He constantly questioned her and was suspicious of her,
>
> so much so that she rarely went out with friends..."

Domestic violence is a complex problem that occurs with some frequency on many college campuses. Several authors report that as many as one in four women experience violent relationships while attending college (Giordano, Soto, Manning, & Longmore, 2010; Miller, 2011; Whitaker, Haileyesus, Swahn, & Saltzman, 2007;). Scherer, Snyder, & Fisher (2013) report that violent relationships are even more common and state that one in three women experience violent relationships while attending college. Even more startling, of the 508 students polled as part of the College Dating and Abuse Poll (2011), 43% stated that they had experienced domestic violence, 52% reported knowing a person who experienced violence, and 57% reported that the violence had occurred while attending college (Knowledge Works, 2011).

The "traditional college student" faces many challenges associated with both violent relationships and ending violent relationships. The "traditional college student" is between 17 and 22 years old. Given that age range, the research literature considers college students to be at the developmental level of "emerging adults" (Arnett, 2000; Kaura & Lohman, 2009). Emerging adults are considered developmentally in late adolescence, but not yet in early adulthood (Arnett, 2000). As such, college-aged women are not considered to have had enough experience with dating relationships to know when a relationship is unhealthy (Lindsay et al., 2013). In addition to the challenges faced during a violent relationship, a college-aged individual may encounter barriers such as fear when she decides to leave a relationship or decides to get help (Hamby & Jackson, 2010). Similarly, women may not feel safe enough or confident enough to report issues to campus staff, as they may face barriers such as fear of a perpetrator (Bostock, Plumpton & Pratt, 2009; Leone, Lape & Xu, 2014; Murray & Kardatzke, 2007; Yescavage, 1999) or fear of the societal blame associated with being labeled a victim (Sabel, Danis, Mauzy, & Gallagher, 2006).

While college-aged women face many obstacles when choosing to report domestic violence, they often turn to campus staff members for help when they do decide to report. As such, it is imperative for campus staff to be appropriately trained to handle reports of domestic violence. The training of campus staff and the comfort campus staff has with handling domestic violence has not been well studied. Thus, it is highly important for the research literature to begin exploring campus staff's experiences when working with college-aged female victims. This paper focuses on research conducted at a Midwestern university regarding campus staff members' experiences when working with college-aged victims. College campus staff who feel adequately trained and supported in their roles may feel more empowered in their ability to work with victims. Conversely, those staff who feel ill-equipped or who feel they lack the internal or external resources to help victims may project those frustrations into their working relationships with the victims they are attempting to help.

Understanding the nature of campus staff's experiences when working with victims of domestic violence has numerous implications for the field of social work. One implication for the field of social work is that, ethically, social work strives to address social problems like domestic violence on college campuses. Domestic violence is a major social problem because it creates a power inequity between male and female romantic partners. Power inequities can be seen in the social culture of the campus and the policies that govern how victims and perpetrators of violence are treated. These inequities allow male students to exert violent power over female students, and it also causes concerns of continued safety for other women on campus.

Another implication for the field of social work is the social injustice of domestic violence. Domestic violence creates injustice on campus because of the way that male students oppress female students through violence and intimidation. To combat this oppression, social

workers need to research and understand how campus staff members perceive their ability to enforce safety and equality on campus. One final implication for social work is that the building of stronger and more effective human relationships is imperative to prevent domestic violence on college campuses. The stronger the relationships are between students and campus staff, the more victims will feel empowered to report violence. This will allow colleges and universities to continue addressing and reducing domestic violence as a problem on campus. Completing research that explores human relationships like those between the campus college staff members and victims is necessary for future prevention efforts.

To begin to address the human relationships implication as a social work practice method, this study will use qualitative interviews of college staff members. There are two main goals driving the use of the qualitative interview method. The first goal of the qualitative interviews is to determine how college staff members interact with domestic violence victims. This is important to assess because how a college staff member works with a victim is incredibly important to empowering the victim. If a victim feels supported by the staff person to whom she reports the domestic violence, she may feel less shame, guilt, and/or fear for reporting the violent relationship. The second goal of the qualitative interviews is to explore the staff members' views on improving safety on campus. If a college staff member feels as if there are barriers to his or her ability to work with victims, those issues need to be addressed by the university system. College staff members will be the most knowledgeable about what supports and barriers exist both in policy and practice that may support or detract from their ability to work with victims.

The overall research question for this study is, what are the barriers and supports that college staff persons experience when working with college aged female domestic violence victims? Secondarily, what do college staff persons feel could be changed on college campuses

to increase the safety of female student victims?

Literature Review

When researching the college student population, it is important to understand how factors such as age, gender, and the responses of campus staff can impact students' reporting behaviors. Additionally, knowing how college students and female victims specifically perceive domestic violence can greatly influence how staff members engage with victims who report domestic violence incidents. This literature review will focus on multiple topic areas, including definitions of domestic violence, gender related statistics regarding domestic violence in college relationships, mental health consequences from domestic violence, federal acts surrounding domestic violence on college campuses, reporting supports and barriers for college victims, campus responses to domestic violence, and gaps in the college domestic violence literature.

Definition of Domestic Violence

When defining domestic abuse, it is important to understand two different legal realms. The first is that domestic violence laws discuss the types of relationships where domestic violence is illegal. The second is that domestic violence is legally defined by behaviors that constitute illegal violent behavior. Given the legal definitions, a college campus is required to treat reported domestic violence as a crime until it is deemed otherwise by law enforcement.

In the first legal realm, it is important to have a legal definition of a relationship because domestic violence does not solely exist within the constructs of a marriage or a legal committed union of two persons (Pirius, 2012). In various studies, domestic abuse behaviors such as physical abuse, psychological abuse, and sexual abuse have been shown to also occur within the constructs of long and short term dating relationships (Centers for Disease Control, 2014; Loveisrespect.org, 2014). This type of violence is termed and is frequently referred to as "dating violence" in the lay community (DoSomething.org, 2014). Unlike a marriage or a civil union,

dating relationships are not legally binding. Persons in a dating couple, however, can still be

legally eligible for protection from domestic violence if both persons are engaging in a

relationship that is considered a "significant romantic" or "sexual" relationship. (Pirius, 2012).

In the second legal realm, it is important to define the behaviors that constitute domestic

violence to understand how the law perceives acts that are considered illegal. This section will

also focus on the definitions of similar abusive behaviors in the research literature to understand

how the two compare. Per Pirius (2012) and the Domestic Abuse Act (2014), the legal definition

of domestic violence is

>"(1) physical harm, bodily injury, or assault;
>
>(2) the infliction of fear of imminent physical harm, bodily injury, or assault; or
>
>(3) terroristic threats, within the meaning of section 609.713, subdivision 1; criminal
>
>sexual conduct, within the meaning of section 609.342, 609.343, 609.344, 609.345,
>
>or 609.3451; or interference with an emergency call within the meaning of
>
>section 609.78, subdivision 2."

The first set of behaviors, "physical harm, bodily injury, or assault," falls into the

category of physical abuse. Physical abuse, also described as physical harm and bodily injury, is

further defined from a legal perspective as including "physical pain or injury" or "impairment of

physical condition" (Minn. Stat. § 609.02 (2014)). The existence of these elements of physical

abuse can also be determined based on the severity of victims' sustained injuries ((Minn. Stat. §

609.02 (2014)). The research literature adds to the legal definition of physical abuse by

providing a multitude of examples, including, but not limited to, "pushing, slapping" and

"shoving" (O'Leary, 1993), "stabbing, burning, and choking" (Smith, White, & Holland, 2003),

and "kicking, hitting, beating up, threatening with a weapon and using a weapon" (Aspy, 2007).

As seen above, the Domestic Abuse Act (2014) also outlines behaviors that are considered to be psychological abuse by the research literature. Legally, psychological abuse is defined by acts such as "the infliction of fear of imminent physical harm, bodily injury, or assault," "terroristic threats," and "interfering with an emergency call" (Pirius, 2012). Similar to above, the research literature adds to the legal definition of psychological abuse by providing a multitude of examples, including, but not limited to exerting psychological control over the victim (Harper, Austin, Cercone, & Arias, 2005) and using actions such as "intimidation, social isolation, humiliation, and other tactics to control the survivor" (Eshelman & Levendosky, 2012).

Beyond physical and psychological abuse, the law also covers sexual abuse behaviors. The Domestic Abuse Act (2014) legally defines sexual abuse as "criminal sexual conduct" (Pirius, 2012). From a legal perspective, "criminal sexual conduct" is when a person is forced or coerced into unwanted "sexual contact" or "sexual penetration" (Minn. Stat. § 609.342 (2014); MNCASA, 2012). The research literature further adds to this definition by providing a multitude of examples, including, but not limited to the refusal to use contraception, forcing intercourse (Eshelman & Levendosky, 2012), and "sexual assault or rape" (Flack et al., 2007) Per the research literature, sexual assault and rape can occur through "unwanted sexual intercourse involving vaginal, anal or genital-oral contact" and "fondling (nonpenetrating) behavior" (Flack et al., 2007).

One area that was not noted in the Domestic Abuse Act (2014), but is included in the Campus SaVE Act (2014), is stalking. Stalking has been legally defined as

"conduct which the actor knows or has reason to know would cause the victim under the circumstances to feel frightened, threatened, oppressed, persecuted, or intimidated, and causes this reaction on the part of the victim regardless of the relationship between the

actor and victim" (Minn. Stat. § 609.749 (2014)).

The research literature adds to this definition by defining stalking as "the willful, repeated, and malicious following, harassing, or threatening of another person" (Buhi, Clayton, & Hepler Surrency, 2009). Dutton & Winstead (2011) further define stalking as "unwanted pursuit," "obsessive relational intrusion, obsessional harassment, prestalking and stalking." Both authors agree that stalking behaviors impose fear in the victim and should thus become a part of any state or federal legal domestic violence definition (Buhi, Clayton, & Hepler Surrency, 2009; Dutton & Winstead, 2011).

Gender

When discussing gender as it relates to domestic violence on college campuses, it is important to note how gender can play a role in domestic violence in any environment. While domestic violence can happen in homosexual couples, for the purposes of this section, only gender in heterosexual couples experiencing domestic violence will be discussed.

Much of the research literature focuses on adult women as victims with adult men as the perpetrators. More recently, however, some researchers have noted that adult women engage in domestic violence against adult men (Baker & Stith, 2008; Henning & Feder, 2004; Leisring, 2009; Silber Ashley & Foshee, 2005; Straus, 2008). This idea has become controversial, as some researchers have posited that adult women engage in violence out of "self defense" (Hester, 2012; Leisring, 2013; Makepeace, 1986; Saunders, 1986) or "retaliation" (Johnson, 2006). Dietz & Jasinski (2007) write that not enough research has been conducted to draw conclusions on why women were violent with their male partners. While there has not yet been significant research conducted on adult women engaging in domestic violence against adult men, there has been even less research conducted regarding women engaging in domestic violence

against men within the college population. Makepeace (1986) was one of the only articles the researcher found to fully address college women's perpetration of violence. It described a case of self-defense during a severe episode of violence experienced from the male dating partner.

As much of the research literature has been conducted on domestic violence with male perpetrators, there has been important knowledge gained related to female victims. As such, one important note on gender and domestic violence, whether it is with college aged persons or with adults, is that women victims are more likely to be physically injured or killed by male perpetrators (Archer, 2000; Avecedo, Lowe, Griffin, & Bovin 2013; Baker & Stith, 2008; Henning & Feder, 2004; McPherson Halket, Gormley, Mello, Rosenthal, & Pravder Mirken, 2014; Prather, Dahlen, Nicholson, & Bullock-Yowell, 2012). This is especially important for college staff to understand, as the safety of a woman victim should be a high priority when she first reports an instance of domestic violence.

College Women

This section will begin discussing how the age of college women is a factor in understanding college domestic violence. The traditional definition of a college student is an individual between the ages of 17 and 23 years old. This population's stage of cognitive development has been termed "emerging adulthood" by Arnett (2000). Arnett (2000) states that emerging adulthood is a time between adolescence and adulthood that has unique characteristics. Females in emerging adulthood engage in activities where they develop romantic relationships and develop identities that are separate from their adolescence. The relationships and identities they develop can be carried into the adulthood phase of their lives (Arnett, 2000). Based on this, young women in emerging adulthood develop and engage in romantic relationships that become methods by which they develop a sense of self, a sense of attachment to another, and an

understanding of appropriate relationship boundaries (Gillum & DiFulvio, 2012). Since this developmental period is a state of constant change, development, and learning, women in emerging adulthood can find themselves in relationships that are violent. This may happen because a young woman may not yet have the knowledge and resources to know that she was engaging in an unhealthy relationship. Similarly, she may not yet have the knowledge and resources to report the relationship (Bouchey & Furman, 2003; Carver, Joyner, & Udry, 2003; Collins, 2003; Furman & Shaffer, 2003).

There is variability in the research literature as to the official percentage of women who experience domestic violence or are in a violent relationship while in college. In a brief analysis of the research literature, the author examined studies from a variety of sources on college violence. The author identified that between 20% and 80% of female students reported domestic violence incidents during their college careers (Abowitz, Knox, & Zusman, 2010; Baker & Stith, 2008; Buhi, Clayton, & Hepler Surrency, 2009; Halpern-Meekin, Manning, Giordano, & Longmore, 2013; Karakurt, Keiley, & Posada, 2013; Klipfel, Claxton, & van Dulmen, 2014; Leone, Lape & Xu, 2014; Lindsay et al., 2013; Miller, 2011; Scherer, Snyder & Fisher, 2013; Silber Ashley & Foshee, 2005; Straus, Hamby, Boney-McCoy, & Sugarman, 1996). The range of female students reporting domestic violence incidents is wide for a variety of reasons. One reason is that the authors of domestic violence literature reported percentages of incidents as either specific events like physical abuse and sexual abuse or broad categories like abuse or violence. A second reason for the broad range is the underlying variation in the studies, as each author had different sample sizes from different types of universities across the United States.

The research literature is beginning to show that college aged women in emerging adulthood experience the "highest" incidence of domestic violence (Capaldi, Shortt & Kim, 2005; Foshee, et al., 2009). In Klipfel, Claxton, & van Dulmen's (2014) study of college

students between the ages of 18 and 25 (n=172), "approximately 40% of individuals may have experienced physical or sexual aggression." Similarly, Lindsay et al. (2013) conducted focus groups with 38 female participants (ages 18-25) where 70% of those that experienced "rape, physical violence or stalking by an intimate partner reported that their first experience occurred before the age of 25". Additionally, "nearly half reported their first victimization was between ages 18 and 24". Lindsay et al. (2013) suggests that the reason for such turbulence in early relationships is that many adolescents "lack experience" and have "underdeveloped conflict resolution skills". This can lead both to escalation of domestic violence and to a lack of reporting by the victim.

Mental Health and Physical Health Consequences of Domestic Violence

There are many mental health and physical health consequences of domestic violence that are relevant to all victims, including female college victims. The mental health consequences of being a victim of violence include, but are not limited to, substance abuse (Cass, 2007; Coker, et al. 2002;), low self esteem (Cass, 2007), depression (Amar & Gennaro, 2005; Cass, 2007; Kaura & Lohman, 2007), anxiety (Amar & Gennaro, 2005; Kaura & Lohman, 2009), suicidal ideation (Romito & Grassi, 2007; Scherer, Snyder & Fisher, 2013), and posttraumatic stress disorder (Campbell, 2002; Sabina & Straus, 2008). Beyond the mental health consequences, women may experience physical symptoms that are either directly inflicted by a male perpetrator or are somatic symptoms associated with the stress of being in an abusive relationship. Physical symptoms directly inflicted by male perpetrators include significant non-fatal acute and chronic injuries (Kyriacou et al., 1999), sexually transmitted infections (Gillum & DiFulvio, 2012), HIV/AIDS (Avecedo, Lowe, Griffin, & Bovin 2013), and chronic pain (Gillum & DiFulvio, 2012). Somatic symptoms that may be experienced include "fatigue, gastrointestinal problems,

gynecological problems" and "overall poor health" (Gillum & DiFulvio, 2012). Given the

severity of these health issues, it is important that campus staff be trained in recognizing basic

signs of domestic violence. It is also important for campus staff to be aware of resources on

campus that can help students who are experiencing these symptoms.

Brief Overview of Federal Acts That Affect Campus Policy and Responses to Violence

This section of the paper will focus on several major historical and current legislations

that have impacted not only how campuses view violence on campus but also how colleges are

required to continue working toward reducing violence on campus. Each subsection does not

provide an in-depth discussion, but rather a brief overview that contains important highlights and

details that relate to reducing violence on college campuses.

Title IX. One of the first major historical legislative acts was Title IX. Title IX was

passed in 1972 as a means to address gender inequality in the education system. Gender equality

under Title IX meant equality for all gender types, not just women (Know Your IX, n.d.; The

United States Department of Justice, 2015). One of the highlights of Title IX was its legislating

against sex discrimination in all academic institutions, including college campuses. From this, in

1997, also came legislation against all sexual harassment (The United States Department of

Justice, 2015). Sexual harassment on campus could be between students, between students and

campus staff, or between different members of campus staff. Title IX also began to make

provisions regarding which locations fell under a school's jurisdiction. For instance, the Title IX

policy includes under the school's responsibility such locations as a "school bus" or a "field trip

location" because services or locations like these provide education services (NotAlone.gov,

2014).

Another major change that was made through Title IX was the addition of a provision for

student safety in school. To be compliant with Title IX, schools, including college campuses,

needed to make changes in order to ensure victim safety (The United States Department of

Justice, 2015). For example, schools were required to ensure student safety by permitting

victims to change any aspect of their schedules to remain safe from retaliation by their

perpetrators. Future acts like the Jeanne Clery Act, the Violence Against Women Act (VAWA),

and the Campus SaVE Act were all developed from Title IX. As will be discussed below, they

all added more provisions for tracking acts of violence against women and increased prosecution

measures for perpetrators.

      Clery Act. The Clery Act, the next landmark piece of legislature for domestic violence

on college campuses, was created based on the victimization of an actual student on her college

campus. In 1986, Jeanne Clery was violently raped and murdered in her college dorm. Her

parents advocated for college campuses to start collecting and reporting data regarding violent

offenses on campus. Thus, the Jeanne Clery Disclosure of Campus Security Policy and Campus

Crime Statistics Act (Clery Act) was created. When passed, it required campuses to collect data

on violent acts such as sexual assault and physical assault (Carter, 2014a). Data was collected

from all staff who were considered to be "campus authority" and who were mandated to report

campus crimes (NACUBO, 2002). This data was to be published by the college and be made

accessible for any person concerned about safety on campus (Carter, 2014a; Clery Center for

Security on Campus, 2012a; Clery Center for Security on Campus, 2012b). The Clery Act also

added to Title IX by increasing provisions for how colleges were to handle student safety (Clery

Center for Security on Campus, 2012a; Clery Center for Security on Campus, 2012b). Although

the Clery Act was another step forward in raising awareness regarding violence on campus, some

violent crimes, such as stalking, were not included in the crime statistics.

Mandated reporting under the Clery Act. An important aspect of the Clery Act is determining which campus staff members are considered to be "campus authority" (NACUBO, 2002). These staff members are charged with maintaining student safety and reporting crimes per Clery Act standards (NACUBO, 2002). Specifically, they are charged with notifying the university and local law enforcement about crimes on campus. For example, when a student victim reports a crime that occurred "on campus", the campus authority member must make a report of the crime per Clery Act regulations (NACUBO, 2002). Some of the campus staff individuals who are considered to be campus authority are "a dean of students who oversees housing, a student center, or extracurricular activities; a director of athletics or team coach; and a faculty advisor to a student group" (NACUBO, 2002). Some of the campus staff individuals who are not considered to be campus authority are "a physician in a campus health center; a counselor in a counseling center; clerical staff" (NACUBO, 2002). Staff members that are not campus authority are not mandated to report crimes under the Clery Act. As such, if a victim of sexual assault or domestic violence reports the crime to someone who is not campus authority, that staff member can work with the victim and decide if he or she or the victim wants to report the crime to the local law enforcement or to the campus legal system (NACUBO, 2002).

Violence Against Women Act. The Violent Crime Control and Law Enforcement Act was passed in 1994. Part IV of that piece of legislature was called the Violence Against Women Act (VAWA). VAWA was a first effort to ensure the safety of women who were experiencing domestic violence (Sacco, 2014). Some of the initial provisions of VAWA changed how the legal system prosecuted offenders and how victims were treated (Sacco, 2014). It also provided federally funded grants to local communities so that they could develop local programs that directly lowered the rates of domestic violence (Sacco, 2014). While VAWA did not specifically

aim to reduce violence on college campuses, a revision was passed in 2013 that includes new

provisions to protect students who are in "dating" relationships from domestic violence. The

2013 VAWA revision also includes stalking behaviors, which were not considered domestic

violence in earlier legislations (National Network to End Domestic Violence, 2014a; National

Network to End Domestic Violence, 2014b). The 2013 VAWA revision has also sought to

clarify reporting processes on campus while encouraging campus staff to have more accurate and

readily available statistics regarding campus security (National Network to End Domestic

Violence, 2014b).

       Campus SaVE Act. In addition to the changes referenced above, the 2013 VAWA

revision had a second portion named The Campus Sexual Violence Elimination Act (Campus

SaVE Act). This act required all college and university campuses to have a number of

provisions in place by October 1, 2014. One provision was for "increased transparency" (Carter,

2014b). This provision required all college and university campuses to include all forms of

domestic violence, including stalking, on their campus safety reports (Carter, 2014b). Domestic

violence literature shows that stalking is dangerous to women's safety, so this was a major

advancement from both the original Clery Act and Title IX. Another provision was for policies

to be created to protect a "victim's rights" (Carter, 2014b). This provision addressed how a

victim's rights were to be protected, especially for cases of sexual assault, while also ensuring

that victims have access to legal intervention (Carter, 2014b). A third provision was for

"conduct proceedings" (Carter, 2014b). This provision allowed trained sexual assault personnel

to conduct legal investigations on campuses to ascertain the extent of sexual assaults (Carter,

2014b). The final provision of the Campus SaVE Act was to create "education programs" that

educated not only students, but also campus staff members about domestic violence and stalking

(Carter, 2014b). This legislation is still very recent, and campuses are continuing to work on compliance. It will be prudent for future research to explore how this legislation is either helping or hindering colleges from reducing violence on campus.

Reporting Barriers on Campus

After a woman is victimized, she frequently encounters several barriers that may prevent her from feeling comfortable reporting her victimization. College-aged women may experience barriers that are similar to those experienced by adult, non-college-aged women, but they also may experience many barriers that are different. This may happen because college-aged women have different social and environmental barriers than adult women. In a study by Ames, Glenn, & Simon (2014), three categories of barriers were identified for college women. Those categories were personal barriers, societal barriers, and systemic barriers. This section will further define and discuss each of the three categories of barriers.

Personal Barriers. Personal barriers are defined by the victim's thoughts, beliefs, or feelings about domestic violence. Those barriers include, but are not limited to, how the woman thinks about and defines a violent relationship (Edwards, Dardis, & Gidycz, 2011; Lindsay, et. al., 2013; Miller, 2011; Murray & Kardatzke, 2007; Sulak, Saxon, & Fearon, 2014), the woman's experience (or lack thereof) with domestic violence (Branch, Richards, & Dretsch, 2013), the woman's experience of fear of her abuser (Bachman, 1994; Leone, Lape & Xu, 2014; Lindsay et al., 2013; Lloyd & Emery, 2000), and the fear of social blame and guilt (Lloyd, & Emery, 2000; Sabel, Danis, Mauzy, & Gallagher, 2006; Yescavage, 1999).

The first aspect of personal barriers, how the individual thinks about and defines domestic violence, was identified in studies by Miller (2011), Murray & Kardatzke (2007), and Sulak, Saxon, & Fearon (2014). Miller (2011) stated that how a female victim thinks about

domestic violence and violent relationships would determine if she identifies herself as being in a

violent relationship. Similarly, Murray & Kardatzke (2007) argue that if a female victim does

not think that her relationship is violent or abusive based on her own internal definition or beliefs

about abuse, then she is less likely to report the abuse to campus or community authorities.

Continuing with the first aspect of personal barriers, another way that a female victim's

thoughts about domestic violence may influence her willingness to report is shown in a study by

Sulak, Saxon & Fearon (2014). Sulak, Saxon & Fearon, (2014) found a strong correlation

between students who did not report domestic violence and students who thought that domestic

violence was a private matter. In other words, the more a victim thought that domestic violence

was private to the couple, the less likely that she was to report (Sulak, Saxton, & Fearon, 2014).

Similarly, Edwards, Dardis & Gidycz (2011) and Lindsay et. al. (2013) posited that a another

barrier to reporting is due to a "minimization" of the abuse. Edwards, Dardis & Gidycz (2011)

sampled 44 white women in their study. The results showed that 80% of the women surveyed

minimized their violent relationships with statements like "no big deal." Lindsay et. al. (2013)

found similar results through surveying a group a group of 38 women, as many of the women

minimized the violence in their relationship. From these studies, it can be deduced that a

woman's belief, thought, or perception about the violence (or lack thereof) in her relationship

may become a significant personal barrier to her getting help to end the violence.

The next type of personal barrier, the woman's experience with domestic violence, was

explored by Branch, Richards, & Dretsch (2013). These authors suggest that a woman in college

has less adult-related experiences. This lack of experience influences her ability to discern if an

adult behavior or adult-like relationship is healthy or unhealthy. As such, if the woman does not

have the experience to realize she is in a violent relationship, she may not know to report the

violent relationship to campus authorities (Branch, Richards, & Dretsch, 2013).

A third personal barrier that a female victim may encounter is experiencing fear of her abuser. Once a woman does identify herself as in an abusive relationship, she can experience heightened levels of fear of her abuser. Fear of the abuser can come in many forms, including "fear of reprisal" (Bachman, 1994), fear of "retaliation" (Lloyd & Emery, 2000; Lindsay et al., 2013; Sabel, Danis, Mauzy, & Gallagher, 2006), and fear of "further abuse" if she were to contact authorities for help (Leone, Lape & Xu, 2014). One example of fear of reprisal was discussed in a study by Leone, Lape & Xu (2014). These authors discussed how a victim's decision to invovle the police in her relationship could be viewed as "a significant act of noncompliance and defiance" by her abuser. Another study that explored these fears was conducted by Sabel, Danis, Mauzy, & Gallagher, (2006). These authors found that, of 215 students surveyed (54.7% of whom were female), "fear of retaliation" from the abuser was listed as the second highest rated barrier to reporting at $\mu = 4.0$ on a 5 point scale with 5 being extremely important.

One fear that was not specifically referenced in the research literature was whether or not women victims felt fear of their perpetrators due to their perpetrators living in their residence halls. Many colleges today have residence halls where women and men live on the same floor. While couples cannot co-habitate, it is possible for a perpetrator to live in close proximity. This could potentially heighten the fear of reprisal or retaliation. It is important for future research to examine whether or not a female victim's fears are exacerbated by her perpetrator living in her residence hall or on her residence floor.

The final personal barrier that a woman victim may experience that will be discussed in this paper is the societal guilt and shame associated with being in a violent relationship (Lloyd &

Emery, 2000; Sabel, Danis, Mauzy, & Gallagher, 2006; Yescavage, 1999). In a study conducted by Sabel, Danis, Mauzy, & Gallagher (2006), fear of shame, guilt, and embarrassment was rated as the highest barrier to reporting violence. Of 215 students surveyed (54.7% of whom were female), fear of shame, guilt, and embarrassment was rated at a $\mu = 4.0$ on a 5 point scale with 5 being extremely important. Other domestic violence research authors postulate that a woman victim's feelings of guilt and shame are most often increased by how the she thinks she will be perceived by her peers, by college authorities, and by community authorities (i.e. police) if she reports (Lloyd & Emery, 2000; Sabel, Danis, Mauzy, & Gallagher, 2006; Yescavage, 1999). Helping women feel comfortable and safe to report will help to break down personal barriers.

Societal Barriers. When discussing societal barriers to reporting domestic violence, it is important to examine the societal norms that may lead to a victim not reporting. For instance, when a victim feels as though she has violated a norm on campus, she may feel increased shame and guilt from her peers, and she may not want to report her victimization (Joseph, Gray, & Mayer, 2013). This section will examine how sexuality norms may prevent a woman from reporting domestic violence on campus.

Although there are many types of norms that create the culture on college campuses, one prominent norm is sexual relationships. Sexual norm is a broad term that encompasses how relationships are defined. Currently, college students engage in relationships that are not solely long term, committed, or married (Abowitz, Knox, & Zusman, 2010, Avecedo, Lowe, Griffin, & Bovin, 2013; Flack et al., 2007; Klipfel, Claxton, & van Dulmen, 2014). They engage in more casual relationships, which may include dating and/or sexual relationships. Several researchers have found that domestic violence occurs even in the constructs of casual sexual relationships. Casual sexual relationships include friends with benefits, one-night stands, and booty calls

(Claxton & van Dulmen, 2013; Flack et al., 2007; Furman & Shaffer, 2011; Johnason, Li, &

Richardson, 2010; Klipfel, Claxton, & van Dulmen, 2014; Wentland & Reissing, 2011). Knox &

Schacht (2010) state that these differing types of uncommitted relationships can change the

perception of sexual norms and the expectations of each partner in the relationship. As such,

men who are sexually coercive may be able to take advantage of women who are unaware of the

norms regarding casual sexual relationships.

   Alternatively, depending on the sexual norms on campus, a victim could be viewed as a

"deviant" or as "consenting to violence" because of her choice to engage in a casual sexual

relationship (Policastro & Payne, 2013). This creates a societal barrier because the victim may

feel shamed and may feel as if she is responsible for the violence (Policastro & Payne, 2013). As

such, if the woman victim feels as if her relationship with the perpetrator would be deemed

"deviant," she may not be willing to report out of fear that the campus staff would not help her

(Policastro & Payne, 2013). It is important that campuses recognize the norms, especially sexual

norms, on campus and understand how these norms may influence a victim's view of herself.

   Systemic Barriers. The final barrier addressed by Ames, Glenn, & Simon (2014) is the

systemic barrier. Systemic barriers are those that are related to how campuses interact with and

help victims of domestic violence. Some potential systemic barriers are campus policies and

trainings that do not meet the needs of student victims, as they can become barriers to victims

reporting violence (Ames, Glenn, & Simon, 2014). Another potential systemic barrier is if

victims perceive there is a barrier to accessing services on campus, or if there are concerns about

the reputation of campus staff and how they work with victims (Ames, Glenn, & Simon, 2014).

It is important for future research to focus on not only personal and societal barriers to reporting,

but also the systemic barriers to reporting on college campuses.

Campus Training

Day (1995) reported findings that, when educating women on potential rape and sexual

assault, many colleges merely told victims to use self-protective measures. These self-protective

measures included locking doors and walking in groups at night. Day (1995) argues that this

type of education only emphasizes the ways that women victims can attempt to stop violence

through their own actions. These types of programs are ineffective because they do not address

or hold perpetrators accountable for causing violence on campus (Day, 1995).

When designing trainings for campus members, it is important to have trainings that

focus on more than just decision-making skills for women. While educating women is an

important part of safety, programs that are one-gendered assume that women are responsible for

their own safety on campus. To counter that perception, this section will discuss three potential

core areas of training for campus staff. One area is how domestic violence manifests on

campuses. Another area is whom will students most likely involve in their reporting of domestic

violence. The last area is training so that campus staff feels capable of working with victims.

The first area of campus staff training should focus on understanding how domestic

violence manifests on college campuses and, specifically, how it manifests in college dating and

sexual relationships. Understanding how domestic violence evolves on campus can help campus

staff recognize when women are victims of violence and be better prepared to intervene. For

instance, the University of Wisconsin at Madison adapted a Power and Control Wheel from the

Domestic Abuse Intervention Project Power and Control Wheel.

The Power and Control Wheel from the University of Wisconsin at Madison is focused

on how domestic violence manifests in college relationships (see Figure 1). Per this adapted

wheel, for example, one of the ways that male students exert power over female students is by

academic control. Academic control is defined as,

"Transferring into partner's classes to monitor them. Causing academics to suffer by

controlling class attendance. Keeping partner home from class to isolate them from

friends and teachers. Undermining academic status, grades, or intelligence. Telling them

they aren't smart enough to be in college. Checking on grades/assignments without

permission. Deliberately starting fights the night before an exam to affect academic

success. Preventing partner from applying for jobs/internships" (End Violence On

Campus, 2014; Perry, 2002).

Researching how the power and control principles from the Domestic Abuse Intervention Project

can be adapted to specific populations like the college population can help college administrators

understand how domestic violence may manifest amongst students. Knowing these adaptations

can also help train campus staff on how to recognize and respond to domestic violence victims.

The second area of campus training should focus on understanding to whom victims will

most likely report domestic violence. The domestic violence literature has found that college

students are most likely to report experiences of domestic violence to their peers, to their family,

or to another informal support person before they will report to a campus staff person (Buhi,

Clayton, & Hepler Surrency, 2009; Edwards, Dardis, & Gidycz, 2011; Lindsay et al., 2013;

Martin, Houston, Mmari, & Decker, 2012; Murray & Kardatzke, 2007). For example, in a study

by Lindsay et. al. (2013), participants noted that they would rather inform friends of their

domestic violence experience than a counselor or even a resident assistant (RA). Those who

preferred not to disclose to a counselor stated a fear of the counselor notifying their parents.

Another student noted a fear of reporting to an RA because she "would feel judged" (Lindsay et

al., 2013) Similarly, a respondent stated that she thought that disclosing to an RA would be

"uncomfortable" because she would "see" and interact with the RA "every day since I live there"

(Lindsay et al., 2013). In a study by Edwards, Dardis, & Gidycz, (2011), 73% of the 44 women

that were surveyed stated that they would disclose to a female friend while 5% stated that they

would disclose to a counselor and 0% stated that they would report to the police. Despite the

fact that 73% of the women stated that they would disclose to a female friend, they did not all

state that their female friends were necessarily more helpful than a formal reporting person

(Edwards, Dardis, & Gidycz, 2011). The authors noted that friends and other informal support

persons were often deemed unhelpful because they gave "bad advice" or "did not understand"

(Edwards, Dardis, & Gidycz, 2011). Understanding these barriers felt by female victims helps to

emphasize the third area of training for campus staff.

     The final core area of campus training involves training campus staff to respond to

victims of domestic violence. It is important for all staff, not just select individuals, on a college

campus to be trained on the policies, procedures, and practice techniques for when victims report

domestic violence. In a study by Branch, Hayes-Smith, & Richards (2011), 30 professors and

instructors noted that they had received reports of domestic violence, but that they had received

little to no training on what to do when a student reported domestic violence. These respondents

recommended that staff in the future should begin to "to have training for responding to victims"

(Branch, Hayes-Smith, & Richards, 2011). This training could include procedural training,

practice training, or both.

     Training campus staff on how to respond to victims of domestic violence could range

from teaching staff how to engage with students in initial interviews to creating a safe

environment for victims to come forward. Trevillion, Agnew-Davies & Howard (2011) has

suggested that training for campus staff should focus on how "to approach the subject [of

violence] and how to 'respond' to the woman's 'experience of abuse.'" When "approaching" a

victim, all questions must be positioned as "sensitive" and "safe" (Trevillion, Agnew-Davies, & Howard, 2011). Similarly, Mahlstedt and Keeney (1993) found that women who reported violence to confidants that they deemed to be helpful stated that the confidants were helpful because they were able to listen, "give helpful advice and were angry with the assailant." Conversely, confidants who gave too much advice were perceived to be engaging in behaviors that led the victim to feel ashamed of her actions (Mahlstedt & Keeny, 1993). As such, the most important aspect of training should be to help campus staff understand when and how to give advice and how not to engage in a conversation that makes a victim feel as though she is not understood or is to blame for her situation (Edwards, Dardis, & Gidycz, 2011).

Gaps in the Literature

Through several research methods including Internet searches (keywords: domestic violence and college; college student violence; intimate partner violence and college; college staff and domestic violence), library database searches (i.e. PsychInfo, SocIndex, Google Scholar, Social Work Abstracts, Academic Search Premier), and the use of research librarians, it has been determined that there is a paucity of research about whether or not college staff feel supported to work with victims of domestic violence. Most of the research literature on campus violence has focused on how students perceive violence and how college-aged victims differ in needs than adult women. To date, however, few studies have explored whether or not the campus staff that works with victims feels as if they are supported in their roles. Furthermore, studies have not explored the opinions held by campus staff as to how policies could be changed to improve campus safety.

Another area that has not been fully explored by existing research is college staff's experiences when working with domestic violence victims. One study by Mayhew, Caldwell, &

Goldman (2011) sought to analyze beliefs about domestic violence from a community perspective. The consensus was that community stakeholders (n=24) had differing views of what constituted domestic violence. The study did not, however, further explore whether or not the community stakeholders worked with domestic violence victims. It also did not explore whether or not the policies on campus supported the community stakeholders if the stakeholders did work directly with domestic violence victims.

Due to these gaps in the existing literature, this research hopes to engage the field of domestic violence research to begin evaluating campus programming regarding domestic violence. For example, evaluations need to be completed to assess whether or not campus staff members feel supported when they are reporting domestic violence. Also, evaluations need to be completed to assess whether or not campus staff members feel they are adequately trained to help domestic violence victims. While the Clery Act, the Campus SaVE Act, and VAWA all promote more intensive training and more transparency regarding the problem of domestic violence on college campuses, research has not yet been conducted to assess whether or not the staff feels as though they are supported to carry out the necessary provisions.

Summary

The existing body of research on college students experiencing domestic violence focuses on engaging students in reporting domestic violence. Federal and state legislations have focused on making the problem of domestic violence more transparent through reporting procedures and guidelines. The research literature, however, has not focused on the experiences of college staff, who are frequently instrumental in helping victims of domestic violence on campus. As such, the overall research question for this study is, what are the barriers and supports that college staff persons experience when working with college aged female domestic violence victims?

Secondarily, what do college staff persons feel could be changed on college campuses to increase the safety of female student victims? Through qualitative interviews, the goal of this research is to develop a general consensus across several campus departments of staff members' experiences working with domestic violence victims and of the effectiveness of campus policies.

Conceptual Framework

Although there are several frameworks by which to view domestic violence research, this research study will utilize feminist theory. Feminist theory has been the most prominent theory under which domestic violence has been researched. It complements the domestic violence literature by attempting to understand domestic violence both from a gender and power inequality standpoint and from a systems standpoint (Anderson, 1997; Johnson, 2006).

Feminist Theory

Introduction. Feminist theory seeks to understand how political, economic, and social systems either enhance or detract from gender equality (Anderson 2010, Anderson, 1997). It also seeks to understand how populations, like men, use power to oppress other populations, like women (McPhail, Bridget Busch, Kulkarni, & Rice, 2007). Similarly, one of the many tenets of feminist theory seeks to understand the power inequality between men and women (Anderson 2010, Anderson, 1997, McPhail, Bridget Busch, Kulkarni, & Rice, 2007). Feminist theory strongly asserts that society is "patriarchal" and therefore men wield power over women (Anderson, 1997; McPhail, Bridget Busch, Kulkarni, & Rice, 2007). As such, feminist theory seeks to create equality across all levels of society by empowering women to be as successful and as powerful as their male counterparts.

Feminism and Domestic Violence. Within the realm of domestic violence, feminist theory asserts that domestic violence prevails when men use power to oppress women (Anderson 2010; Anderson 1997; Bograd, 1984; Reed, Raj, Miller, & Silverman, 2010; McPhail, Bridget Busch, Kulkarni, & Rice, 2007). Feminist theory also contends that, without a change in societal structures, men will be able to continue to utilize gender-based power to oppress women (Anderson, 2010; Anderson, 1997; Hunnicutt, 2009). According to feminist theory, this gender-

based power exists because men are more physically powerful (Bostock, Plumpton, & Pratt,

2009) and more economically powerful (Dziegielewski, Campbell & Turange, 2005) than

women, and, thus, they can inflict more damage in a violent relationship. For example, a man

can physically injure a woman more than she could physically injure him (Tjaden & Thoennes,

1998). Accordingly, feminist theory posits that, due to their inherent power, when men are

charged with domestic violence, they should have more stringent and effective punishments than

when women are charged with domestic violence. Similarly, women should have more easily

accessible services for help (McPhail, Bridget Busch, Kulkarni, & Rice, 2007). Feminist theory

is able to reach these conclusions by viewing domestic violence within a societal systems context

(Anderson, 2010; Anderson, 1997; Bograd, 1984; Hunnicutt, 2009). Also from a societal

systems context, if society views domestic violence as a minor matter, then women will not

receive the empowerment they need, nor will men be deterred from violence (Anderson, 1997).

As such, feminist theory advocates for societal change by understanding how each system

enhances or oppresses women victims (Hunnicutt, 2009).

      Feminist Theory and this Study. Feminist theory was chosen for this study because

feminist theory seeks to create change in any social system that could oppress women

(Anderson, 1997). Historically, most quests for change have been directed at the judicial system,

as that is where the most significant power imbalance exists (Hydén, 2005). Another large social

system that experiences domestic violence, however, is a university campus. Using feminist

theory to understand domestic violence on college campuses can illuminate any systemic

changes that need to be made in training or policy to improve the safety of women on college

campuses.

      By using feminist theory as a theoretical construct for this paper, the writer seeks to

understand the experiences of college staff when they are working with women. A second goal

is to explore what college staff members identify as supports and barriers to them successfully

helping victims. Both ideas are important because female victims need services that are safe,

comprehensive, and easily accessible. Also, the college staff members who provide services

need to feel supported and empowered in their roles as they seek to help victims.

Concepts of Feminist Theory. As it relates to domestic violence, the central concepts of

feminist theory are power, gender, and systems. The concepts of power and gender define how

men (as a gender) can use violence towards women to create submission (Hunnicutt, 2009).

With regards to this study, gender was important to differentiate because victims of domestic

violence can be engaged in either heterosexual or homosexual relationships (Anderson, 2010;

McPhail, Bridget Busch, Kulkarni, & Rice, 2007). As mentioned above, the focus of this study

was solely on women victims in heterosexual relationships, since, as a group, these victims are

considered inherently less powerful than their male counterparts.

Much of the domestic violence research that has focused on power has focused on power

imbalances between married couples (Leisring, 2009). The current literature does, however,

agree that violence can occur in non-married couples. On college campuses, power as a concept

can be used to examine how male students use violence to exert power over female students.

This study aims to understand the experiences of college staff members when they have worked

with female victims who may have been oppressed by their male counterparts. Understanding

the experiences of college staff members and whether or not they feel supported in their roles as

responders is integral to ensuring that women are empowered and kept safe on campus.

The final concept of feminist theory that is central to domestic violence is systems. In

feminist theory, gender is an "organizing system" that interacts with larger social and political

systems (Miley, O'Melia, & DuBois, 2013). As such, from the feminist perspective, political

and social systems can and do oppress gender systems such as women (Miley, O'Melia, &

DuBois, 2013). Feminist theory thus seeks to empower those systems that may be oppressed by

other systems. The ultimate goal in feminist theory is to empower the oppressed systems in

order to achieve equality amongst social systems (Miley, O'Melia, & DuBois, 2013). In the case

of this study, feminist theory would seek to empower women college students as a system to be

equal to their male campus counterparts. Feminist theory would also seek to ensure that the

policies and procedures regarding violence on campus are written and carried out in such a way

that women victims are empowered and not oppressed at the campus, state, and federal levels.

      Strengths and Limitations of Feminist Theory. The strength of feminist theory is that

it is the only theory that directly aims to break down structural power imbalances that are gender-

based. This is especially important because men should not use and should not be able to use

violence to make women submissive. Feminist theory also provides a forum by which trainings

can be made to help persons who hold political power fight power imbalances that are gender-

based. For example, college staff members hold political power over college students because

they are the acting authority on campus. College staff members have the power to make change,

to empower victims, and to encourage the protection of victims from perpetrators. As such,

college staff should be supported in their efforts of advocating for victims.

      Feminist theory has two major limitations as related to this research project. The first

limitation is that, although feminist research has begun to acknowledge minority populations like

the LGBTQ community, feminist theory is still very one-sided in regard to domestic violence

and gender inequality. As feminist theorists have mainly targeted power imbalances between

heterosexual couples, the theory does not always account for domestic violence in lesbian, gay,

bisexual, transgender, or questioning (LGBTQ) couples (Anderson, 2010; McPhail, Bridget

Busch, Kulkarni, & Rice, 2007; Renzetti, 1997). More research needs to be done before feminist

theory concepts can be accurately applied to homosexual couples and the LGBTQ population.

The second limitation is that feminist theory has a very strong and very critical point of

view. As such, when trying to understand the experiences of college staff members, using

questions grounded in feminist theory could potentially make the questions seem critical and

judgmental of the participants. For the purposes of this study, when conducting qualitative

reviews, it was very difficult to utilize feminist theory and adapt questions for staff that were

worded neutrally.

Purpose of the Framework. The main purpose of utilizing feminist theory as a

framework was to guide the research questions to focus on the experiences of college staff

members when they were working with female domestic violence victims. The goal was also to

explore perceived supports and barriers to those individuals that held college staff positions.

Feminist theory guided those ideas and questions because feminist theory seeks to strengthen

systems by empowering all systems to be equal.

Methods

Research Design

The design of this study was qualitative and exploratory. The goal of the study was to understand the subjective experiences of college staff members who were identified as individuals who have worked with students who have experienced domestic violence. A qualitative method was employed because it allowed respondents to answer open-ended questions (Berg & Lune, 2012; Monette, Sullivan, & DeJong 2011). The researcher analyzed the respondents' open-ended responses for common themes, which allowed the researcher to draw parallels in practice (Berg & Lune, 2012; Monette, Sullivan, & DeJong 2011) to better understand the experiences of college staff members when they were working with victims.

For this study, exploratory analysis was also employed. Exploratory analysis was used because very little research was found that explored the experiences of college staff members who worked with domestic violence victims. Most research with college students has focused on the students' perspectives and views on domestic violence. It has sought to understand why students are not reporting violent relationships. As such, the goal of this study was to bridge the research gap by exploring college staff members' experiences when working with victims.

As the final portion of the research design, quantitative data was gathered to address the demographics of the sample. The goal of gathering demographic information was to be able to give a brief description of the sample of the college staff from whom the themes were generated.

Sample

The sample for this study was comprised of staff members at a Midwestern university who were identified as individuals who receive reports of domestic violence. Such employees include academic support office staff, residence life officers, public safety officers, health and

wellness staff, and campus ministry staff. The criteria for selecting the sample was based on

convenience sampling of the staff that was identified as potentially working with victims by

either the university or by the researcher's reviewing committee members. Contact information

that was publicly displayed on the university's website was used to contact each participant.

When a participant gave consent, he or she was further screened to ensure that he or she had

experience working with victims of domestic violence. This further screening asked the

respondent whether or not he or she had worked with at least one victim during his or her career

at the university. All respondents who had not worked with a female victim during his or her

career were considered excluded from the study.   Only the respondents who were interviewed

were included in the study.

Protection of Human Subjects

Data confidentiality was assured as each research participant was assigned a research

number that linked demographics with the interview transcript. Demographics included the

participant's gender, the estimated number of victims the participant had worked with during the

prior six months, and the estimated number of victims that the participant had worked with

during his or her career at the university. Neither the demographics nor the transcripts contained

any identifying information. Identifying information was also not reported in the study findings.

Only the researcher had access to the data, as all transcripts and recordings were kept in a locked

drawer in an office used only by the researcher.

Informed consent was obtained from each participant by allowing each participant time to

read through the consent form (see appendix A), the interview questions (see appendix B), and

the recruitment letter (see appendix C). If the participant had any questions or concerns, or

wished to not complete the study, no demographic information was obtained.

Research Setting

The research participants were recruited from a private urban university in the Midwest United States. At the university, approximately half of the population of students is male, with the other half female. The college residences and classes are co-educational.

Instrument

There was one survey instrument used in this study. The instrument was broken into two parts. The first part had questions regarding demographics, and the second part had the list of interview questions. The first part of the survey instrument (see appendix B) gathered data about each respondent's gender, the number of victims the respondent had worked with in the prior six months, and the number of victims the respondent had worked with during his or her career at the university. The second part of the survey instrument (see appendix B) was a 12-question interview that was administered to each participant. Some interview questions were developed and adapted from a study by Mayhew, Caldwell & Goldman (2011). Permission to utilize and adapt the study's questions for this study was gained from the lead researcher, Matthew Mayhew. Unfortunately, Mayhew, Caldwell & Goldman (2011) was the only study that contained applicable questions that could be adapted for this study. For this reason, the researcher created other supplemental questions. These other questions were included based on both the literature review and the conceptual framework discussed above. Content areas that were included in the interview questions included an exploration of the college staff members' experiences with victims and the college staff members' beliefs regarding the relevant supports and barriers they experienced when working with female student domestic violence victims.

Data Collection

After IRB approvals were gained, the researcher contacted each potential participant via

E-mail to schedule a brief in-person meeting. At that in-person meeting, the researcher gave

each potential participant a research packet. This packet included the consent form (see

appendix A), interview questions (see appendix B) and recruitment letter (see appendix C). The

intent of giving the potential participants the forms prior to the interview was to give them time

both to read through each form and to ask questions before agreeing to participate in the study.

The forms encouraged the potential participants to contact the researcher with any questions

regarding the study.

   The next step in the data collection process was to allow the potential participant up to

two weeks to determine whether or not he or she would be willing to participate in the study. If

the participant agreed to be a part of the study, the next step was for the researcher to contact the

participant by phone or by E-mail to confirm that he or she had experience with college student

victims during his or her employment at the university. Experience was defined by the

researcher to mean that the participant had worked with at least one student victim who had

reported an instance of domestic violence. An instance of domestic violence may have included

verbal, physical, emotional, or sexual abuse. Stalking was also considered to be a reportable

instance of domestic violence. Also upon agreement to participate, the participants were

encouraged to fill out the demographics portion of the packet and to make personal notes on the

interview questions. Only the demographics information was collected at a later date. All

personal notes made by the participants were maintained with the participants.

   After the participant had been screened and was deemed able to participate in the study,

the next step was to set up an interview time. Interviews were scheduled for between 45 minutes

and an hour to allow the participant time to answer the interview questions. Choices for the

interview location were given to the participant to ensure confidentiality. Choices included his

or her office or an off-campus site.

After scheduling the interview, the next step was to conduct the interview. At the time of

the interview, the researcher gave a copy of the confidentiality form to the participant to be

signed by the participant and witnessed by the researcher. The researcher confirmed with the

participant whether or not he or she had any questions or concerns prior to the interview. After

addressing any questions or concerns, the researcher reviewed the contents of the confidentiality

form. Once the confidentiality form was reviewed and signed, the researcher collected the

demographics form and began the interview process.

After the demographics form was collected, the next step was for the researcher to ask the

participant the open-ended questions from the 12-question survey instrument (see appendix B).

The participant was allowed to decide whether or not he or she was comfortable answering the

questions. The researcher notified participants that if they were uncomfortable answering

follow-up or clarification questions, they were not required to respond. If the participant denied

answering a question, the question was recorded as blank with no response. Participants were

told that they had the right to end the interview at any time without repercussion.

After the interview was concluded, the final step in the data collection process was for the

researcher to transcribe the interview and code the transcription for themes. All transcriptions

were maintained in a locked drawer in the researcher's office.

Data Analysis

Grounded theory and inductive research structured the analysis of the data that was

obtained during the interviews (Berg & Lune, 2012). After collection, the data was subsequently

reviewed and examined several times by the researcher, as the arising codes and concepts were

written down along with similar themes. Each code and concept had at least three mentions in at

least two of a respondent's answers. Only two respondents were needed due to the small sample size; however, three mentions of a similar code from at least two respondents was needed to develop a theme (Berg & Lune, 2012). Each code and concept was recorded with a theme, and they were noted on the transcripts by the researcher.

Researcher Bias

The researcher has a bias in this area of study because she was the victim of domestic violence during her college career. The researcher has also known peers who experienced domestic violence while in college. This bias was helpful to the study because the researcher has a strong passion for improving campus safety through educating all students and staff about campus and personal safety. The researcher also has a passion for social justice regarding domestic violence. As such, the college staff members who fight the injustice of domestic violence need support and research to demonstrate their hard work.

A limitation to the study was that the survey questions were grounded in the conceptual framework of the feminist perspective. It is possible that the questions were slanted towards the bias of the framework. To combat this bias, the survey instruments and the premises upon which this research is based were both reviewed by the research committee. Each committee member has expertise independent of the researcher and has a connection either to the field of domestic violence or to social work and social justice. The committee gave feedback to ensure the research questions remained as objective as possible by eliminating leading or biased questions.

Findings

Sample

A total of 14 college staff members were contacted to participate in the study. Seven

staff (n=7) responded to and participated in the study for a response rate of 50 percent. The

interviews were conducted over an average of 30-45 minutes and were conducted over the course

of one month. Of the seven participants, two were male and five were female. Each participant

had worked with a victim during the course of his or her career at the university. The mean

average number of victims that the participants had worked with during the prior six months was

$\mu = 3.29$ with a standard deviation of 2.43. The mean number of victims that the participants had

worked with during the course of their careers was $\mu = 39.57$ with a standard deviation of 34.97.

Due to the limited sample size, more descriptive information and statistics regarding the

population will not be given in this paper.   The themes presented below were identified by a

minimum of two participants. Some direct quotes were paraphrased to protect the identity of the

participants. All quotes will be italicized.

Themes

In this section, the findings of this research project will be discussed. Upon completion

of the interviews, five main themes were identified. Those five themes are the characteristics of

domestic violence, victim safety, alcohol, campus procedures and processes, and campus culture.

Characteristics of Domestic Violence. Participants were asked a number of questions

regarding the characteristics of domestic violence. Specifically, they were asked what domestic

violence meant to them, they were asked to describe a student who was victimized on campus,

and they were asked to describe a perpetrator of violence. Answers to this theme fell into two

subcategories. One subcategory was domestic violence and dating violence behaviors, and the

other subcategory was the gender of the victim and perpetrator.

The subcategory related to domestic violence and dating violence behaviors was reported by several participants as the violence that occurs within a dating relationship. Two of seven participants (C, D) made a distinction between domestic violence and what was termed "dating violence". Participant C reported that violence occurs in a *"dating situation."* Similarly, Participant D stated that *"in the context of college students that means dating violence."* Conversely, Participant D also stated that domestic violence applies more to couples who are *"married or cohabitating."* Other participants in the study shared this notion. For example, Participant F stated domestic violence was defined by *"two people"* *"living together."* For four of the seven participants (D, E, F, G), this was an important distinction, as these participants stated that they were describing abusive behaviors similarly to how they would expect college students to describe or understand violence on campus.

When asked about behaviors that are considered to be "*dating violence,"* participants reported several different types of behaviors. All seven participants described *"physical abuse"* or *"physical violence"* behaviors. Five of seven participants (A, B, C, E, F) reported *"emotional abuse."* Three of seven participants (D, E, F) reported *"verbal abuse"* or *"verbal violence."* Two of seven participants (D, F) reported *"sexual abuse"* or *"sexual violence"* as characteristics of dating violence.

The subcategory related to the gender of the victim and the perpetrator was derived from how the participants viewed both victims and perpetrators. For example, when asked to describe a student who was victimized on campus, five of seven participants (B, C, D, E, F) stated that their impression of a student victim was that the student was a *"female"* or a *"woman."* Three of seven participants (C, D, E) further elaborated by describing the female student as a *"first*

year student," a *"freshman student,"* or a *"first semester student."*

When the participants were asked about students who were perpetrators of domestic violence, all seven participants described a student perpetrator as either a *"male"* or a *"guy."* While female victims were reported as freshman students, four of seven participants (A, C, D, E) described the male perpetrators as *"sophomores."* When asked about why perpetrators were considered *"sophomores"* instead of *"freshmen"* (like the victims), all four participants stated that, in their experience, *"most perpetrators are older."*

The same gender constructs described above were also seen in cases that were described by the participants. For example, when asked to describe a case where things went well or did not go well, several participants stated that they worked on cases that pertained to male-on-female violence. Similarly, all seven participants described cases where they had worked with a female victim and used words like *"she"* or *"her"* when describing work with victims.

Alcohol. All seven of the participants reported that alcohol had been involved in many of the cases that they had seen during their work with victims and perpetrators. The participants also reported that alcohol had a significant influence on how domestic violence or dating violence happened on college campuses. For example, three of seven participants (C, E, F) reported that alcohol would often *"impair judgment"* for both the victim and perpetrator and that alcohol *"lowers inhibitions"* for both the victim and perpetrator. Two of seven participants (C, E) furthered this discussion by reporting that alcohol can increase a young woman's *"vulnerability."* For example, if a young woman has no previous experience with alcohol use and her first experience is with the *"party scene"* on campus, then she may become more vulnerable to abuse.

Another finding from the alcohol theme was that many participants reported *"alcohol*

was involved" in a case that they worked on that did not go well. Five of seven participants (B,

D, E, F, G) stated that it was difficult for university staff to determine *"how impaired"* either

party was when either the victim or the perpetrator used alcohol. Three of seven participants (E,

F, G) stated that *"consent"* was an important determinant when a victim reported domestic

violence on campus, especially when the report was for a case of *"sexual misconduct."* Given

the importance of getting justice for victims, it is important to note that five of seven participants

(B, D, E, F, G) noted that alcohol was a confounding factor in working with victims and

attempting to get justice for them.

Victim safety. The theme of victim safety emerged from the participants' answers to the

question, if a student came to you and told you that they were a victim of domestic violence,

what would you do? Several participants responded by giving questions that they would ask the

victim. For example, two of seven participants (A, D) stated that they would ask, *"Are you safe*

right now?" Three of seven participants (D, E, F) stated that they would ask, *"Have you*

reported to anyone else on campus?" and *"When did the violence occur?"* Finally, two of seven

participants (F, G) stated that they would ask the victim if she *"would like to go to the hospital"*

for medical support or for a *"evidence gathering"* appointment. Participants stated that asking

these questions was important, as they would help to ascertain the emotional and physical status

of the victim. Similarly, the answers to those questions would help the university act

appropriately not only to ensure the safety of the victim, but also to ensure the safety of the

campus itself.

Campus Procedures and Processes. The theme on campus procedures and processes

emerged largely from two questions. One question asked the participant to describe a domestic

violence case that went well or did not go well, and the second question asked the participant to

describe barriers to their work with victims. This theme is broken down into two subcategories.

One subcategory is related to campus procedures and processes that had a positive impact on the

victim and/or perpetrator, and the second subcategory is related to campus procedures and

processes that had a negative impact on the victim alone.

Many of the participants were positive regarding campus procedures. For example, five

of seven participants (A, B, C, D, G) reported *"I like our policies"* and that *"the university is*

improving" upon current policies. As a result, most of the respondents noted only small

potential improvements to existing programs. For example, two of seven participants (C, D)

noted *"extending first year education past orientation"* while three of seven participants (B, F,

G) noted *"beginning to involve the male students more in the reduction of violence on campus."*

The next positive aspect of campus procedures and processes came from two of seven

participants who reported that having access to multiple referral sources on campus was helpful

to victims. For example, Participant D stated that a relevant process on campus was to get

students to *"the dean of student's office"* or *"to counseling services."* Similarly, Participant G

stated that it was good to have the victim connect with *"medical services."* They noted that

having victims connect to student affairs, counseling services, and/or medical services was

helpful because it allowed the victim to receive comprehensive care from multiple campus

departments.

The final positive aspect of campus procedures and processes that arose during the

interviews was that the procedures and processes were effective in educating both the victim and

the perpetrator. Three of seven participants (A, D, E) noted that *"educating victims"* and

"educating perpetrators" about *"healthy relationships"* was helpful either in ending a

relationship that was violent or in preventing future abuse. The educational messages that were

presented by multiple types of media and by various departments were also considered to be

helpful by the participants. For example, three of seven participants (C, D, F) reported that

"programming from other departments" and *"freshman programming at orientation"* gave not

only a broad awareness of violence on campus, but also reached several students of varying ages

through the use of varied media forms.

The second subcategory focused on how campus procedures and processes negatively

impacted student victims. The participants reported two main negative aspects of the procedures

and processes. The first negative aspect that participants noted was that mandated reporting

could be a hindrance to female victims. The second negative aspect that participants noted was

that federal legislations for campuses were so complicated that working with victims could

become difficult. It is important to note that none of the participants stated that these negatives

were due to the university's decision making, but rather due to the laws and mandates enacted by

both the state and federal governments.

The first negative aspect that two of seven (B, D, E) participants reported was that

mandated reporting could be a hindrance to female victims. Participant E noted that "*mandated*

reporting" under the Clery Act was difficult when working with victims because, in order to

avoid liability, the campus staff member has to *"open a case,"* and then *"the victim's*

information becomes disclosed." Participant E also noted that this was difficult for the victim if

she *"did not want anything done."* Participants B and D stated that victims must be given notice

that the campus staff member is *"not a confidential resource"* (under the Clery Act) and, as

such, must notify the university of any reports. Participant B noted that this was difficult

because, at times, victims *"just want to talk"* or *"be heard"* and it is hard not to be a confidential

resource. Finally, five of seven participants (A, B, E, F, G) stated that *"anonymous reporting"*

on campus would be beneficial as it would protect students who want to make confidential reports.

Participants also discussed that *"mandated reporting"* was difficult for campus staff members because of the difficulty associated with balancing the safety of the campus with allowing a victim to tell her story anonymously. Three of seven different participants (C, D, G) expressed this idea, and Participant D stated, *"if what they [the victim] have told us is severe enough, we have to act as an institution to maintain other student's safety."* Participant D further explained that, when the university has to act to protect the safety of the student body, the victim who reported might go through *"revictimization."* While participant C did not explicitly discuss balancing the safety of the campus with the rights of the victim, but Participant C did agree that, when the university needed to take action, the victim experienced *"being a victim again."* Similarly, Participant G stated that there is a *"balance"* between *"safety of the other students on campus and what the victim wants to do."* Two of seven participants (D, G) stated that, while they strive to give as much *"control"* to the victim as possible, they are also charged with maintaining the general safety of the student body. Both participants further mentioned that this balance could become a barrier to working with victims because a victim *"may not feel heard"* or *"supported."* According to Participant D, this could cause the victim to attempt to stop an investigation by *"refusing to participate."* Participant C also discussed the downside of investigations by stating that, when there was an investigation, other students on campus became aware of the investigation through either the victim or the perpetrator. Depending on the reaction of other students, such as how they attributed blame or fault, the victim could feel victimized again.

The second negative aspect that participants reported was that federal legislations for

campuses were so complicated that working with victims could become difficult. This manifests in the number of steps and rules that campus staff members are required to complete when working with victims. Two of seven participants (B, D) reported that, when working with victims, there are always concerns about liability and about following the rules. Participant B noted that, when working with victims, questions about compliance with the Clery Act and Campus SaVE Act arose in the participant's mind such as, *"How do I give both parties the same resources at the same time?"* and *"Did I give the correct notice to both parties?"* Participant B also asked, *"What am I required legally to do?"* Similarly, Participant D stated that, when working with a victim, there is a *"liability risk"* if legal mandates are not met. And there is risk of *"being audited"* as an institution. Due to these risks, Participant D stated that some times, when working with victims, *"some decisions are influenced by liability."* This liability, which comes from federal and state mandates, can, at times, have a significant impact on the authenticity of the working relationship with victims.

Campus Culture. The final theme from the interviews was the idea of building a new campus culture. When asked what the campus was doing well in terms of stopping domestic violence, six of seven participants noted that major changes had occurred on campus over the prior year. These six participants (A, B, C, D, F, G) each stated, *"if you had asked me a year earlier I would have had a different answer."* There were two main actions taken by the university that were identified as being successful in helping to reduce domestic violence. One action that was successful was the implementation of the Green Dot program. The second action that was successful was the creation of a more collaborative and unified campus.

The first action that was successful in helping to reduce domestic violence on campus was the implementation of the Green Dot program. All seven participants noted that the Green

Dot program was a major improvement enacted by the university. The Green Dot program, as described by five of seven participants (A, C, D, E, G), engaged students through what participants called *"bystander intervention."* They described the Green Dot program as a bystander intervention model where students are encouraged to stop violence on campus, to report violence, and to help peers report violence to campus authorities. Three of seven participants (C, D, G) noted that bystander intervention was important to reducing campus violence. These participants stated that many of the cases that they had worked on that had gone well went well either because *"bystanders had intervened"* or because *"bystanders were supportive of the victim reporting."* Two of seven participants (C, D) discussed bystander intervention in terms of a "*bystander referral,*" which was when a peer came with the victim to report violence on campus. Two of seven participants (C, G) stated that bystander intervention could come in the form of stopping peers from making poor decisions, especially when the peers were intoxicated. This idea helps to improve campus culture by creating a *"culture of non-violence"* on campus.

The second action that was successful in helping to reduce domestic violence on campus was the creation of a more collaborative and unified campus. This was accomplished by improving the on-campus relationships with between departments of staff members who could receive and or process reports of violence. For example, three of seven participants (C, D, E) stated that they felt supported because of *"the connection to student affairs."* Five of seven participants (A, C, D, E, G) stated they felt supported because of *"a connection to campus resources."* Three of seven participants (D, E, G) stated that senior management was showing a passion for reducing violence by hiring a staff member who works part-time on sexual assault reduction on campus. Similarly, four of seven participants (B, D, E, G) stated that they were

happy the *"university had funding for positions"* that were *"sexual assault related."* Two of

seven participants (B, D) stated that they were glad the *"senior management"* had *"made a*

commitment to reduce violence on campus."

Discussion

Sample

For this study, all participants were recruited from one university. At the time of the study, throughout the entirety of their careers, the participants as a group averaged 40 victims with whom they had worked. Throughout the responses, there was very little variation. It is possible that the minimal variation could be indicative of not enough differentiation in the views or training of campus staff members. It is also possible that the minimal variation could be due to the limited sample size. More diverse themes may have been produced if more participants from each recruited department had participated.

Themes

The two most prominent themes that arose were campus procedures and processes and campus culture.

Campus Procedures and Processes. One of the most prominent themes from the findings was procedures and processes. While the author was unable to find any articles for the literature review that supported this theme, several participants (5 out of 7) noted that campus procedures and processes greatly influenced their work with campus victims. These results were largely from responses to questions four and ten in the survey. There were three specific procedures and processes that were mentioned most frequently. Those procedures and processes were mandated reporting, anonymous reporting, and federal and state legislations.

The first major procedure that was mentioned was mandated reporting. Per the Clery Act, staff who are charged with campus safety are required to report any misconduct to the university. Four of seven participants directly stated that, due to mandated reporting laws and campus compliance procedures, they are required to inform victims that they are mandated

reporters and that they are not confidential persons with whom the victim can make a report. As mandated reporters, they must also inform other campus staff (i.e. student affairs staff) so that an investigation into any reported violence can be started. Several participants stated that this creates a barrier to working with victims because victims may become uneasy knowing that a report must be filed with the university.

In addition to the implications of mandatory reporting, participants also described how victims could become uneasy when they felt as though they had lost control over whether or not the campus would be prosecuting the perpetrator. Several participants stated that victims often did not want the perpetrator to be prosecuted, but rather that they just wanted someone to listen to them. Due to mandated reporting, however, several participants noted that this request placed them into a difficult position. While the campus staff members wanted to maintain victims' integrity, confidentiality, and sense of control over the process, they also had a duty to protect the larger campus population.

Mandated reporting has both positive and negative implications for students. The main positive implication is that the university must become aware of any violence on campus, and, as a result, it must act in the best interest of not only the victim, but also the entire student body. The main negative implication is that, when a staff member reports violence to the campus, both the victim's name and the perpetrator's name are disclosed to the university thus erasing a victim's anonymity. This is even before a decision is reached on whether or not there will be an investigation. Additionally, the staff member is also required to notify both the victim and the perpetrator of the university's decision either to proceed or not to proceed with an investigation. It is possible that, if the university decides to investigate, the victim could fear that her perpetrator will retaliate or become angry with her for reporting. It is also possible that the

perpetrator could retaliate on campus after being notified of an impending investigation.

As discussed earlier, the researcher was unable to find any articles for the literature review that supported the theme of campus procedures and processes. Given that the researcher found very little research on this topic, it is possible that different campus staff members and campus staff members at different universities may have similar thoughts and beliefs. It is important for future research to focus on finding ways for victims to have more confidential reporting methods. This would allow victims to remain anonymous while also allowing campus staff to maintain the safety of the larger campus.

The second major procedure that was mentioned was anonymous reporting. When answering question eleven, two different participants stated that they would like to change campus reporting procedures to allow for more anonymous reporting. Anonymous reporting could, for example, come in the form of a telephone line or a communication resource where students could make domestic violence reports without needing to either meet in person or disclose their name as the victim. According to the participants, one potential positive side effect of anonymous reporting could be that more students might be willing to come forward to report.

While the participants discussed the benefits of increasing the availability of anonymous reporting, they also cautioned that there still needed to be a way to find and either prosecute or stop the perpetrator of the violence from committing further acts on campus. This concern was at the forefront of participants' comments regarding the need to balance a victim's integrity and sense of control with a duty to keep the campus safe. While several participants wanted to give victims a safe place to report where they could remain completely anonymous, there was a general sense of unease regarding knowing about a perpetrator on campus and not being able to file a report for investigation. As such, staff members discussed how, even if a victim's identity

is not disclosed, there still need to be measures by which a perpetrator can be prevented from hurting other students on campus.

The idea of anonymous reporting is highly supported by the United States Department of Justice and many advocacy campaigns, such as Futures Without Violence. In a research report conducted by Karjane, Fisher, & Cullen (2002), one of the strong recommendations was to enact a means by which sexual assault could be reported anonymously, as that was believed to be a change that would increase victims' willingness to report violence. Despite the support for anonymous reporting from both advocacy campaigns and from the research literature, the researcher did not find any studies that discussed how campus staff members could maintain the safety of the larger student body on campus while also allowing for anonymous reporting.

The third and final major procedure that was mentioned was federal and state legislations. This arose through the answers to questions four, eleven, and twelve on the survey. Four different participants noted that there are several processes and procedures that are legal mandates from the government that make working with victims more complicated and more complex. This creates an issue when working with victims because campus staff members feel as though they must at times prioritize compliance with federal and state mandates over performing good and authentic work with victims. This skewed order of priorities could negatively impact the working relationship campus staff members have with victims. It is also important to note that two of the participants specifically mentioned that, when working with victims, they often had to choose to prioritize meeting federal and state legislative regulations. They do so out of fear that the school could be audited and either fined or punished for not fulfilling every legislated step associated with working with victims. As such, it is possible that campus staff will prioritize meeting federal guidelines out of fear of the negative consequences

associated with a potential audit rather than focusing on developing an authentic relationship with a reporting victim.

Interestingly, the implications of federal and state legislations on campus staff was yet another area that was not found in the research literature by the researcher. As there is a strong paucity in the research literature, this will be an incredibly important area for future research. It is especially important because new federal and state legislations are in development due to the new mandates from the Campus SaVE Act. Understanding whether or increased legislations has a negative impact on the working relationship between victims and campus staff is an important factor for consideration in any future legislation. If federal and state legislators have a better understanding of how mandates impact campuses, then they might be able to change future legislation so that they can accomplish the goal of improving campus safety without having a negative impact on how campus staff members work with victims.

Campus Culture. The second prominent theme that arose from the findings was campus culture. The source of this theme was largely the responses to questions eight and nine from the survey, which focused on what the school has done well to reduce violence and what the school could do to be more proactive in reducing violence. There were two major ideas that appeared within the campus culture theme. The first was the Green Dot program, and the second was collaborative campus relationships.

The first major idea under the theme of campus culture was the Green Dot program's bystander intervention model. Bystander intervention models are used to "increase the likelihood" that a student will "intervene to prevent violence" (Coker et. al., 2011). Bystander interventions also seek to change the culture or norms within a community (Coker et. al., 2011). In particular, Green Dot is a program that seeks to "shift power" by encouraging all community

members to intervene in an attempt to "reduce violence" (Green Dot, 2010).

Many of the campus staff members that were interviewed (5 out of 7) stated that they liked the premise of the Green Dot programming and that they were encouraged by the potential that it had to help build a community response for an intolerance of violence. Two participants specifically mentioned that the rate at which victims were disclosing either with a friend present or due to a friend's influence was starting to increase. Other participants noted that students were becoming were willing to intervene on the behalf of others. As such, many participants stated that they would like to keep the Green Dot programming on campus and that they would even like to find ways to develop the Green Dot programming further on campus.

Another important aspect of the Green Dot programming is the continued involvement of men in the implementation of bystander interventions. Involving men in the reduction of power imbalances between men and women (which is a key tenet to domestic violence) is vital. Three participants stated that, if campus interventions are to be successful, interventions must focus on involving men as protectors rather than always viewing men as perpetrators. An additional benefit of involving men in the prevention process is that it will help to set new norms regarding how men should treat women.

The importance of encouraging bystander intervention on campus is highly supported in the research literature. Studies by Banyard, Plante & Moynihan (2004), Coker et al. (2011), McMahon & Banyard (2012), and McMahon, Postmus & Koenick (2011), and all show that bystander interventions have been used and have had positive effects on different campuses across the nation. As shown in a study by McMahon & Banyard (2012), bystander intervention can help to stop violence either through primary, secondary, or tertiary interventions. As such, bystanders have the ability to have a strong impact on stopping violence through all stages of the

violence process. This is especially relevant for when a university has a campus-wide message

of no more violence and is willing to empower bystanders to intervene when necessary, which is

what was done with the Green Dot programming (Emery et al., 2010).

The second major idea under the theme of campus culture was the perspective that

participants felt supported in their work with victims because they could refer victims to other

resources on campus. Several participants noted that this was driven by the different campus

departments engaging in collaboration. The campus staff members also described collaboration

through their ability to connect victims to other departments and to coordinate services relatively

easily.

Collaboration is an important aspect to discuss because victims may not feel supported if

there is not a strong collaborative system between all of the departments on campus that work

with victims. While it is not necessary for all staff members to become experts on domestic

violence, it is necessary for all staff members to know that they are able to get victims connected

to other resources on campus when needed. This is done through interdepartmental collaboration

and interdepartmental trainings.

Interestingly, the author found little research on interdepartmental collaboration and its

benefits to student victims who have reported violence. Among the little research that was found

by the researcher, a study by Mayhew, Caldwell, & Goldman (2011) led to a recommendation

that response teams for reducing violence on campus should be comprised of a variety of

stakeholders, including campus staff, students, and community non-campus members. It was

determined that this type of response team would be a way to increase campus collaboration. A

different study conducted by DeGue (2014) on a similar topic led to a recommendation that

strong prevention programs on college campuses need to include four levels of collaboration:

"the individual, the peer/partner, the organization, and the <mark>community".</mark> At each level, prevention efforts must be designed to fit a micro through macro level of prevention based on the targeted system. For example, at the organization level, DeGue (2014) recommended "hot spot mapping." Hot spots are areas where campuses receive several reports of victimization. After identifying "hot spots," a university can explore the area to see why more victimization occurs in those areas. Understanding what is missing in those hot spots (i.e. no security tower, bad lighting, etc.) can help a university create a cross-departmental team to collaborate on ways to target its weaker security areas and seek remedies to fix those areas that are deemed to be unsafe for students.

Researcher Reaction

One of the main reactions the researcher had to this project was related to the passion expressed by each participant. From all of the interviews, it was clear that every participant had a personal passion for campus safety and for future research on this topic. Each participant noted the importance of continuing research with college staff members, as it would allow for the continued generation of ideas that could improve campus safety from a campus staff perspective. It was very important to see the passion and enthusiasm both for campus safety and, specifically, for the safety of women. This passion is needed given the often negative and daunting task of maintaining campus safety.

A second reaction the researcher had to this project was related to the potential secondary trauma and compassion fatigue among campus staff members. Many participants noted that it was difficult to work with student victims and that it often was *"hard to hear"* victims' stories. This area was not discussed as a prominent theme in the research because many of the reactions that were given in the interview sessions were directed toward supporting the victim rather than

toward supporting the participants themselves. While many of the staff members stated that they

felt "*supported*" on campus because they could connect a victim with other campus departments,

there was little discussion regarding whether or not those same staff members had personal

supports on campus to help prevent both burnout and the side effects of secondary trauma and

compassion fatigue. The secondary trauma and compassion fatigue could be a result of either

listening to the students' stories or being a part of the investigative process. Supporting the

mental health of campus staff members is as important as policy legislating campus procedures

because, without it, the campus staff may not be able to provide quality care to student victims.

Thus, as a practice support model, more research should be conducted to determine how campus

staff can be supported in their roles in order to combat secondary trauma and compassion fatigue.

Limitations and Areas for Future Research

There were limitations to both the format of the study and to the survey instrument. The

limitations to the format of the study will be discussed first.

One significant limitation of the study was the limited sample size of the participants.

The recruited sample size of n = 14 was small due to the size of the university within which the

study was conducted. Given the limited time to recruit and conduct interviews, the researcher

was unable to attempt to recruit other participants who may have worked with student victims.

For future research, especially when sampling from smaller universities, it is recommended that

more participants be included from the departments that directly interact with student victims.

For example, some of the most important departments to survey would be the office of the dean,

student affairs, public safety, residence life (including resident assistants), medical services,

academic advising, and campus ministry. For future research, it is also recommended that, prior

to determining a participant pool, the student body be surveyed to identify to whom students

would report if they experienced a difficulty with domestic violence on campus. After the

completion of the student body survey, it is also recommended to conduct an anonymous online

survey of campus staff to gauge interest in participating in the research to increase the potential

sample size for further qualitative interviews.

       A second limitation to the study was that it only surveyed staff from a small, private

Midwestern university. As such, the results may not be generalizable to two-year technical

colleges, four-year public universities, or larger four-year private institutions. For future

research, it is recommended that multiple samples from multiple types of universities be gathered

so that the results will pertain to a variety of different types of institutions.

       A third limitation to the study was the "domestic violence" terminology that was used in

the survey instrument questions and throughout the paper. New research has shown that many

campus staff members and college students deem violence on campus to be dating violence,

sexual violence, or sexual assault. This study utilized the term "domestic violence" for all

recruitment materials and for all survey questions. It is possible that recruited individuals did not

participate because they felt as though they did not have experience with domestic violence. If

the recruiting materials had used different terminology like dating violence, more staff may have

felt comfortable participating in the study. For future research, it is recommended that questions

and materials be designed using dating violence, sexual assault, and domestic violence as

terminology. It is possible that students and campus staff view dating violence, sexual assault,

and domestic violence as three distinct activities that could be happening on campus. In order to

have a comprehensive view of staff experiences, it is important to ask them about all three types

of violence.

       A fourth limitation to the study was the "victim" terminology that was used in the survey

instrument questions and throughout the paper. Current researchers and advocates are seeking to

view students as "survivors" of abuse rather than "victims" of abuse. Changing the terminology

from victim to survivor is more empowering to the student who experienced the abuse (Thapar-

Björker & Morgan, 2010). Given that "victims" often feel as though they could be blamed for

the violence, it is important that they be empowered by changing the language from victim to

survivor.

A fifth limitation to the study was the wording of some of the questions in the survey

instrument. Specifically, some of the questions were not clear to participants. For example, the

question regarding training that the participants had received was not always clearly understood.

The question could have contained clearer language regarding training, such as training on dating

violence or training on domestic violence. This may have resulted in more comprehensive

answers from the participants. As discussed above, it is also recommended to either change or

add a question regarding the staff's self-care and the potential for secondary victimization.

The final limitation of the study was the lack of research regarding males and LGBTQ

students who experience violence on campus. In an attempt to allow participants to answer in an

unbiased manner, this project used gender neutral language in its recruiting materials and in its

questions. Despite this, many of the staff members initially referred to victims as being female

and perpetrators as being male. It was not until the final thoughts question that some participants

added the caveat that violence can also occur in homosexual couples. It is important for staff

members from all universities and colleges to recognize that violence can also occur in minority

and LGBTQ communities (Aspy, 2007; McPherson Halket, Gormley, Mello, Rosenthal, &

Pravder Milken, 2014). Similarly, Scherer, Snyder & Fisher (2013) showed that males in

heterosexual relationships can also be victims of violence. As such, it is important for future

research to include elements that seek to understand the similarities and differences associated with dating violence and domestic violence in different types of relationships. Given the limited amount of research on why women use violence, it is important to research how campus staff members can work with heterosexual male victims without having stereotyped or biased beliefs.

Implications for Social Work

Ethically, as a field, social work strives to "address social problems" like domestic violence. Domestic violence is a significant social problem because it causes a power inequity between male and female romantic partners. This idea was demonstrated in the participants' statements where men were typically the perpetrators of violence against female victims. This section will discuss two major implications from this study. One is the need to address victims' needs and safety after an assault, and the other is the power of a collaborative campus.

The first major implication from this study is the need to address victims' needs and safety after an assault. While this idea did not fully develop into a strong theme from the findings, it is still an important area to discuss. Domestic violence on college campuses poses unique challenges for ensuring victims' safety due to the proximity within which all of the students live. For example, victims may live in the same dormitory as their perpetrators, they may attend the same classes as their perpetrators, or they may be in the same social groups on campus as their perpetrators. As such, it is important for any campus staff member who works with victims to ensure that they are given options to remove the perpetrators from having direct contact with her. Beyond the safety needs of victims, it is also imperative to consider the medical needs of victims, especially if a victim is reporting a recent assault. These ideas were only directly addressed by two of the seven participants in this study. It is of the upmost importance for social workers to advocate for campuses to train their staff on asking these types

of questions as a part of their work with victims.

The second major implication from this study is related to the power of a collaborative campus message that violence is not tolerated in the campus community. Domestic violence is a social injustice on campuses because male students oppress female students through violence and intimidation. Implications for community collaboration are twofold. First, domestic violence must be viewed as a problem that impacts the community and that can be reduced by the community. For example, participants talked about increasing the prominence of programs like Green Dot and about involving more men, staff, and on-campus group leaders to be role models for ending violence against women. This centers on the idea of removing the misconception that reducing domestic violence is a woman's prerogative. In any future advocacy work, social workers need to be aware that women alone cannot solve the problem of domestic violence. It takes the bravery of bystanders and an attitude of intolerance toward violence from an entire community to start to reduce violence on campus.

The second implication from community collaboration is that campuses must develop relationships between departments to improve support for victims after they have been assaulted. This is especially important because student victims may need services from various departments on campus to promote healing after an assault. If campus departments are working together, then victims will have a broader safety network of support. As such, social workers must continue to work with college campuses to educate campus staff about the power of a collaborative campus to create more powerful safety and support networks for student victims.

Conclusion #19

In conclusion, this study sought to explore a gap in existing research. Most existing research studies have focused specifically on college students' attitudes and perceptions of

domestic violence. A strength of this study, however, was that it sought to explore the voices of the campus staff members who work directly with domestic violence victims and who are charged with maintaining the safety of students on campus. Another strength of this study was that it found that campus staff members often have very different and more intimate perspectives regarding what a campus has been doing well to support victims and where a campus could be more creative and forward-thinking about promoting campus safety. This led to ideas and recommendations for ways to improve safety on campus. A final strength of this study was that it sought to understand the supports and barriers that campus staff members face when they are working with victims of domestic violence. From this, legislation can be influenced to improve the care that campus staff members are able to provide to victims of domestic violence. The results of the study are of importance to the field of social work because, in order to remedy problems on college campuses, it is first necessary to understand what is working well and what is not working well for the college staff that are directly involved with solving the issues. Using that information, legislation can target specific areas that will strengthen campuses and empower staff to continue their work with victims. As such, it is important for future research to continue this research model with other campuses and other populations so that there can be continued collaboration with campus staff on ideas to end violence on college campuses.

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Figure 1

College Dating Relationship Power and Control Wheel
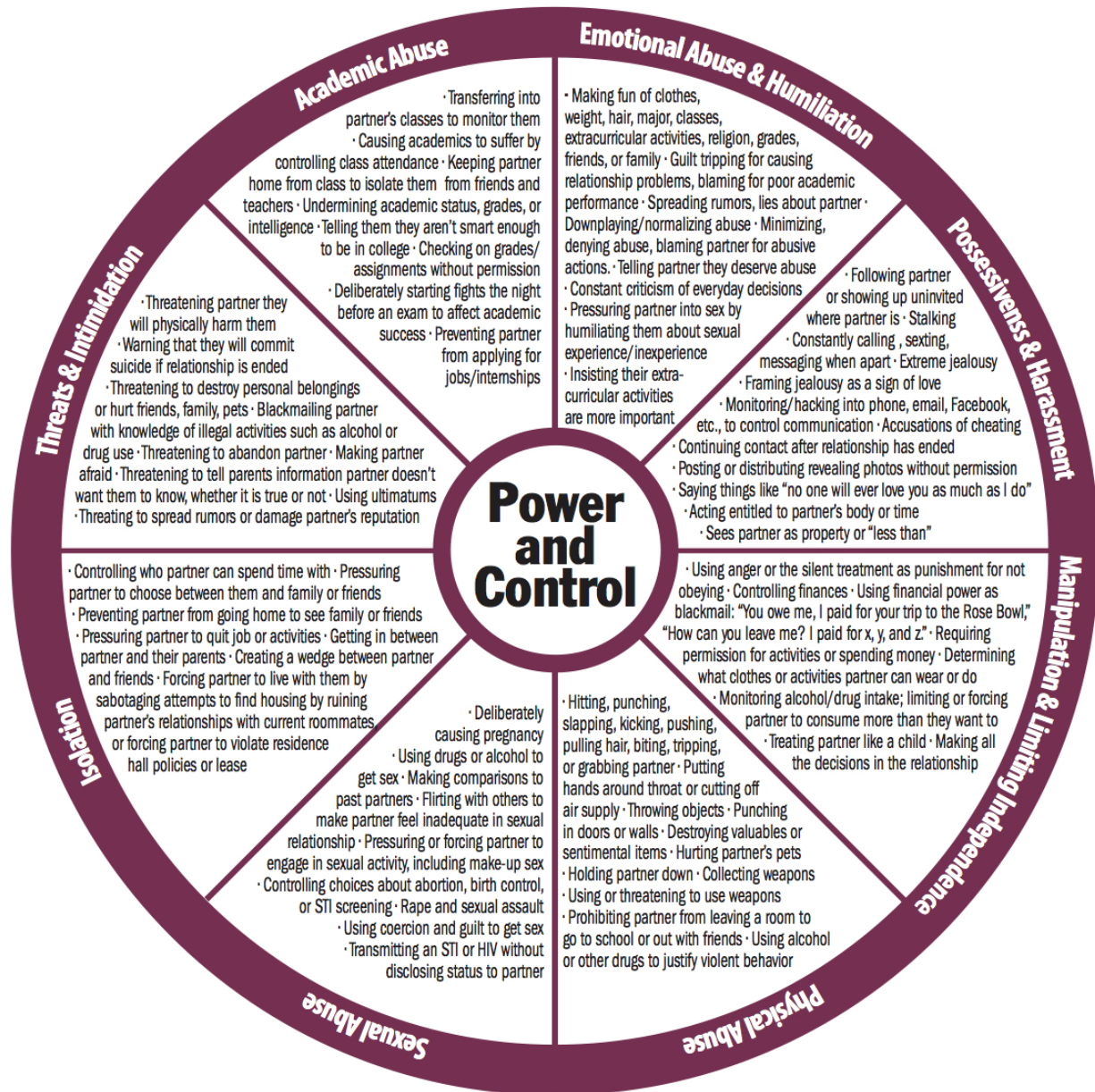
College Dating Relationship Power and Control Wheel. Adapted from End Violence on Campus, Raising Voices, Perry (2002) and the University of Wisconsin Madison (2014). Reprinted with permission from C. Hotvedt. This wheel was adapted from The Domestic Abuse Intervention Project (2011). Copyright 2011 by Domestic Abuse Intervention Programs.

Table 1

Table 1
Categories and Number of Mentions for each Code for each Question

Category	Subcategory	Code	Mentions	Frequency
1) When I use the term domestic violence, what does that mean to you?	Relationship	Two people	4	3 of 7
		Cohabitating	3	2 of 7
		Ongoing	3	2 of 7
	Violence	Verbal	4	3 of 7
		Physical	9	7of 7
		Emotional	5	5 of 7
		Dating	5	4 of 7
		Sexual	5	2 of 7
		Relationship	10	5 of 7
		Violence	7	5 of 7
	Time	More than one date	4	2 of 7
2) I'm going to read you a sentence and then I want you to give me your first impressions of the sentence. A student is victimized on campus. Describe the student.	Gender	Female	7	3 of 7
		Male	3	2 of 7
		No profile	3	2 of 7
	Race	Person of color	4	2 of 7
	Class Standing	Freshman	8	4 of 7
	Substance Use	Alcohol	6	3 of 7
	Age	17	3	2 of 7
		18	3	2 of 7
		19	3	3 of 7
	Features of the student victim	Vulnerability	5	3 of 7
		No support network	3	2 of 7
3) I'm going to read you a sentence and then I want you to give me your first impressions of the sentence. A student is found to be the perpetrator of campus violence. Describe the student.	Gender	Male	13	7 of 7
	Class Standing	Freshman	6	3 of 7
		Sophomore	3	4 of 7
		Junior	3	2 of 7
		Senior	3	3 of 7
	Substances Used	Alcohol	6	3 of 7
	Features of the student perpetrator	Lack of maturity	3	2 of 7
		In process of being prosecuted	5	3 of 7
4) If a student came to you and told you that they were a victim of domestic violence, what would you do?	Details about the incident	Victim's immediate needs	4	2 of 7
		What happened	6	4 of 7
		Time/when did the violence happen	8	3 of 7
		Whom else the victim has reported to	4	3 of 7
	Rights	Victim's rights	4	4 of 7
	What to do	Resources for the victim	4	4 of 7
		What is important to the victim	3	2 of 7
		Go to hospital / health services forensic report	6	2 of 7
	Mandated reporting	Not a confidential	4	2 of 7

		source		
	University Processes / Legal Processes	Processes and Protocols	12	4 of 7
		Get the victim connected with other campus departments	5	2 of 7
	Victim safety	Victim safety	9	2 of 7
	Victim choice	Control over situation	8	2 of 7
		Balance	8	2 of 7
	Perpetrator	Changing the victim's room	3	2 of 7
5) Can you describe a domestic violence case that you worked on that you feel went well?	Yes	Victim Empowerment	9	2 of 7
		Victim has a voice	4	2 of 7
		Victim felt heard by staff	4	2 of 7
		Education on healthy relationships	9	3 of 7
		Bystanders intervened	6	2 of 7
		Consequences for perpetrator	3	3 of 7
	Stopped more victimization	Reframed beliefs about consent and assault	3	2 of 7
		Educational	3	2 of 7
	No	Liability	3	2 of 7
Can you describe a domestic violence case where things did not go well?	Victim complaint	Victim does not want to prosecute perpetrator	5	4 of 7
		Victim did not feel supported	3	3 of 7
		Balance	3	4 of 7
	Victim re-enters relationship	Stop university proceedings	4	2 of 7
		Stays with perpetrator	3	2 of 7
	Evidence	Difficult to distinguish	4	3 of 7
		Fair and evidence based	4	3 of 7
6) Can you tell me about any training that you had that you thought was helpful.	Yes all	Good information	4	3 of 7
	Content	Case studies	4	2 of 7
	Processing	Talking with other staff	3	4 of 7
Did you have any training that was not helpful?	No	No	3	2 of 7
		I have gotten something from everything	3	3 of 7
7) What are some of the factors you think contribute to domestic violence on college campuses?	Alcohol	Responsible drinking	9	4 of 7
		Alcohol	9	5 of 7
		Men are more violent	3	2 of 7
	Maturity	Students are not mature	5	3 of 7
		Lack of developed values	3	2 of 7
		Unrealistic / fantasy thoughts about relationships	3	2 of 7
	Media Portrayal	Gender roles	4	2 of 7
	Lack of knowledge	Lack of knowledge about healthy	8	2 of 7

		relationships		
What are some factors that reduce domestic violence on college campuses?	Green Dot	Bystander training	8	5 of 7
		Green Dot	4	4 of 7
	Culture of campus	Culture of campus	8	4 of 7
	Communication	Improved communication between partners	3	3 of 7
		Better relationship boundaries	3	3 of 7
8) What do you think that this school has done well in terms of helping stop domestic violence?	Commitment to change	Senior management	5	2 of 7
		Green Dot	6	4 of 7
		Residence life	5	2 of 7
	Bystander intervention Trainings	Bystander intervention	8	3 of 7
		Current on legislation / policies	5	3 of 7
		Staff on campus	4	
		For RAs / directors	4	3 of 7
	Funding	Hired staff for this area	4	4 of 7
	Policies	Good procedures	7	4 of 7
	Campus Culture	Changing campus culture	3	2 of 7
9) What are some steps that you think the campus can take to be more proactive around domestic violence?	First Year Orientation	More information about nuances of DV to FYs	4	2 of 7
		Continue discussing alcohol influence	5	3 of 7
	Getting better	University is improving	6	4 of 7
		Talking about issues / nuances of domestic violence	6	3 of 7
		Visibility about topic	5	3 of 7
	Social norming	Involve men as protectors	6	2 of 7
10) Do you feel you have the necessary resources and networks to work effectively with victims of domestic violence?	Staff	Counseling staff on campus	4	3 of 7
	Yes	Yes	6	5 of 7
	Staff Training	Well trained staff / investigators	5	3 of 7
	Access to on campus resources	Connection to student affairs	3	2 of 7
		Resources to start the process	3	2 of 7
		Campus and community relationships	12	5 of 7
What do you feel are barriers/challenges to your work with victims of domestic violence?	Working with victim	Taking away victim's control over situation	3	2 of 7
	Documentation / Rules	Fear of liability from legislation rules	4	2 of 7
	Decision making	Influenced by legislative rules / liability	4	2 of 7
	Victim Stories	Hard to hear victim's	6	2 of 7

		stories		
11) If you could change campus policies and procedures around reporting domestic violence what you change and why?	Confidential reporting	More advertisement for anonymous and third party reporting	5	2 of 7
	Policies are good	I like our policies		
			5	5 of 7
12) Do you have any other thoughts on domestic violence that you would like to share?	Homosexual domestic violence	Homosexual couples experience domestic violence	5	2 of 7
	Regulation	Campuses are over regulated to the detriment of working with student victims	5	2 of 7
		Legislation made on processes is not always working or conducive to campuses	5	2 of 7
		Legislation is skewed	5	2 of 7
	Research	Great topic / keep researching with practitioners	7	7 of 7

Appendix A

Understanding College Staff's Experiences in Responding to Student Domestic Violence
Victims

Information and Consent Form

Introduction:
You are being invited to participate in a research study investigating the experiences of college
staff working with domestic violence victims. This study is being conducted by Leigh
Hartenberg, a graduate student at St. Catherine University/University of St. Thomas School of
Social Work under the supervision of Michael Chovanec, Ph.D. a professor at the school. You
were selected as a possible participant in this research because Karen Lange, Dean of Students
has identified you as a possible source to receive reports of domestic violence. Please read this
form and ask questions before you agree to be in the study.

Background Information:
The purpose of the research is to explore college staff's experiences when working with students who
report domestic violence. Approximately 8-10 people are expected to participate in this research.

Procedures:
If you decide to participate, you will be asked to fill out a demographics form, and answer a
series of open ended questions about your experiences working with victims of domestic
violence. Next the interview questions will consist of 12 open ended questions to explore your
experiences in working with victims. All answers will be tape recorded and transcribed by the
researcher. During the interview, please do not disclose any details that can directly identify
victims with whom you have worked. The anticipated length of time for this study is forty five
minutes to an hour. The study will occur in one interview session scheduled at your
convenience.

Risks and Benefits of being in the study:
The study has minimal risk. The only risk of this study is the possibility for triggering secondary
trauma. Secondary trauma is a form of stress that occurs when a practitioner hears about another
person's trauma. To address this risk, you are free to decline to answer and specific questions or
discontinue the interview at any time. You also will be debriefed at the end of the interview and
offered resources.

Another risk is the small number of participants being recruited for this study. Because of this, I
am unable to guarantee full privacy and confidentiality. However, your supervisor at the
University of St. Thomas, Karen Lange, Dean of Students and Rachel Harris, Assistant Dean of
Students will not know about your decision to either participate or not participate in this study.
Also, to protect your privacy, information, and confidentiality as much as possible, your name,
direct quotes or other identifying information will not be shared with anyone in authority at the
University of St. Thomas.

While there the only direct benefit to you is compensation in this study, one indirect benefit to
you is that you will have access to the findings of the study if you choose. Another indirect

benefit is that the research will raise awareness of the factors that support and hinder the efforts to effectively respond to domestic violence and domestic abuse on college campuses.

Compensation:
If you participate, you will receive a $20.00 gift card to Caribou Coffee or Starbucks for one hour of your time. Payment will be given at the end of the completed interview.

Confidentiality:
Any information obtained in connection with this research study that can be identified to you will be disclosed only with your permission; your results will be kept confidential. The only kinds of documentation that will be retained by the researcher will be the consent form and transcripts of the interview. Transcripts will be kept locked on the researcher's computer until coded. Only the researcher has access to the computer. After coding, transcripts will be destroyed. Consent forms will be kept in a locked file drawer in the researcher's office for up to three years per federal guidelines. In any written reports or publications, no one will be identified or identifiable. Confidentiality will be maintained, as you will be given a number that connects your demographics data to your interview transcript. Your name, your job title and any other identifying information will not be collected at any time during the study.

I will keep the research results including interview recordings and documents that I transcribe in a locked file cabinet in my home office and only I and/or my advisor will have access to the records while I work on this project. I will finish analyzing the data by May 1, 2015. I will then destroy all original reports and tape recordings. Destruction of these items will ensure no identifying information will be linked back to you.

Voluntary Nature of the Study:
Participation in this research study is voluntary. Your decision whether or not to participate will not affect your future relationship with The University of St. Thomas in any way. If you decide to participate, you are free to stop the interview at any time, and you are free to not answer questions at any time without penalty to you. If you need to end the interview early, where the researcher has not asked all of the interview questions, your monetary compensation will be adjusted to the length of time of the interview. If the researcher has asked all questions, you will be fully compensated, even if you decided to not answer a question or questions on the interview. As a participant you will be given up to one week to ask that the interview be withdrawn from the study. Please inform the researcher by E-mail that you would like your results withdrawn. The researcher will immediately withdrawn your interview from the group data.

Contacts and Questions:
If you have any questions, feel free to contact me, Leigh Hartenberg at bart6426@stthomas.edu. You may ask questions now, or if you have any additional questions later, the faculty advisor, Michael Chovanec (651) 690-8722, will be happy to answer them. If you have questions or concerns regarding the study and would like to talk to someone other than the researcher, you may also contact Dr. John Schmitt, Chair of the St. Catherine University Institutional Review Board, at (651) 690-7739 or Dr. David Steele, Chair of the University of St. Thomas Institutional Review Board, at 651-962-6038.

You may keep a copy of this form for your records.

Statement of Consent:
You are making this decision whether or not to participate. Your signature indicates that you have read this information and your questions have been answered. Even after signing this form, please know that you may withdraw your participation from the study up to a week after the interview date.

I consent to participate in the study and I agree to have my verbal interview tape recorded.

_____
Signature of Participant   Date

_____
Printed Name of Participant   Date

_____
Signature of Researcher   Date

Appendix B

Understanding College Staff's Experiences Working with Student Domestic Violence

Victims

Demographics

Instructions: Please fill in each demographics area prior to your scheduled interview time. When

completed please return to the research participant at your scheduled interview time.

1) Please state your gender   ☐ Male   ☐ Female

2) Please state or estimate the number of victims you have worked with during your career at the

University of St. Thomas _____

3) Please state or estimate the number of victims you have worked in the past 6 months

_____

Interview Protocol

Instructions: Please review each question and complete for yourself prior to the interview. All
written notes prior to the meeting will be kept with you to ensure confidentiality of responses.
Please do not disclose any identifiable information or details about victims with whom you have
worked. Examples of details include actual names, the student's major, or the student's
graduation year to name a few.

1) When I use the term 'domestic violence' what does that mean to you?

2) I'm going to read you a sentence and then I want you to give me your first impressions of the
sentence. A student is victimized on campus. Describe the student.

3) I'm going to read you a sentence and then I want you to give me your first impressions of the
sentence. A student is found to be the perpetrator of campus violence. Describe the student.

4) If a student came to you and told you that they were a victim of domestic violence, what
would you do?

5) Can you describe a domestic violence case that you worked on that you feel went well? Can
you describe a domestic violence case where things did not go well?

6) Can you tell me about any training that you had that you thought was helpful. Did you have any training that was not helpful?

7) What are some of the factors that you think contribute to domestic violence on college campuses? What are some factors that reduce domestic violence on college campuses?

8) What do you think that this school has done well in terms of helping stop domestic violence?

9) What are some steps that you think the campus can take to be more proactive around domestic violence?

10) Do you feel you have the necessary resources and networks to work effectively with victims of domestic violence? What do you feel are barriers/challenges to your work with victims of domestic violence?

11) If you could change campus policies and procedures around reporting domestic violence what you change and why?

12) Do you have any other thoughts on domestic violence that you would like to share?

Thank you for your time and participation in this study.

Appendix C

Recruitment Letter to Participants

Dear [Mr. / Ms. LAST NAME],

I am writing to tell you about the study Understanding College Staff's Experiences in Responding to Student Domestic Violence Victims. This study is being conducted by Leigh Hartenberg, a Graduate Research Student at the St. Catherine University and the University of St. Thomas under supervision of Michael Chovanec, Ph.D., professor in the School of Social Work.

I received your name from Karen Lange, the Dean of Students, as a person who may have worked with a female student domestic violence victim. The purpose of this research study is to explore campus staff's experiences when working with female student domestic violence victims. The goal being to explore how the University of St. Thomas can continue supporting you in your work with students and improve current safety measures on campus.

If you are interested in learning more about this study, please review the enclosed information, including the consent form and survey instrument. If you do participate, you will be asked to have filled out the demographics section and review the interview questions prior to your appointment. You can contact the researcher at bart6426@stthomas.edu or 612-802-5055 if you would like to participate. Then the researcher will set up a time to meet with you to complete the study.

It is important to know that this letter is not to tell you to join this study. It is your decision. Your participation is voluntary. Whether or not you participate in this study will have no effect on your relationship with the University of St. Thomas. You do not have to respond if you are not interested in this study. If you do not respond within two weeks, the researcher will not contact you in person, but you may receive this letter E-mailed to you which you can simply disregard.

Thank you for your time and consideration. I look forward to hearing from you.

Sincerely,

Leigh Hartenberg

Appendix D

Script for In-Person Participant Recruitment Meeting

Hello, my name is Leigh Hartenberg. I am a Graduate Research Student at the St. Catherine University and the University of St. Thomas conducting a research study under supervision of Michael Chovanec, Ph.D., professor in the School of Social Work. I have come to meet with you in person to talk about my study Understanding College Staff's Experiences in Responding to Student Domestic Violence Victims.

I received your name from the Dean of Students as a person who may have worked with a female student domestic violence victim. The purpose of my research study is to explore campus staff's experiences when working with female student domestic violence victims. The goal being to explore how the University of St. Thomas can continue supporting you in your work with students and improve current safety measures on campus.

I am enclosing to you a copy of the study's consent form, demographic and interview questions and recruitment letter regarding this study. If you are interested in learning more about this study, please review the enclosed information. If you would like to participate, you will be asked to contact me via the E-mail or phone number enclosed in the consent letter. I will also ask that you fill out the demographics section and review the interview questions prior to your interview appointment. Appointments are estimated to be forty five minutes to an hour in time.

It is important to know that this recruitment meeting is not to tell you to join this study. It is your decision whether or not you would like to participate. Your participation is voluntary. Whether or not you participate in this study will have no effect on your relationship with the University of St. Thomas. Your supervisor at the University of St. Thomas will not know about your decision either to participate or not participate in this study. Due to the limited number of recruited participants who were recommended by Karen Lange, Dean of Students, I cannot guarantee full privacy. However, to protect your privacy, information, and confidentiality as much as possible, no names, direct quotes, or other identifying information will be shared with anyone in authority at the University of St. Thomas. You also do not have to respond to the researcher if you are not interested in this study. If you do not respond to me to schedule an interview within two weeks, I will not contact you again in person. However I will send you the recruitment materials in an E-mail form. If you have decided you do not wish to participate you can simply disregard the follow-up E-mail.

If you have any questions at this time I will be happy to answer them.

Thank you for your time and consideration and I look forward to hearing from you.

Appendix E

Referral List of Providers for Staff

1. Minnesota Center for Psychology

   Address: 2324 University Ave W #120, St Paul, MN 55114

   Phone: (612) 444-9170

2. Psych Recovery

   Address: 2550 University Ave W #229n, St Paul, MN 55114

   Phone: (651) 645-3115

3. Sentier Psychotherapy

   Address: 670 Cleveland Ave S, St Paul, MN 55116

   Phone: (763) 913-8261

4. PrairieCare

   Address: 659 Bielenberg Dr Suite 200 Woodbury, MN 55125

   Phone: 651-259-9710

5. Natalis Counseling

   Address: 2550 University Avenue West Suite 314N Saint Paul, MN 55114

   Phone: 651.379.5157