College women are more at risk for sexual assault and acquaintance rape than any other age group of people in the United States (Simpson, 2002). Both their age, and the college environment increase these chances that a woman will be assaulted (Simpson, 2002). Less than 5% of women on a college campus who are sexually assaulted and/or raped ever report the incident to police (Simpson, 2002). It is because of the prevalence of sexual assaults, and the environment where crimes go unidentified that motivates policy, as well as colleges, universities, and community agencies to focus their attention and resources to combating violence on campuses.

**Literature & Program Review**

In this literature review, we will examine what other institutions are doing to prevent and respond to violence and threats of violence on campus. We will evaluate the literature and previous research in the violence prevention practices and then we examine the programs on college campuses. In the programs examination we include sample groups of colleges. The first is from the 12 largest public universities, excluding the University of Central Florida, in the United States, according to Forbes Magazine (Forbes, 2010). These universities are included because of their comparable size with UCF. For the most part, the universities with a comparable student population to UCF will also experience similar problems and have similar levels of resources to address those problems. Understanding the size and scope of these programs can help establish the benchmarks for our institution as well as others.

In the second sample group we look at the eight most promising college victim services programs, according to the National Institute of Justice (Gonzales, Schofield, and Schmitt, 2005). We examine the various programs, groups, and activities that they do. Selection of these universities and colleges was determined by undergoing a thorough and rigorous selection process. In-depth field research was conducted at these eight universities cited as having the most promising practices and they were selected by two primary data sources. The first data source was derived from completed surveys from campus administrators while the second data set was collected by policies and procedures collected by the institutions of higher education. This was followed by "a multi-step process using 15 'basic' criteria, 4 'essential' criteria, and 10 additional 'additive' criteria" (Karjane, Fisher, Cullen, 2002, p. 24). Understanding the potential impact of the best institutional programs helps to establish institutional goals.

Finally, we incorporate into the examination any literature that relates to the problem and/or the program. We structured this review as a program driven examination. We have divided each section by the type of program, type of intervention, or official policy that institutions are successfully using, and how they evaluate their effectiveness.

We will structure the review into 4 categories. The first category looks at the policies and organizations’ structures within higher education and the community that are aimed at reducing or eliminating violence on college campuses as well as responding to and coping with violence when it does occur. The second category examines violence awareness and attitude adjustment campaigns. We look at what is being done on college campuses to change the minds and attitudes of college students in regards to violence. The third category consists of programs in place that prevent, respond, and cope with violence on college campuses. We look at what programs are in place that takes an active role in the struggle to combat violence. Finally, we look at unique university initiatives that do not fit into one of the previous three categories, yet stand outs as an impressive program to address violence.

**I. Policy and Organizational Structures**

**Official Policy**

The most important indicator to violence free college campus is the official policy of the institution. An institution has to understand that there are always barriers to reporting the crimes, and only a small percentage of victims come forward as a result (Karjane, Fisher, and Cullen 2005). College campuses that have strict drinking and illegal drug use policies often discourages victims to come forward out of fear of getting themselves or other students in trouble (Karjane, Fisher, and Cullen 2005). Setting up an anonymous reporting, prevention programs geared at athletics and Greek organizations, and an integrated university resources to report the crime, advocate, and help the victim (Karjane, Fisher, and Cullen 2005). 84% of colleges and universities offer confidential reporting, but less than half offer anonymous reporting services (Karjane, Fisher, and Cullen 2005). Another policy that increases the likelihood of a victim reporting to offense is a policy of criminal prosecution along with any institutional misconduct consequences. The promise of due process exists in less than half of colleges and universities in the US (Karjane, Fisher, and Cullen 2005).

Once the institution decides to set a goal of a violence free community, it can establish reporting procedures that would connect the victim with all the available services. For example, Lewis and Clark College explicitly states their sexual conduct policy in their student handbook and on the student services website. Their sexual conduct policy includes: official policy, prevention, procedures for sexual assault or rape, sexual assault response network, medical attention, filing a report with the Portland Police Bureau, academic or residence hall changes, imminent danger to community, pertinent federal legislation, disciplinary process, Portland area resources, and legal options for survivors of sexual assault. Further, they provide a sexual assault response advocate to victims available 24 hours a day, 7 days a week (Lewis & Clark, 2010). Many colleges and universities provide a statement in their official policy that advocates of sexual assault are available. The name of the advocacy program changes but response tends to follow similar procedures.

The state of California has used policy to combat violence. Several of the policies are directed at keeping violence incidents transparent, identify violence, and respond to it. The Colleges and Universities are required to publish all crime statistics and develop a comprehensive plan to deal with violence on campuses. Professors are required to complete a course on strategies and techniques to avoid and respond to violence in the classrooms. Schools are required to screen all personnel for violent crimes and are prohibited in hiring or retaining anyone with a violent crime background. They provide block grants to schools to assist them in building anti-violence programs, activities, and campaigns. Legislators empowered the Attorney General to establish the Safe Schools Task Force, bringing together universities and law enforcement to ensure that reported crimes are addressed, and perpetrators are caught. Finally, the state provides funding for after school programs that address violence, mediation services for students, and student leadership programs (Safe Schools Task Force, 2000).

**The use of Task Forces to meet measureable goals.**

A successful task force will need to build a strategic plan with measurable goals, gather ongoing data, and be accountable for increases or decreases in violence levels on the campus (Stubbs 2008). Many universities have chosen to use task forces as a way to address problems or raise awareness about violence related issues. The strength in using this method is that you can pull from different areas of expertise, and from different levels of administration to put together a valid plan with the support of the entire university. Ohio State University includes campus administrators, faculty and academic leaders, student representatives, campus law enforcement and security, community based organizations and other members of the University staff in their task force to address IPV, sexual violence, and stalking (Regents, 2010).

Lafayette College uses a task force called the Lafayette Community Advocating Rape and Relationship Education Committee. The committee is made up of students, administrators, and community educators that reach out to first year students, athletes, sorority and fraternity members, and the student body at large through co-sponsoring events around campus. The Committee's ..."annual programming and information dissemination has focused on 1) the behaviors that constitute sexual assault according to college policy and state law, 2) ways to avoid committing or becoming a victim of sexual assault, 3) how to report a sexual assault using on-campus or off-campus resources, and 4) how to intervene when there is the potential for a sexual assault to occur" (Lafayette College, 2010).

The largest example of how task forces can positively affect violence prevention programs is found in California. The Safe School Task Force was formed with the purpose of evaluating the current state of affairs in terms of violence and schools, and provided recommendations for improvements. It also created the Governor’s School Violence Prevention and Response Task Force to evaluate school and public policies in relation to violence, meet with the public, and provide recommendations for improvement (Safe Schools Task Force, 2000).

The Safe School Task Force provided recommendations aimed at three goals: “(1) to develop strategies to prevent behavior problems from escalating into violence and to inspire youth with educational, school and community service activities; (2) to assure that California schools are prepared for a crisis and to prevent that crisis from turning into a catastrophe; and, (3) to develop and strengthen partnerships between schools, school communities and law enforcement to ensure campus and community safety” (Safe Schools Task Force, 2000).

They issued 8 recommendations to attain these three goals:

1. Strengthen and expand resources to promote building strong, positive relationships between teachers and students and between students and each other.
2. Reinforce the comprehensive safe school planning process, including effective crisis response preparation and procedures.
3. Support strategies, including community oriented policing and problem solving, to increase law enforcement and probation officers as partners on school campuses.
4. Strengthen the capacity of the Attorney General and State Superintendent of Public Instruction’s School/Law Enforcement Partnership Cadre to provide training, resources and technical assistance to California schools.
5. Provide positive youth development activities that challenge students academically and provide real-world community service opportunities for students to contribute to the improvement of their schools and communities.
6. Establish strong accountability measures for school safety community partnership programs.
7. Identify, fund and disseminate information about best practices and model programs for safe schools.
8. Work with institutions of higher education, the California Commission for Teacher Credentialing (CTC), and providers of professional development to include school safety knowledge and skills development in pre-service and in-service programs for teachers, school administrators and student support services personnel.

(Safe Schools Task Force, 2000)

The use of task forces in California has been a powerful tool at identifying the problem, evaluating the resources, and articulating plans of actions. Today, the State of California, law enforcement within California and the University of California system has one of the biggest and most effect partnership models in the nation addressing all levels of violence on the college campuses as well as in the community. This is a direct result of state and local task forces who have pushed these partnerships as a response model to violence.

**Campus and Community Partnerships**

Maintaining partnerships can prove to be a powerful tool. The university has a diverse level of human capital that can assist in preventing, responding, and counseling the victims of crimes. The general community also is abundant in resources. A major obstacle to violence prevention, response, and follow up is often a lack of coordination and/or knowledge of the services available. Campus partnerships can be a strong way to tap into campus resources, and are encouraged to include campus security personnel, health and counseling services staff, judicial affairs personnel, the dean of students, student affairs representatives, residence life staff, resident assistants, students from the general population and specific groups, students using community centers, fraternity and sorority coordinators, and athletics director or related staff (Stubbs 2008).

New York University has established a coalition between the athletics, intramural and recreation, the office of LGBT student services, the office of students with disabilities, residential life and housing services, student health center, and the student resource center. The focus of the group is to bring together their resources to prevent, educate, and support sexual assault prevention campaigns (New York University, 2010).

Central Washington University also uses a collaborative approach bridging the college campus with the community at large including stakeholders at the university, law enforcement, prevention and treatment agencies, concerned citizens and many more departments that share concern. The Campus-Community Coalition was started by the president of the university with the mayor of the city to reduce high risk drinking after realizing that collaboration between campus and community was necessary for a cultural shift. Alternatives to drinking are provided on the wellness services website such as movies, shopping, and events taking place in the area as well as information on recognizing alcohol poisoning, how to be a good neighbor, and bystander behaviors. Noteworthy enough is an informative YouTube video that was created through collaboration of the film and communications departments called socialize wise. On the video, students volunteer helpful tips about how to protect themselves while out on the town from a peer point of view (Central Washington University, 2010c).

Ohio State University in partnership with the Columbus Coalition against Family Violence promotes the "It's Abuse" campaign. The purpose of this campaign is to raise awareness among college students about the warning signs of physical, verbal, and emotional verbal abuse, develop educational programming and provide and educate about the resources available. Leaders of this campaign sponsor events such a speakers, support rallies, film events, as well as the First Year Success Series presentations (Ohio State University, 2010b).

**Research Departments**

Some universities have established research units within the institution to evaluate the causes of violence, the effects of direct interventions and policies, and the educational units to help prevent violence before it happens. Arizona State University, for example, established the Center for Violence Prevention and Community Safety in 2005 and has set up a clearing house for violence prevention literature and is leading the way in violence prevention research (Center for Violence Prevention and Community Safety, 2010).

**II. Violence Awareness and Attitude Adjustment Campaigns**

**Anti-Violence Public Relations Campaign**

It seems that most the institutions have a public relations campaign to one degree or another. For instance, the University of Florida conducts many campaigns to assist the gay and lesbian populations, as well as some for the Queer and Transgender populations. These include the LGBTQ student assembly, National Coming Out Day, Transgender Day of Remembrance, Same Sex Hand Holding Day, Lavender Graduation, and the Out Project.

There are several anti-violence campaigns that are national programs and are sponsored by multiple universities. These include the Silent Witness Project, Clothesline Project, Candlelight Vigils, These Hands Don’t Hurt, Take Back the Night, Sexual Assault Awareness Month, and Domestic Violence Awareness Month. The Silent Witness Project is a national imitative to stop domestic violence. It creates life-sized silhouettes, in which they paint red. Each silhouette represents a woman who was murdered by an intimate partner, and is labeled with the name and a story about the victim and/or crime.

The Clothesline Project is another national initiative that hangs t-shirts with messages written by women affected by violence. It is meant as a way for victims to express themselves while presenting the message as a means of awareness to the community at large. The Hands Don’t Hurt is a way for people to come together and take a pledge against violence by painting the palm of their hand and pressing it against a surface. It also is aimed at building awareness, but also at helping people recognize their own commitment to non-violence. Finally, the Take Back the Night, Sexual Assault Awareness is a march against violence that happens after dark.

**Anti-Violence Educational Programs**

Only 6 in every 10 schools offer safety related educational programs and less than half the colleges and universities offer many educational programs about acquaintance rape (Karjane, Fisher, and Cullen 2005). The schools that do offer these programs have taken steps to address local issues. For example, the University of Florida offers several educational programs about alcohol and the law, how to respond to bomb threats, types of crimes to watch, how to identify dating and acquaintance rape as well as relationship violence, emergency phones awareness around campus, how to respond to obscene and/or harassing phone calls, personal safety techniques, inform and educate the colligate population in common sense smart decision making like being aware of surroundings, buddy system rape aggression defense, stalking and suspicious persons awareness training, as well as the laws, and university policy concerning weapons and firearms, and workplace violence.

The University of Minnesota, Twin Cities runs an education and advocacy program that addresses sexual assault, relationship violence, and stalking. Their education programs can run anywhere from 15 minutes to 6 hours, depending on the need and venue. They have several presentations that address homophobia, alcohol related violence, and male leadership in violence prevention, and violence against women with disabilities. Similarly, Central Washington University provides an educational program on campus called Prime for Life. Prime for Life consists of 10 hours of education that focuses on prevention of alcohol related health, impairment, and addiction problems. Participants of Prime for Life learn about historical and current research on predicting risk for alcohol problems (Central Washington University, 2010b).

Michigan State University requires all freshman attend an educational program called Sexual Assault & Relationship Violence (SARV) Prevention Program. The department of Student Life runs this program and tasked it with building awareness around the issues of domestic violence, and encourages students to become engaged in preventing domestic violence and teaching ways to intervene in cases of domestic violence. The goal is to install a personal responsibility in each student can create and maintain a safe campus community.

Another anti-violence education program called REAL, Relationship Equality and Anti-violence League, is being implemented by the University of South Florida. This program is housed in the Division of Student Affairs' USF Victim Advocacy and Violence Prevention Program and allows leadership opportunities for men by encouraging them to build alliances in the community through awareness and outreach to prevent violence from occurring in relationships. A couple anti-violence prevention outreach events the group participates in include: Walk a Mile in Her Shoes, Take Back the Night, and a USF public event called REAL Deal to Prevent Sexual Violence. REAL Deal to Prevent Sexual Violence aims to provide understanding tactics of perpetrators and how to safely intervene in violent situations (University of South Florida, 2010).

Penn State University has a workplace anti-violence outreach program in dealing with domestic/relationship violence that is offered on all of their campuses (Penn State, 2008). It is titled, A Day in the Life, The Penn State Community at Work: Workplace Responses to Domestic Violence and was designed for students and faculty on campus. It is a response to a domestic violence homicide that occurred in State College back in 2001. The workplace responses to domestic violence program contain three modules. The main points in the three modules are: an overview of domestic violence, signs of an abusive relationship, signs of an abuser, the power and control wheel, barriers to leaving, how to help, and a training review. The objectives of this program are to raise awareness of how violence can permeate throughout the home life and spill over in to the workplace, inform about the resources available to victims of violence, how to support coworkers or employees that are in an abusive relationship, educate employees appropriate responses to domestic violence, and ignite a movement where coworkers and employees will take part in a larger community response to end domestic violence (Penn State, 2008).

Penn State University also offers two self defense courses for women, students and faculty, to prevent sexual assault. These two programs are called Self Awareness and Familiarization Exchange (S.A.F.E.) and Rape Aggression Defense (RAD). S.A.F.E. is a free 2 hour course that provides introductory self defense practices to reduce the risk of violence whereas RAD is a more extensive self defense course for women as it is 12 hours instead of 2. Both programs offer techniques on awareness, risk reduction, prevention, avoidance, and what to do if attacked by a perpetrator (Penn State, 2009). University of Texas at Austin and University of Illinois at Urbana Champaign, another of two of Forbes Magazine's largest public universities, offers RAD training with additional information pertaining to sexual assault. There is a link hosted on the police department's webpage where students can sign up for RAD training (The University of Texas at Austin, 2010). A smaller university, Central Washington University, one of the top 8 promising prevention programs, also offers RAD training. RAD seems to be a program that is favored regardless of the size of school and number of students as it is being implemented in many schools across the nation, large and small.

Research conducted on attitude change and self defense programs on university campuses show that behavior specific programs that teach protective and self defense skills increase self efficacy and self esteem compared to attitude change programs. Attitude change programs could be more effective if they were longer and more spread out over time but most are only 1-2 hours long (Sochting, Fairbrother, and Koch, 2004). This supports the abundance of rape aggression defense classes being offered from universities as large as University of Texas at Austin and University of Illinois at Urbana Champaign to smaller public schools like Central Washington University.

**III. Violence Prevention and Response Programs**

**Alert Systems**

Several schools such as Ohio State University, Oklahoma State University, Stillwater, and UCF have all utilized the technology people already use as a safety alert system. For instance, at Ohio State University will send text messages and voice messages to students who have opted into the alert system in the event that there is a safety concern on campus. Oklahoma State University, Stillwater has a number of ways to broadcast critical information in emergency cases such as text or voice alerts, siren systems, PA systems, university email group, social media such as Facebook, twitter or MySpace, an override on the cable television channels and campus monitors, local media, weather radios, patrol car announcements, calling trees, as well as the campus website (Oklahoma State University, 2010).

**Passive Violence Prevention Programs**

Violence prevention programs are programs designed to increase safety and awareness on campus. This can be a broad definition that can include a lot of programs. We decided to interpret this definition of violence prevention very narrowly for this sub category. Most universities have installed lights over walkways, emergency phone systems, and security and or police presence. The idea of passive violence prevention is to take steps to dissuade violent actions from taking place.

For example many universities have developed a campus escort services available to all students, which offers transportation during the day, but more importantly, throughout the night. Ohio State University, University of Florida, New York University, and Metropolitan Community College in Omaha, Nebraska are but a few examples of universities that provide an on-call escort service and/or transportation for students while on campus. Ohio State University includes dogs on campus, self- defense classes, courses on alcohol, tobacco, and drugs education and prevention, a crime prevention partnerships between the housing department, students, and campus police, security monitors. The University of Florida offers free walking and biking escorts, safety videos, as well as emergency phones located throughout the campus.

**Bystander Intervention Programs**

The idea of bystander intervention programs is to make students the agents of change. These are awareness and education programs geared at encouraging bystander intervention into IPV cases (2010). One program that has been spreading throughout the country is called the Green Dot. It is currently an active program at 59 major universities. It is a strategy that has been implemented in universities, certain military groups, and statewide organizations. The foundation of this violence prevention program is made up of three components: “A single choice in one moment in time to use your voice, actions, or choices to make one small corner of the world safer…A shared vision that creates momentum through the power of a common language and purpose…A social movement that harnesses the power and influence and individual bystander choices to create lasting culture change resulting in the ultimate reduction of power-based personal violence” (Green Dot, 2010). Essentially, the green dot prevention program can be interpreted to be a map full of dots, some green, and some red. The red dots stand for any threat of or act of violence and the decision to do nothing about it. The green dots are actions or voices that promote intolerance of violence.

Central Washington University is one of many universities that has adopted the green dot strategy on campus and hosts a link on their wellness services website that provides a faculty toolkit, green dot poster presentations, bystander training, and a space to share, view and publish green dots being implemented and used on campus. Further, Central Washington University utilizes Facebook and twitter to spread the message about upcoming green dot training and events (Central Washington University, 2010a).

A bystander intervention program called The Men's Program, which showed a DVD called One in Four to 184 college men resulted in attitude and behavior change when participants were surveyed 2 years after participating in the program. One in Four is an account of a male on male rape and is meant to invoke empathy and understanding of what a rape might be like for a woman. The participants are taught how to support rape victims and behave as a bystander when witnessing jokes about rape. When given training to intervene, rape can be prevented (Foubert, Godin, and Tatum, 2009).

In another study conducted on using social self-identification in social marketing materials aimed at reducing violence against women on campus showed that when students witnessed posters of positive bystander behavior they were much more likely to intervene when a sexually violent situation was about to occur. The benefits of a prosocial bystander behavior program using marketing materials are large because of the minimal amount of funds it requires and the lesser amount of administrative time needed to put the program in to place (Potter, Moynihan, and Stapleton, 2010).

Barnyard, Eckstein, and Moynihan (2010) found that a transtheoretical model can shed light on bystander intervention programs. Transtheoretical models have been successfully implemented previously in addiction prevention models. This model proposes and results from the study indicate that readiness for change, self-efficacy, and decisional balance can play a role in creating successful prevention programs because the prevention programs can be tailored to fit the different stages that participants are in.

**Response Teams**

One proactive way to address the concerns of violence and safety is to have a team that is ready to respond to a situation. Ohio State University established the Bias Assessment and Response Team (BART) that is called into action when a suspected incident occurs, which may involve racial, gender, or other biases. This group is comprised of people from University housing (who is trained to conduct active listening sessions with students), Student Judicial Affairs (who investigate and respond to situations), Student Advocacy (who answers student questions and directs them to appropriate resources and can familiarize students with policies and procedures and offers guidance), Counseling Services, Office for Disability Services, Ohio Union and Student Activities, and the Multicultural Center. This group monitors campus incidents, helps students who witness or are victims, coordinates university responses to hate and bias related incidents based on race, religion, sex, gender, gender identity, sexual orientation, ethnicity, national origin, age, or disability, and operates with the approval of the President’s Cabinet. This group has four divisions, the Advisory committee, Response committee, Student Representatives, and Supplemental Team Members.

Central Washington University provides a link on the university's wellness center which is titled Sexual Assault Response and Prevention. Housed in this section of the web page are their sexual assault response policy, sexual assault facts and education, sexual assault victim advisor training, and the sexual violence commission. The primary mission of the university's response team is to educate all incoming students within the first 6 weeks upon arrival on campus about sexual assault. The mission also aims to engage students in events around campus that will heighten their awareness of issues regarding sexual assault and increase bystander behavior which allows social change to flourish (Central Washington University, 2010d).

Michigan State University has established a student group called Sexual Assault Crisis Intervention (SACI) that helps run an emergency hotline, is trained to respond to victims in need, and educates victims as to the medical and legal options a victim has (Sexual Assault Crisis Intervention Group, 2007). Further, the university runs its own domestic assault shelter called Safe Place. The shelter is a community resource to offer anyone who needs it an anonymous and safe place to stay as well as advocacy and counseling (Safe Place, 2010).

**IV. Unique University Initiatives that Stand Out**

Central Washington University, Lewis and Clark College, and other universities across the nation have been utilizing a program called Student Health 101. The program was developed to help universities and colleges with doing a better job of educating students on health related issues, especially since funding is limited. Every month the free newsletter covers topics from sexual protection, smoking, body image, students in action, to health briefings. It is an easy way to access a lot of information about a vast number of issues regarding student physical, psychological, and emotional wellness and more specifically, ways to prevent and address issues related to violence on and off campus. There is a space for students to submit questions about their health as well as names and phone numbers of resources on campus that are available for the student's use such as: the wellness center, the health and counseling center, university recreation, public safety and police services, and campus life/activities (Student Health 101, 2010).

***The Ohio State University*** has a Responsible Hospitality Initiative that educates and encourages party hosts to plan safe parties and reduce the risks related with alcohol consumption. They distribute literature about responsible party hosting and give over 2,000 Responsible Party Kits annually to students planning house parties. They also provide services to its students that promote healthy relationships and sexual wellness. One service is a Condom Club with a free membership that offers students discounted and free items and demonstrations. Another service is free HIV testing and counseling to all students along with numerous sexual wellness presentations (Ohio State University, 2010a).

According to the ***University of Florida*** website, their collaboration with the P.K. Yonge Developmental Research school is the most proactive community-oriented policy (University of Florida Police Department, 2010). The school that UF has partnered with is a K-12th grade school that is also in collaboration with their College of Education. Within this program a law-enforcement officer is placed on the school campus providing them with numerous services such as law enforcement, classroom instruction on legal issues, juvenile rights, laws of arrest, search and seizure, and laws pertaining to alcohol, drugs, DUI, and traffic, counseling services, involvement as a co-sponsor of Students Against Drunk Driving (SADD), as well as after hour security for social, educational, and athletic functions (University of Florida Police Department, 2010).

***New York University*** in collaboration with the New York Police Department offers its students a number of safe havens situated all over Manhattan that provide services to victims and anyone who has witnessed a crime (D. o. P. S. New York University, 2010). In large cities and more importantly large universities it becomes important to reach out to all students attending the institution not just the ones living on campus.