CARS PLENARY
FACULTY PERSPECTIVES AND INSIGHTS INTO CAMPUS SEXUAL VIOLENCE

A Presentation By:
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WHY & HOW DOES CSA IMPACT BSU?
WHY & HOW DOES CSA IMPACT FACULTY?

• The Prevalence

➢ Numerous national datasets estimate 20-25% of female students will experience sexual victimization during their college years.
  ❖ Various studies report males are sexually victimized at higher rates than previously believed (n = 3-20%).

➢ One study (Wright 2010) on BSU students suggests 20% of students had a prior sexual victimization before coming to the University.
  ❖ This study also found that 46% of those victimized before attending BSU, were re-victimized at BSU.
WHY & HOW DOES CSA IMPACT FACULTY?

- The Educational Imperative –
  - Numerous studies suggest that CSA victims:
    - Have increased emotional problems incl.
      - Depression, alcohol & drug abuse, suicidality, hypersexuality, trust and intimacy issues.
    - Have increased academic difficulties.
    - Are at increased risk of future sexual re-victimization.
  - Students CAN, WILL and DO disclose to faculty because:
    - They are a trusted adult authority figure.
    - They are NOT law enforcement, their parents NOR mandated reporters.*
    - There are numerous safe ways to disclose (e.g., papers, class discussions, office hours).
    - They care deeply about their academic progress.
WHY & HOW DOES CSA IMPACT FACULTY?

• The Moral Imperative –

  ➢ National studies suggest that we have sexual violence survivors in:
    ✤ Our classrooms.
    ✤ Our families.
    ✤ Our academic departments.
    ✤ Our friendships.

  ➢ Research is definitive that:
    ✤ Informal support systems (e.g., friends, family, teachers) have a strong impact on victims’ recovery.
    ✤ Positive responses by faculty aid in a victims’ sense of agency, academic progress and recovery process.
      • Negative, blaming responses can drive victims’ underground impeding their help-seeking and recovery processes.
THE SEXUAL ASSAULT PREVENTION TASK FORCE RECOMMENDATIONS, 1/11/15

• 1. Language Consistency: “Victim/Survivor”
• 2. Campus safety
• 3. Sexual Assault Awareness Campaigns
• 4. Student Life Skills course
• 5. Bystander Intervention
• 6. Professional Development for Faculty/Staff
• 7. Educational Partnerships w local high schools
• 8. Create a Gender Advocacy and Support Center
• 9. Support and education focused website and social media efforts
• 10. Incident messaging
IMPLEMENTATION AND ACCOUNTABILITY

• Creation of a second sexual assault task force. Members: Dr. Mary-Lou Frias, Detective Kaitlyn Mori (campus police), Erin DeBobes, Esq. Director, Title IX Coordinator), Kevin Costa (SGA), Dr. Diana Fox.

• Mandate:
  • a. To act on the recommendations of the Fall 2014 Task Force, to strategize around how to achieve the recommendations;
  • b. To submit quarterly reports to the President’s Cabinet and as needed.
FIRST REPORT SUBMITTED 5/5/15: REQUEST FOR FUNDING

- **Campus Safety** - Perceived physical safety of the campus:
  - Improved lighting on campus;
  - Facilities Management and Planning, the BSU Police Department and the Student Government Association, evaluating physical safety of the campus.
  - Budgetary requests ➔ increased blue lights and other additional lights—a symbol of safety.
BEAR THE RESPONSIBILITY CAMPAIGN-

- A poster and flyer campaign focused on campus values
- Provides educational information regarding sexual violence and BSU’s associated Sexual Violence Policy.
- Provides general information about sexual violence prevalence and the scope of the issue.
- Funding absorbed within the Office of the General Counsel/Office of Equal Opportunity’s ‘training’ budget.
SEXUAL VIOLENCE ADVOCACY AND SUPPORT CENTER

• A critical element for sustained and consistent programming;
• The Center will be housed within the Division of the President;
• The proposed budget allocates funds for 2 faculty associates to participate in research and scholarship associated with the mission of the Center.
• The goal is to encourage academic discourse, conferences, and other programming related to sexual violence and to promote the infusion of related issues into the curriculum. Funding for the Center’s overhead and supplies is included along with an allocation for the Task Force’s recommended Life Skills Course.
ADVOCACY CENTER, CONT.: POSITION REQUESTS

• Request: two professional positions within the Center.

• Position 1: A Sexual Violence Advocate, an advocate for survivors of sexual violence and coordinate continued care and resources;

• Position 2: A Sexual Violence Prevention Educator will implement educational programs specifically geared towards the prevention of sexual violence under the Title IX Coordinator’s strategic guidance.
STUDENT LIFE SKILLS COURSE (GROUP ORGANIZING BY DIANA FOX)

• A one-credit course that all new students are required to participate in.
• Goals: Provide skills necessary for success at BSU.
• Topics: sexual violence, healthy relationships, gender roles, boundaries in interpersonal relationships, bystander intervention, campus resources.
**Bystander Intervention Program**

- Expand current program to include faculty and staff (the current program is only available to student participants.)
- What is bystander intervention? Programs based on a social science model that teach people how to check in and help out in situations that look problematic.
- They have been helpful on college campuses to thwart sexual assault, abusive alcohol consumption, depression, suicide, etc.
PROFESSIONAL DEVELOPMENT FOR FACULTY/STAFF

• Funding for training programs that go beyond “mandated reporting.” Link to Responsible employee checklist.
  • http://bsutitleix.weebly.com/
• Training will focus on an understanding of healthy relationships and boundaries, civility, and bullying. Recommended trainings will equip participants with the skills to recognize abusive dynamics and to model positive behavior for students.
• Link to new website for students on sexual and relationship violence: http://bsutitleix.weebly.com/
Events sponsored by Women’s and Gender Studies/GLBT Studies

With support from: Athletics. Promoting Diversity Grant, NCAA Grant, College of Education and Allied Studies, MAHPLS, Student Government, INTD 240 Dr. Raymond’s Critical Perspectives on Women’s and
Scenes from It’s On Us event

https://youtu.be/dsdmKcGNq2c
It’s *On Us* Student Created Video
Discussion Questions

• What barriers exist for faculty when students disclose?

• What needs does the faculty have in addressing student disclosures?

• Next steps –
  ➢ Two tentative Town Hall meetings
  ❖ Thursday 9/10/15 and Friday 9/18/15.